

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta, on Tuesday, February 7, 2006 at 5:00 p.m.

PRESENT

Board of Trustees:

Trustee G. Dirks, Chair
Trustee C. Bazinet
Trustee N. Close
Trustee P. Cochrane
Trustee K. Fawcett
Trustee L. Ferguson
Trustee G. Lane

Administration:

Dr. B. Croskery, Chief Superintendent of Schools
Ms. J. Barkway, Assistant Corporate Secretary
Ms. L. Angelo, Acting Superintendent, Human Resources
Mr. D. Dart, Superintendent, Business Operations & Environmental Services – Secretary Treasurer
Mr. J. Drysdale, Superintendent, School Support Services
Ms. B. Hubert, Deputy Chief Superintendent of Schools
Mr. J. Jones, Executive Assistant to the Chief Superintendent of Schools
Ms. B. Kuester, Executive Director of Communications
Mr. G. Scott, Director & General Counsel, Legal & Risk Management Services
Ms. S. Wasylshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. G. Burger-Martindale, Calgary Association of Parents and School Councils
Mr. D. Hehr, Alberta Teachers' Association
Mr. D. Hammill, Canadian Union of Public Employees
Ms. S. Raymond, Elementary School Principals' Association

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Dirks called the meeting to order at 5:00 p.m. Jessica, a grade 5 student from Andrew Sibbald Elementary School, led the singing of the national anthem. Chair Dirks noted the attendance of several Journalism students from SAIT, whom he welcomed to the meeting, and he also acknowledged and welcomed representatives from the aforementioned organizations and members of the public.

2.0 CONSIDERATION/APPROVAL OF AGENDA

MOVED by Trustee Bazinet:

THAT the Agenda for the Regular Meeting held February 7, 2006, be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

There were none.

4.0 HONOURS AND RECOGNITIONS

There were none.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Correspondence

There was no correspondence.

5.2 Report from Chair and Trustees

Trustee Close informed that she was able to attend the 50th Anniversary celebration of Windsor Park Elementary School, and noted that Dr. C. Klein was also in attendance.

Trustee Close noted that as the Board's representative on the imagineCalgary Roundtable, the group has developed a draft Vision based on the five questions that have been circulated to Calgarians through the Internet and through direct connections and focus groups. They are asking all community members to respond to what inspires them most about the draft Vision and what they would add to strengthen the Vision. This draft Vision will become an approved Vision along with the working group's strategies, goals and targets, which has a timeline of June 2006. She pointed out that feedback could be provided through the Internet.

Trustee Ferguson shared that on January 26th she visited Vista Heights Elementary School, for the presentation of *Literacy for Life*, which is a partnership between the CBE, the Calgary Hitmen Hockey Club, the Read On Literacy Group, and Schlumberger. This initiative provides a new book each year to the grade 6 students in our schools; this presentation was for the launch of this year's new book, and the children won the floor hockey game that they played against the Hitmen.

Trustee Ferguson noted that earlier in the day she had attended the Lion's Club launch of their Centennial Legacy Project, which provides *Alberta in the 20th Century History Series* to all public schools and libraries across the province.

Trustee Cochrane informed that last week, Trustees Ferguson, Bazinet and herself attended an ATA Symposium, where discussion took place on accountability in public education. She noted that the context of that discussion led to the general consensus that accountability in the facet of measuring on test scores alone is very limiting, as it does not portray the important issues surrounding citizenship and character. She pointed out that the CBE's monitoring work around accountability is ongoing through the review of the Board of Trustees' Ends statements, and she noted that it is encouraging to have the conversation on accountability sponsored by the ATA, and to be able to share information with other educators and business people.

Trustee Bazinet provided an update on the Alberta School Boards Association Metro Study, noting that Part 2 of the study has begun, and Part 1 of the study continues to be promoted.

Trustee Bazinet noted that she recently attended a Career Pathways presentation, to hear two speakers, Andrew and Luke, who co-wrote a book called "The Power of Focus for College Students". The book is aimed at guiding graduate students towards finding good opportunities. The two will be holding speaking engagements at numerous locations in our system throughout the month, to which she encouraged people to attend.

5.3 Report from Chief Superintendent

Chief Superintendent Croskery reported on the following issues and events that he attended:

- January 24, 2006 was the Mayor's Excellence Awards Luncheon, sponsored by the Calgary Educational Partnership Foundation. A number of CBE schools that are engaged in partnerships received awards at this special event.
- January 25, 2006 was the annual Innovation Showcase, held at Mount Royal College. Official sponsors of the event were the CBE, Mount Royal College and PC Corp.
- The Principals' Association for Adolescent Learners (PAALS) Appreciation Banquet; at which numerous accolades were made in appreciation of the work provided by their school secretarial and support staff.
- January 26, 2006 he was at Capital Hill School to thank Ms. M. Sneider (Principal) for her long service with the CBE; and to congratulate her on her retirement.
- Deputy Chief Superintendent Hubert, Superintendent Drysdale and he had attended a meeting with the Career Pathways Team to discuss future plans for the Career Pathways program.
- He attended a portion of the 50th school anniversary of Windsor Park, but left early to attend the open house at Sir John Franklin School, which was so well attended that he was unable to get into the building.
- January 27, 2006 was the opening of *The One Hundred Languages of Children* exhibit at the Jubilee Auditorium. The CBE and the U of C have worked together to bring this project to Calgary.
- He recently met with Mr. W. Kauffeldt, Coordinator, Facility Operations, and his staff to partake in some of their work on self-understanding.
- February 2, 2006 was the United Way's 7th Annual "Spirits of Gold" Recognition Dinner and Awards Gala. He noted that he learned at this function that the United Way raised \$44 million this year that goes back into the community, and some of those proceeds will go towards support of our students.
- On February 3, 2006 he took a 3-hour tour of Southland Transportation; he noted that he was very impressed with the professionalism and the complexity of their work.

5.4 Public Question Period

There were no questions from the public.

5.5 Stakeholder Reports

There were no stakeholder reports.

5.6 Trustee Inquiries

Ms. Barkway noted that three inquiries had been raised by trustees, which she read for the record as follows:

"In regards to the Career and Life Management (CALM) course required by Alberta Education for graduation:

- Has Alberta Education ever surveyed students to ascertain the value to students of the CALM course content?
- Does Alberta Education have any research indicating that taking CALM affects student behaviour in regards to health, budgeting and financial planning, birth control, etc.?"

Superintendent Drysdale responded to the question, noting that in consultation with Alberta Education's Program Manager of CALM and Career Transitions, it was determined that at this time no research has been conducted regarding the value or the effectiveness of CALM. The only documented information is in the appendices of the Alberta Commission on Learning report dated October 2003 – on page 173, under the *Youth Consultation Results*, the following statement is given "Changes are needed, especially in the Career and Life Management curriculum." The most compelling theme was the need for schools to prepare students for independent living – teaching youth to be adults. There is a need for more life- and skills-based courses, including more emphasis on the skills like Learning to Learn, Debating and Making Presentations, Listening, Decision making, Team Work, Relationships and Communication Skills, and Personal Financial Planning. From the students' viewpoint, the current Career and Life Management Program was irrelevant, out-of-date and not useful.

Ms. Barkway read the second inquiry as follows:

"Given the accommodation plan that has been proposed for Lord Shaughnessy High School, what is the planned outcome for all Integrated Occupational (IO) programs within the CBE?"

Chief Superintendent Croskery responded to the question, noting that the planned outcome for all IO programs within the CBE is subject to an analysis that will be undertaken fairly soon, and it will be under the title of a review of Secondary Education in the CBE. There is a need to identify areas where there is potential for improvement of program delivery to students; one of those areas, he believes, is the IO program. It is necessary to ask the right questions and frame the challenges before any solutions are proposed. Chief Superintendent Croskery pointed out that the change that was made in regard to the IO program, which impacts on Lord Shaughnessy High School, was driven by a facilities issue in the north part of the city; he stressed that such change does not constitute an assault on the IO program, nor does it indicate the direction of future planning.

Ms. Barkway read the third inquiry as follows:

"What is the Calgary Board of Education's plan for dealing with the potential of a flu pandemic in the near future? What work are we doing with other levels of government and services to plan for this possible pandemic?"

Mr. D. Stamp, Corporate Security Advisor, provided a verbal response to the question, and copies of the response in writing were distributed at the meeting and for the record. The response is summarized as follows:

In all matters relating to health issues, the CBE defers to and takes direction from the Calgary Health Region. Along with the Calgary Health Region, the CBE has representation at the City of Calgary Emergency Operations Centre, where the exercises of preparing for such occurrences are and have been practiced. The Health Region has developed a plan that integrates protocols employed by the World Health Organization, Emergency Preparedness Canada, Alberta Emergency Preparedness and the City of Calgary. The CBE's concerns and questions have been provided in writing to the Calgary Health Region, and CBE will participate in meetings with their representatives over the next two months. It is anticipated that a specific CBE response could be finalized by September 2006. The CBE is responsible for creating a safe and secure environment for students, and for fulfilling its public duty to its citizens.

6.0 MONITORING AND RESULTS

6.1 Ends

6.1.1 E-5: Character - Reasonable Interpretation, Indicators and Benchmarks

Superintendent Dart provided a brief summation of the contents of the report. He noted the challenges of this work include that it is a learning experience as attempts are made to measure and assess how well we are doing; and there are many challenging dimensions to a reasonable interpretation of this particular Ends statement. He noted that the report makes reference to a variety of publications and resources, which were reviewed by staff involved in the research for this report, including Alberta Education's *The Heart of the Matter*. Also, attached to the Board report is a report that was compiled by Dr. J. Jeary for the CBE, and presented to the Board of Trustees in December 2001, on the "Intentionalizing of the Development of Character". Superintendent Dart noted that the latter report in particular is very thoughtfully directing us to look at character education as not being something that can be learned in a discrete fashion, but it is very much a fundamental dimension of good teaching. He noted that character education must be a continuous effort to guide students to know and pursue what is good and what is worthwhile.

Trustees gave consideration to the report and posed numerous questions, which were addressed by Administration. The following is a summary of some of the discussion.

- Administration noted that knowing the types of programs and activities that are offered in our system to support character education is beneficial, although they would not be the big focus in terms of measures of achievement of the outcomes.
- The way that a school is "rigged" for the development of character may be much more important than the direct instruction of morals. Chief Superintendent Croskery noted that research very clearly supports this statement. He also made reference to a book written by Barry Sugarman that is titled *The School and Moral Development*. He noted his belief that it is important to monitor and to report on both forms of assessment.
- Reference was made in Attachment II of the report, under point 2 – curriculum monitoring, regarding the use of the health/character relationship sheets from TLC, and it was questioned what indicators would be present in that material. Administration consented to providing this information to Trustees at a later date.
- With regard to questions about the Accountability Pillar Survey Results, Administration noted that the wording in those particular questions is fairly similar to what is reported here. The CBE benchmarks, as noted in the report, were set by the staff members who worked on this report, and these are believed to be levels of achievement that are obtainable. It was noted that the targets for the Accountability Pillar Survey measures have yet to be set; the best practice is that you need three years of data to set targets and in order to see the trends; currently we have two years of data that has been gathered. It was noted that there is a "don't know" option on each of the questions asked in the survey.
- With respect to the indicators that are listed in Attachment II of the report, Superintendent Dart noted that the monitoring report would depict the results information that supports those indicators.

B. Croskery/D. Dart

MOVED by Trustee Lane:

THAT the Board of Trustees approves the reasonable interpretation, indicators, baselines and Benchmarks for End 5: Character, in the form as submitted with the Agenda for the Regular Meeting held February 7, 2006.

The motion was

CARRIED UNANIMOUSLY.

6:20 p.m. – Recessed.

6:37 p.m. – Reconvened.

6.1.2 E-2: Academic Success – Literacy and Numeracy

Superintendent Drysdale noted that on October 18, 2005 the Board of Trustees approved the Chief Superintendent's reasonable interpretation, indicators, benchmarks and targets for Ends 2: Academic Success. The presentation at this meeting is the first monitoring report of Ends 2, focusing on literacy and numeracy. He noted that in order to build some context and share visual images of the CBE's work with literacy and numeracy, a PowerPoint presentation was created with the assistance of Media Services.

The PowerPoint presentation showed video clips of students learning and displaying their knowledge of learning in various settings. The following is a summary of some of the information that was portrayed as indicators that incremental progress is being made:

- Literacy:
 - 88 of 120 schools have held one or more book fairs this school year alone.
 - Over 2 million volumes of books and other reading material are housed in our CBE libraries for the use of our students.
 - Our CBE Calgary Public Library partnership has provided free library cards to all Kindergarten, Grade 1 and Grade 4 students.
 - For the past 10 years, the CBE has partnered with the Calgary Educational Partnership Foundation on a number of literacy initiatives.
 - 3,604 students are involved in speech and debate in 39 schools.
 - 17,727 students are registered in Second Language & Culture Courses.
 - 8,147 students are enrolled in Second Language Immersion Schools.
 - CBE Second Language Initiative will be implemented in September 2006.
 - Provincial Achievement Test (PAT) Results for the Grade 6 Language Arts (Reading) showed that 86.5% of the students achieved at the acceptable level, and 37.5% achieved the standard of excellence. The PAT results for the Grade 9 Language Arts (Written), showed that 91.5% of the students achieved at the acceptable level and 20.8% achieved at the level of excellence.
 - 2004-05 Diploma Exam Results of Grade 12 French Language Arts (Reading and Writing) revealed that 97.2% achieved at the acceptable level and 25.2% achieved at the level of excellence.
- Numeracy:
 - 2004-05 Provincial Achievement Test and Diploma Exams Results showed that 32.4% of the students achieved at the standard of excellence in Pure Math; and 23.4% achieved at the standard of excellence in Applied Math.
- Where to Go From Here:
 - Resource allocation decision.
 - Planning for professional development.
 - Identification of staffing needs.
 - Organization and utilization of facilities.

Superintendent Drysdale acknowledged the attendance of the following Curriculum Support Services staff, noting they would assist with questions where required: Ms. J. Crarer, Director, Ms. J. Bain, Ms. J. Werner-King, Ms. J. Adomeit, Ms. S. Reib, Ms. J. Lessard, Ms. L. Vargas. Ms. L. Flanagan, Specialist, Accountability Services, was also present to respond to questions.

The following is a summary of the discussion that took place between Trustees and Administration.

- Comments were made about the provincial achievement test results for the grade 3 students, with concern noted about the actual results showing a decline relative to the benchmark in some of the subjects. Administration noted that a large focus in our system has been on early intervention and over the years we have had many initiatives to support early literacy and early numeracy. We currently don't have extensive data on our full-day Kindergarten programs; however, several other projects underway prior to the implementation of full-day Kindergarten programs showed some promising results. Superintendent Drysdale noted the importance of focusing on early intervention.
- Discussion took place about our targets for implementation of the Second Language initiative in our schools, and a breakdown of the grade 4 enrolments was provided by Administration. It was agreed that the targets of 100% for 2006-07 would require a great amount of work. The Second Language Immersion enrolments have been on the rise and it is anticipated those enrolment numbers will continue to grow.
- A concern was expressed about the data for 2004-2005 high school completion not being available from Alberta Education until the fall of 2006.
- It was noted that with respect to the question of parent and teacher satisfaction with graduates' knowledge, skills and attitudes for lifelong learning, which was put forward in the Accountability Pillar Survey, a significant number of responses were given as "don't know"; and this response is largely attributed to the question being put to parents of grade 4 students as well. Future communications in this area will be improved upon, which will show truer results.
- Future reporting of this End, as it relates to the Provincial Achievement Test data for Language Arts could show a breakdown of the reading and writing components.
- Superintendent Drysdale noted that data analysis of achievement information is used to develop school renewal plans.

MOVED by Trustee Bazinet:

THAT the Board of Trustees receives the report *Ends 2: Academic Success Monitoring – Literacy and Numeracy* for information, in the form as submitted with the agenda for the Regular Meeting held February 7, 2006.

The motion was
CARRIED UNANIMOUSLY.

Chair Dirks noted that the report will be given further consideration on the March 7, 2006 Regular Meeting agenda, when the remainder of Ends 2 is monitored.

6.2 Executive Limitations

There were no items.

7.0 POLICY DEVELOPMENT AND REVIEW

7.1 EL-10: Budgeting Process

MOVED by Trustee Close:

THAT the Board of Trustees gives first reading to the amended Executive Limitation 10: Budgeting Process, in the form as submitted with the agenda for the Regular Meeting held February 7, 2006.

Trustee Close provided background information and rationale for the motion, noting that the proposed amendment addresses the following three areas:

- 1) the timing of the monitoring report: in the heading line that states the monitoring frequency, it is proposed to delete “(two weeks prior to budget approval)”;
- 2) timely resource allocations to schools: in the preamble of the policy, following the first word, it is proposed to add “which includes the operating and capital budgets and the resource allocation to schools”; and in subsection 3, to add “proposed” in front of “budget”; and, to add a new subsection “10. Proceeds with the early release of resources for staffing at schools prior to receiving Board of Trustees’ approval”; and
- 3) Subsection 4: to delete this subsection in its entirety.

Chair Dirks called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Close:

THAT the Chief Superintendent report back to the Board of Trustees with impact statements by February 21, 2006.

B. Croskery

The motion was
CARRIED UNANIMOUSLY.

8.0 CONSENT AGENDA

8.1 Board Consent Agenda

There were no objections to the Consent Agenda and Chair Dirks declared the items adopted as follows:

8.1.1 Approval of Minutes

- Regular Meeting held December 20, 2005
- Regular Meeting held January 10, 2006
- Regular Meeting held January 24, 2006

THAT the Minutes of the Regular Meetings of the Board of Trustees held December 20, 2005, January 10, 2006 and January 24, 2006 be approved.

8.1.2 Liaison Report – Alberta School Boards Association

THAT the Board of Trustees receives the ASBA Liaison Report for information.

8.1.3 Quarterly Report – Education Matters

THAT the Board of Trustees receives the fourth quarter 2005 unaudited internal report for EducationMatters as information.

8.2 Chief Superintendent Consent Agenda

8.2.1 Monthly Update

THAT the Chief Superintendent’s Monthly Update be received for information.

9.0 ACTION ITEMS

There were none.

10.0 TRUSTEE NOTICES OF MOTION

There were no notices of motion.

7:21 p.m. - Recessed.

7:35 p.m. – Reconvened.

11.0 IN-CAMERA ISSUES

11.1 Motion to Move In Camera

MOVED by Trustee Bazinet:

THAT the Regular Meeting of the Board of Trustees moves in camera.

The motion was
CARRIED UNANIMOUSLY.

11.2 Motion to Revert to Public Meeting

MOVED by Trustee Close:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

11.3 Motions to Action In-Camera Recommendations

MOVED by Trustee Close:

THAT Administration be directed to proceed with the design and construction of a new grades 5 to 9 middle school and 16 core portables for the Shawnessy/Somerset communities in Calgary, as approved by Alberta Infrastructure and Transportation in November 2005.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Fawcett:

THAT the Board of Trustees ratifies the Memorandum of Agreement (November 24, 2005) and the addendum to the Memorandum of Agreement (January 19, 2006) between the Calgary Board of Education and The United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada, Local 496, in the form as submitted with the private agenda for the Regular Meeting held February 7, 2006.

The motion was
CARRIED UNANIMOUSLY.

Action By

12.0 ADJOURNMENT

The Chair declared the meeting adjourned at 8:19 p.m.

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