

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, January 10, 2006 at 5:00 p.m.

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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. R. Peden, Assistant General Counsel/Senior Solicitor, Legal & Risk Management Services  
Ms. S. Wasylyshyn, Executive Assistant to the Trustees  
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. G. Burger-Martindale, Calgary Association of Parents and School Councils  
Ms. C. Evanochko, CBE Staff Association  
Mr. L. Liffiton, Alberta Teachers' Association  
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. and the singing of the national anthem took place led by Madison, a grade 4 student from Rosemont Elementary School. Chair Dirks welcomed representatives from the aforementioned organizations and members of the public.

**2.0 CONSIDERATION/APPROVAL OF AGENDA**

Ms. Barkway informed that a request was made to add a new item to the Agenda, as Item 10.1 to amend a motion that was previously adopted on December 6, 2005.

MOVED by Trustee Cochrane:

**THAT the Agenda for the Regular Meeting held January 10, 2006, be approved as submitted, subject to the addition of new Item 10.1-Amendment of a Motion Previously Adopted re: TLC Program, and renumbering subsequent items accordingly.**

The motion was  
CARRIED UNANIMOUSLY.

### **3.0 SCHOOL/SYSTEM PRESENTATIONS**

There were no presentations.

### **4.0 HONOURS AND RECOGNITIONS**

There were no honours or recognitions.

### **5.0 PUBLIC CONVERSATION AND INFORMATION**

#### **5.1 Correspondence**

There was no reporting of correspondence.

#### **5.2 Report from Chair and Trustees**

There were no updates provided by the Chair or Trustees.

#### **5.3 Report from Chief Superintendent**

Chief Superintendent Croskery reported on the following issues and events:

- Congratulations to the following CBE employees for being awarded Alberta Centennial Medals:
  - Ms. E. Chan, Teacher, Educational Support Services
  - Ms. C. Faber, Director, Innovative Learning Services
  - Mr. J. Rogers, Assistant Principal, Dr. E.P. Scarlett High School
  - Ms. V. Brewis, Teacher, Haultain Memorial School
  - Ms. C. Zerger, Principal, Riverbend School
  - Ms. C. Chouinard, Principal, Kingsland School
  - Ms. D. Clark, Principal, Maple Ridge School
  - Mr. B. Del Castilho, Principal, Ramsay School
  - Ms. D. Ireland, Principal, Le Roi Daniels School
  - Ms. K. Knight, Principal, Acadia School
  - Mr. R. McLennan, Retired Principal, R.T. Alderman School
  - Mr. R. Petrowitsch, Principal, Fairview School
  - Mr. P. Purvis, Principal, David Thompson School
  - Ms. J. Rogerson, Principal, Willow Park School
  - Ms. D. Yee, Principal, Lord Beaverbrook High School
  - Ms. B. Zugman, Principal, Fred Seymour School
- The anthology of "My Most Memorable Teacher" was mentioned in his report on November 29, 2005 - it contains 100 stories in celebration of 100 years of teacher education in Alberta, with more than 30 of the 100 stories about CBE teachers. Four of those teachers are still active in the CBE today, and congratulations is shared to those four teachers: Ms. G. Dalton, Teacher, Crescent Heights High School; Ms. C. Strauss, Teacher, Colonel Irvine Junior High School; Mr. S. Moses, Teacher, John G. Diefenbaker High School; and, Ms. K. Krylly, Director, Area IV.
- Congratulations to Mr. J.F. Belanger, Assistant Principal, King George School, who received The Governor General's Award for Excellence in Teaching Canadian History. He received this award, along with five other exceptional Canadian teachers, at Her Excellency's residence at Rideau Hall in Ottawa on November 29, 2005. In tribute to his achievement, Mr. Belanger received a medal, a \$2,500 prize, and a trip for two to the awards ceremony in Ottawa. King George School also received a prize of \$1,000.

#### **5.4 Public Question Period**

There were no questions from the public.

## **5.5 Stakeholder Reports**

Chair Dirks reminded the stakeholders that they have 2 minutes to present to the Board.

### **5.5.1 Ms. M. Kadatz, R.T. Alderman School Parent**

Ms. Kadatz has four children, all of whom have attended public schools in the community of Maple Ridge; the oldest three have completed their junior high education at R.T. Alderman School, and the youngest son is presently enrolled in grade 3 at Maple Ridge School. Her family has lived in the community of Maple Ridge for 20 years. She noted that the parents of Maple Ridge and Willow Park recognize there are fewer school-age children in their communities and they have voluntarily invested a significant amount of time and energy in helping to inform the recommendations that will address this new reality. They are excited about the middle school concept for R.T. Alderman and the opportunities for the children in grades 5 and 6 in their community. The physical space shared by Maple Ridge School and R.T. Alderman will create a campus concept, which they feel will enhance their children's education, and they look forward to creating a new student population of community-based children at R.T. Alderman School.

### **5.5.2 Ms. K. Sim, Maple Ridge School Council Chair**

Ms. Sim has two daughters who attend Maple Ridge School, and as the School Council Chair she is speaking on behalf of Maple Ridge School Council. Over the past 16 months she has been one of the many parents involved in the process of examining the various scenarios presented to their community with respect to student accommodation issues in the communities of Willow Park and Maple Ridge. She stated that the whole of Maple Ridge School looks forward to joining together with the students and parents of Fred Seymour and Willow Park Schools to create a new and exciting environment for the children of their community. They are confident that the new culture will reflect their strong commitment to their children and the community to which they all belong.

### **5.5.3 Mr. K. Ahlstrom, Maple Ridge School Parent**

Mr. Ahlstrom is a resident of Chaparral and his three children have attended Maple Ridge School for the past five years. He has held the positions of chair and vice chair of Maple Ridge School Council for the past three years. He noted that he is speaking on behalf of the Chaparral community and children and noted that he would like to work closely with the new principal, once selected, to see a smooth transition into the new school in Chaparral when it is completed; as well as establishing a parent council that would be elected at the May Annual General Meeting to be held at Maple Ridge School. He offered thanks to the process committee for recommending that while the Chaparral School is being constructed, that the children be housed as one whole group in Fred Seymour School until completion. In closing, he shared appreciation to Maple Ridge School for accepting the children of Chaparral with open arms and establishing a sense of belonging.

### **5.5.4 Mr. B. Hughes, Willow Park School Parent**

Mr. Hughes has a daughter who attends Willow Park School. He noted that the CBE, including Ms. N. Johnson, Director, Area V, have gone to great lengths to understand the concerns of the Willow Ridge community, with respect to student accommodation issues in their elementary schools. He stated that Willow Park community has enjoyed the benefits of three elementary schools for 35 years, while many families in new communities have raised a generation of children without a community school. All stakeholders express concerns over the closure of a school, but realize the inevitability of the fact that we have dwindling numbers of young children. Key stakeholders touted the merits of their schools compassionately, but also compiled a great list of benefits to merging schools. Mr. Hughes

noted his confidence that the Willow Ridge residents will embrace a decision and, in typical Willow Ridge fashion, will make the new school thrive. He was also confident that the CBE would find an appropriate use for Fred Seymour School. In closing, he thanked all those involved in the process, noting special thanks to Ms. Rogerson, Principal, and Ms. D. Aguss, Assistant Principal, for their good work in merging the two programs at Willow Park School.

#### **5.5.5 Ms. T. Munro, Fred Seymour School Parent**

Ms. Munro noted that it takes years of dedicated effort, program and relationship building, expertise and teamwork to create an educational environment conducive to the goals stated in the Ends Policy of this Board. Fred Seymour Elementary School is just such a learning community. She noted that there are differing views on the definition of a campus school, and pointed out the campus of Fred Seymour School extends right across the globe, through its national award-winning citizenship program. Ms. Munro expressed points about the school building design, noting it is a flexible design, it has safe road access, it has an ideal capacity, it is a one-story structure that is universally accessible with a minor modification to the gym. She noted that the deferred maintenance of Fred Seymour School is less than that of Maple Ridge School. Parents of Fred Seymour School are deeply concerned by the recommendations put forward in the report, as they are of the belief that the CBE may be placing both elementary schools in their community in serious jeopardy of closure.

Ms. Munro concluded by stating that the stakeholders of Fred Seymour School require more transparency and disclosure by the CBE of its longer-range plans for their community children. They also question the importance attached to the campus concept when the CBE is moving towards the middle school scenario, and they also feel it negates these processes. Ms. Munro had copies of a written presentation, which were distributed at the meeting, and she asked that the material be reviewed and the issues be weighed equally prior to the Board of Trustees making a decision in this matter.

#### **5.6 Trustee Inquiries**

There were no Trustee inquiries.

#### **6.0 BOARD DEVELOPMENT**

##### **6.1 English as a Second Language (ESL)**

Chief Superintendent Croskery provided brief introductory remarks and noted the attendance of Ms. S. Reib, System Principal, Curriculum Support, and Ms. L. Lyster, Director, Educational Support Services, to give the presentation.

A PowerPoint presentation was given, and hard copies of the presentation material were distributed at the meeting. The content of the English as a Second Language (ESL) presentation was as follows:

- Demographics: Current estimate is 37,300 ESL students in Alberta, of which 47% attend CBE schools; 18% of the total CBE student population requires ESL services.
- Definition: There are three categories of our ESL students: foreign born, Canadian born, and international students.
- CBE ESL Program: Current Practices; Alberta Education's ESL Policy; CBE's ESL Goals; CBE ESL Programs include explicit instruction, differentiated instruction, and cultural competency; Underlying Beliefs; Models of Delivery; Promising Practices for ESL Student Success.
- ESL Benchmarks: Five Language Proficiency Levels – Level 1 Limited Formal Schooling, Level 2 Beginner, Level 3 Low Intermediate, Level 4 High

- Intermediate, and Level 5 Advanced; Report Card; Communication with ESL Parents; ESL Student Achievement.
- CBE ESL Resource Allocation and Deployment: ESL Total Resources; ESL Incremental Resources; ESL Resources – Staff, Teachers, School Staff; 12 ESL Centres; Beyond the Classroom; Support Services; Dedicated System Resources; Professional Development.
- Future Trends and Plans.
- Key Advocacy Issues.

Trustees posed questions, which were responded to by Administration, and are summarized as follows:

- Ms. Lyster clarified that the handout material contained a pamphlet on the “Settlement Workers in Schools” (SWIS) program that operates in Ontario schools, where workers provide assistance in the classroom in their particular languages. This program receives federal funding through Citizenship and Immigration Canada. Ms. Lyster noted that she and Ms. Reib have begun investigations on how to get federal funding for that program in Calgary.
- Ms. Reib shared an update on Alberta Education’s ESL Review, noting that she represents the CBE on the Steering Committee for that Review. The document is being finalized next week, to be sent to Alberta Education, and the public release of it could be sometime in the Spring.
- With respect to the five-year cap on ESL funding, and in relation to the benchmarks and the decision that an ESL student no longer requires funding, Ms. Reib informed that the research says that it takes one to two years for ESL students to learn basic communicative language; but it can take five to seven years typically for students to learn the academic language for the high academic course work. She noted that the ESL Review Steering Committee has considered this issue and is making a response to it in the Review. It is our goal to close the gap in achievement levels between our ESL learners and our non-ESL learners. The CBE has approximately 3,000 ESL students who are beyond the five-year funding cap, but still require and receive ESL services.
- The ESL Benchmarks for assessing the English language proficiency levels – As follow-up to the Learning Commission’s recommendation in this area, the CBE’s ESL Team did research on benchmarks and proficiency levels internationally and aligned these particular levels with the levels that are in the programs of studies for grades 10-12. This work has been shared with Alberta Education, who is considering making these benchmarks a provincial mandate. Currently, they belong to the CBE and have been purchased and implemented in other jurisdictions because there are no other established benchmarks for the grades 1-9 students. Ms. Reib noted that it is asked that all of our schools now register in SIRS the proficiency levels upon admission of the students, whether they be Canadian born, foreign born or international, as this now provides us with a tool for tracking, assessing and reporting.
- In answer to a question of whether ESL resources are going to ESL students, Chief Superintendent Croskery noted there are two steps involved – the first is allocating resources to schools, which is a decision made by the Board of Trustees in consideration of the budget; and the second is the deployment of staff, which is done collaboratively at the school level. He pointed out that an important aspect to this is the necessity to build on the expertise in the deployment models.
- In response to a question around graduation rates of ESL students, it was noted that the information is currently not available to make it possible to measure. We are not aware of students who may leave the system and re-enter at a later date; nor do we know how many high school graduates were coded ESL at one time.

Action By

In conclusion, it was suggested that the Board of Trustees' Linkages Committee undertake some research for an advocacy plan in relation to the ESL presentation and issues, as well as the SWIS program and report back to the Board of Trustees at a later date.

Linkages Committee

## **7.0 MONITORING AND RESULTS**

### **7.1 Ends**

#### **7.1.1 Measures of Progress Toward Achievement of End 4: Personal Development**

Chief Superintendent Croskery recounted the Board discussion and motion that led to the provision of this report. He pointed out that the work involved for the Administration to begin to measure more accurately what is being done in the domain of End 4: Personal Development is doable.

Trustees posed questions, which were addressed by Administration. In response to a question of how Administration might monitor sub-point #2, that each student will love learning, which will include student satisfaction with interest level of schoolwork, Mr. J. Jones noted that the Accountability Pillar Survey would address this measure. On another issue, it was noted that the CBE has in-house expertise dealing with the matter of resiliency, and it is expected that those particular people will provide information about how best to operationalize the provision of monitoring information on this issue to the Board of Trustees.

MOVED by Trustee Cochrane:

**THAT the Board of Trustees approves the indicators of incremental progress toward meeting End 4: Personal Development, as outlined in the report that was submitted with the Agenda for the Regular Meeting held January 10, 2006.**

The motion was  
CARRIED UNANIMOUSLY.

### **7.2 Executive Limitations**

There were no items.

## **8.0 POLICY DEVELOPMENT AND REVIEW**

There were no items.

## **9.0 CONSENT AGENDA**

### **9.1 Board Consent Agenda**

There were no items.

### **9.2 Chief Superintendent Consent Agenda**

Chair Dirks stated that a request had been made to remove Item 9.2.2 – Class Size Survey Results 2005-2006 from the Chief Superintendent Consent Agenda. He noted that the

remaining item on the Chief Superintendent Consent Agenda, Item 9.2.1 – Monthly Update, would be deemed adopted as presented.

**9.2.1      Monthly Update  
            **THAT the Board of Trustees receives the report for information.****

**9.2.2      Class Size Survey Results 2005-2006**

Trustees posed questions, which were responded to by Administration and are summarized as follows:

- On a question of whether we will be able to meet the Alberta Commission on Learning (ACOL) class size guidelines by the end of 2006/07, Chief Superintendent Croskery stated his belief that the CBE can meet that expectation. He pointed out that there is also a fine balance to be achieved in recognition of provisions in our collective agreements in relation to the deployment of school staff, and in recognizing that this is a very important issue for parents as well as for teachers.
- A trustee expressed a concern, which had been raised by members of the public, that the average class size at the high school level may need to be rethought by Alberta Education. In classes where a difficult subject area, i.e., Math 30, Physics 30, is being taught, the target number for the class size is still rather high. Chief Superintendent Croskery reiterated that it raises the question around uniformity and diversity in public school systems, and he noted his belief that it is not possible to be too prescriptive.
- In response to a question of what is being done to make gains in achieving lower class sizes in Division I, Ms. Brost informed that this is an issue throughout the entire province. She noted that when viewing the complexity, it shows up in that particular Division because what you will see as you look at core subjects, for example the courses where students spend the most amount of time are the Language Arts and Math classes, and in Division I those are the smaller classes; it is the complementary and other classes that actually bring the class average up. Ms. Brost provided further explanation related to the issue; and noted also that in the allocation of resources through the CBE's System Instructional Accountabilities Council (SIAC) for this particular school year, the allocation was focused particularly at Division I.
- It was pointed out that there are noticeable differences in class sizes, particularly in Division I, from school to school, and it was questioned if reasons are explained to the parents and whether they are made aware that a variance in the numbers could be attributed to the accounting for the special education classes that are included in those numbers? Ms. Brost noted that there has not been a centralized manner in which this is communicated, and it is hoped that schools would be communicating their particular circumstances to their communities.
- Ms. Brost shared some of the complexities of the issues and explained what encompasses the mean or the average when looking at class sizes.
- Class size versus space issues – Chief Superintendent Croskery stated that by lowering the class sizes, there is a corresponding rise in the number of class rooms required in our schools.

MOVED by Trustee Close:

**THAT the report on Class Size Survey Results 2005-2006 be received for information, in the form as submitted with the Agenda for the Regular Meeting held January 10, 2006.**

The motion was  
CARRIED UNANIMOUSLY.

6:54 p.m. – Recessed.  
7:07 p.m. – Reconvened.

## **10.0 ACTION ITEMS**

### **10.1 Requirement to Amend a Motion Previously Adopted**

Deputy Chief Superintendent Hubert introduced the item, noting that Administration is requesting the Board of Trustees to amend a resolution that was based on a report provided by Administration, and which was passed on December 20, 2005, as follows:

“THAT the Board of Trustees is satisfied that there is cause to proceed with the consideration of closure of the grades 5 to 8 Traditional Learning Centre alternative program at King George School to allow for transfer of that education program, in accordance with the *Closure of Schools Regulation* and the Board of Trustees’ governance policy and procedure regarding closure of schools.”

Deputy Chief Superintendent Hubert informed that the Traditional Learning Centre alternative program at King George School currently consists of grades 6 through 9, and not grades 5 through 8, as stated in the report.

MOVED by Trustee Fawcett:

**THAT the Board of Trustees waives the notice provisions in Section I(13)(a)(i) of the Board Meeting Procedures that require two weeks’ notice be given to bring forward a motion, in order to make a motion to amend something previously adopted.**

The motion was  
CARRIED UNANIMOUSLY.

MOVED by Trustee Fawcett:

**THAT the motion of December 20, 2005, as noted above, be amended by striking out the words “grades 5 to 8” prior to the words “Traditional Learning Centre”.**

The motion was  
CARRIED UNANIMOUSLY.

Chief Superintendent Croskery pointed out that the next three agenda items pertain to important facilities and accommodation issues, and noted he had some brief observations to make as an introduction to all three of the items. He made introductions of senior staff members who would be presenting the required recommendations and responding to questions, as follows: Mr. P. Carlton, Director, Community Engagement and Operational Planning; Ms. N. Johnson, Director, Area V; and Mr. D. Stevenson, Director, Area I.

Chief Superintendent Croskery emphasized that the effect of the following three reports is not to enact school closures, but to invite the Board of Trustees to determine whether or not the possibility of school and program closures is even worth considering in light of the various challenges facing the respective communities. The reports are provided by Administration for the purpose of advice only, as it is the Board’s sole prerogative to make decisions on these matters. He stressed that Administration has acted neither unilaterally nor



capriciously in bringing these reports forward for the Board's consideration; rather, Administration is recommending options to assist the Board to fulfill the CBE's goal of 85% system utilization of our facilities by the year 2015, as stated in Board Policy EL-13: Facilities/Accommodations.

In conclusion, he noted that an enormous amount of work has been undertaken in processing each of these complex scenarios prior to bringing them before the Board of Trustees; and he expressed his appreciation to district staff, school-based staff and the members of each individual community of each school for engaging in the extremely difficult task of reconciling individual school interests with the broader public interests.

**10.2 Accommodation Plan for the Consolidation of Programs in the Communities of Willow Park and Maple Ridge**

Mr. Carlton provided introductory remarks, noting that Ms. Johnson has followed the administrative long-range student accommodation planning process, as outlined in the report. The report depicts the meetings that have been held, the analysis of the situation, and the opportunities and challenges as identified by the various stakeholders.

Trustees gave consideration to the issues, and the following is a summary of the discussion:

- With respect to priority placement in the Arts-Centred Learning Program, grades 2 and 3 students currently enrolled in the regular program at Willow Park School will be given the opportunity to remain at Willow Park. Ms. Johnson explained that what is contemplated in this statement is that administration would consider on a case-by-case basis, an accommodation plan for students from that community who would be interested in the Arts-Centred Learning Program at the grade 5 level. On this basis, it is planned for Willow Park School to accommodate the grades 3 and 4 students, and the following year to accommodate the grade 4 students, and then the year after that it would become a grade 5-9 configuration.
- In response to the concern that Maple Ridge School has significantly higher deferred maintenance, Ms. Johnson noted that she worked with Director Hoerz on this very question, and it was determined that the maintenance needs for this school would not impact the delivery of the education program.

MOVED by Trustee Fawcett:

**BE IT RESOLVED THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Fred Seymour Elementary School, in accordance with the *Closure of Schools Regulation* and the Board of Trustees' governance policy and procedure regarding closure of schools.**

Trustee Fawcett expressed his belief that the report provides sufficient information to warrant moving forward to the next step in this process, which is consideration of closure. A trustee noted that in this situation there is good news, in that new schools are being built, but it also means something for the communities of Willow Park and Maple Ridge; and by moving forward to the next step and giving consideration to the proposal, it will allow for more information to come to the Board of Trustees so that they can make an informed decision on the matter.

Chair Dirks called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

MOVED by Trustee Close:

**BE IT RESOLVED THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to Grade 6 regular program at Willow Park School, in accordance with the *Closure of Schools Regulation* and the Board of Trustees' governance policy and procedure regarding closure of schools.**

The motion was  
CARRIED UNANIMOUSLY.

### **10.3 Accommodation Plan for Brentwood/Charleswood Communities**

Mr. Carlton provided opening remarks, noting that relative to this agenda item and the subsequent agenda item, the work with respect to the long-range student accommodation planning process was done under the direction of Mr. Stevenson. The report puts forward the extensive consultation that took place, and it includes the scenario developments for each school community, as well as the opportunities and challenges that were identified by the stakeholders.

It was noted by a Trustee that some of the schools that could be impacted by this particular accommodation plan have a high number of out-of-boundary students, and it was questioned if in the recommendation there is an ability to accommodate those students. Mr. Stevenson informed that it is not anticipated to have to limit or remove any current students from the out-of-boundary situations. He noted that Administration have expressed that they would continue to monitor the situation at Dr. E.W. Coffin School, in terms of the school's declining enrolment.

MOVED by Trustee Ferguson:

**BE IT RESOLVED THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to Grade 6 regular program at Brentwood Elementary School in accordance with the *Closure of Schools Regulation* and the Board of Trustees' governance policy and procedure regarding closure of schools.**

Trustee Ferguson noted her belief that there is sufficient information provided in the report on the accommodation plan for Brentwood/Charleswood communities, to indicate that the Board of Trustees should take the next step in the process towards consideration of closure.

Chair Dirks called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

### **10.4 Accommodation Plan for Varsity Community Schools**

MOVED by Trustee Lane:

**BE IT RESOLVED THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Jerry Potts School in accordance with the *Closure of Schools Regulation* and the Board of Trustees' governance policy and procedure regarding closure of schools.**

Trustee Lane shared his belief that the Administration has presented a plan for possibly rationalizing the situation in this particular community as new schools come on stream, and it would appear that some shifts are likely needed in terms of enrolment. He noted that it is appropriate, in these circumstances, to proceed to the next stage, which is consideration of closure.

Chair Dirks called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

MOVED by Trustee Bazinet:

**BE IT RESOLVED THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the Kindergarten to Grade 6 regular program at Varsity Acres School in accordance with the *Closure of Schools Regulation* and the Board of Trustees' governance policy and procedure regarding closure of schools.**

Trustee Bazinet provided rationale for the motion, noting her belief there is sufficient information provided in the report to warrant proceeding to the next step, to get more information and feedback. Chair Dirks called for the vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

#### **10.5 Consideration of Closure – Balmoral Regular Program**

MOVED by Trustee Cochrane:

**THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the regular junior high program at Balmoral School, effective June 30, 2006, in accordance with the *Closure of Schools Regulation* and the Board of Trustees' governance policy and procedure regarding closure of schools.**

Trustee Cochrane shared rationale for bringing the motion forward, noting that if the Board of Trustees decides to close the Traditional Learning Centre (TLC) at King George School, and in view of the respective Administrative report, which makes it clear that the intent would be to move the TLC alternative program into the Balmoral building, and with expectations that the TLC alternative program would grow, it would restrict any future growth of the regular junior high program in Balmoral School. On the other hand, if the Board of Trustees does not decide to take that step, the issue remains that the Balmoral regular junior high school program is very small, which is attributed to a number of reasons. She stated that she is of the belief that the background information given in the report is sufficient to warrant support of the motion.

In response to a Trustee's question about the Administration's accommodation plan at Balmoral School, should the TLC alternative program move in, Trustee Cochrane shared her understanding that it is expected the regular junior high school program would operate alongside the TLC alternative program, and it would eventually enfold within the TLC alternative program. A Trustee asked about the current and anticipated enrolment at Balmoral School, to which Mr. Carlton responded that currently there are no grade 7 students; there are twenty-six students in grade 8; and seventy-one students in grade 9. Next

year's enrolment projection is for twenty-five grade 9 students, nine of whom reside in the Balmoral School community, and sixteen from other communities.

Following debate of the motion, Chair Dirks called for the vote.

The motion was  
CARRIED.

In favour:	Trustee Close Trustee Cochrane Trustee Dirks Trustee Fawcett Trustee Ferguson Trustee Lane
Opposed:	Trustee Bazinet

**11.0 TRUSTEE NOTICES OF MOTION**

There were no notices of motion.

**12.0 ADJOURNMENT**

The Chair declared the meeting adjourned at 7:40 p.m.