CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 - 8 Street SW, Calgary, Alberta on Tuesday, January 17, 2012 at 5:00 p.m.

MEETING ATTENDANCE

<u>Board of Trustees</u>

<u>Present:</u>

Trustee P. Cochrane, Chair
Trustee J. Bowen-Eyre
Trustee L. Ferguson
Trustee P. King
Trustee G. Lane
Trustee S. Taylor (departed at 8:52 p.m.)

<u>Absent:</u>

Trustee Bazinet

<u>Administration:</u>

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Services
Ms. D. Meyers, Superintendent, Finance & Supply Chain Services
Mr. R. Peter, Chief Communications Officer
Ms. L. Safran, Acting General Counsel and Corporate Secretary
Ms. J. Barkway, Office of the Corporate Secretary
Ms. D. Perrier, Recording Secretary

<u>Stakeholder Representatives:</u>

Mr. B. Anderson, Canadian Union of Public Employees, Local 40
Mr. B. Johnston, Principals' Association for Adolescent Learners (PAAL)
Ms. M. Leew, Principals' Association for Adolescent Learners (PAAL)
Ms. L. Newton, Calgary Association of Parents and School Councils
Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. L. Robb, Calgary Board of Education Staff Association

1.0   CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:02 p.m. and welcomed representatives from the aforementioned organizations. The assembly sang O Canada, accompanied by a video of students from Mount Royal School signing the national anthem.

2.0   CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted that proposed changes to the Agenda were the addition of two public questions under Item 5.3, and the addition of two stakeholder reports under Item 5.4.

MOVED by Trustee Ferguson:

> **THAT the Agenda for the Regular Meeting of January 17, 2012 be approved as submitted, subject to revisions as noted above.**

The motion was
CARRIED UNANIMOUSLY.

3.0   SCHOOL/SYSTEM PRESENTATIONS

There were no presentations.

4.0   HONOURS AND RECOGNITIONS

There were no honors or recognitions.

5.0   PUBLIC CONVERSATION AND INFORMATION

5.1   Report from the Chair and Trustees

- Trustee Ferguson reported on her visit to Sir John A. Macdonald School earlier in the day, sharing some examples of the personalized learning environment evident at the school.

- Trustee King noted that, along with Trustees Lane and Bowen-Eyre, she attended the Chinese Academy Annual Staff and Volunteer Appreciation Dinner. She noted that over the past 15 years our partnership has provided hundreds of students the opportunity to take the Chinese language program free of charge as part of their International Baccalaureate program.

- Trustee King expressed retirement congratulations to Constable Sandy Beck, who recently was the SRO at Jack James High School and she has had a connection to many Area III schools during her career.

5.2   Report from the Chief Superintendent

Chief Superintendent Johnson commented on the following initiatives to illustrate the CBE's commitment to expanding the definition of school; working with the community to support public education; and wrap-around service to meet the needs of all students:

- January 26, 2012, she and CBE staff will join 25 junior high school students for the first Chief Superintendent's Junior High School Student Advisory Council meeting.

- December 20, 2012 was the first CBE *Speak Out* for First Nations, Métis and Inuit students.

- January 17, 2012 Chief Superintendent's written update to the Board has more information about the two above-noted student-led dialogues.

- The University of Calgary hosted a panel discussion as part of the lecture series for secondary education students in the Faculty. On January 11th she spoke with approximately 300 education students about what they know of school systems and how they work; what we would like to see in future teachers; how our jurisdiction is unique, and the realities faced by new teachers.

- In January 2012 the CBE is hosting the first of several cross-sector meetings designed to bring together representatives from Calgary and Area Child and Family Services, Alberta Health Services, Calgary Catholic School District, Calgary Police Services, and Rocky View School Division. The discussion at these meetings will look at how we can work together to bring wrap-around services to all of our students. The first meeting includes a tour of Encore CBE.

- The first of a number of editorials from the Chief Superintendent to the citizens of Calgary was published in the Calgary Herald on January 16, 2012. Items will be submitted to the Herald on an ongoing basis, to share the exceptional facts about student learning success.

- The College of Alberta Superintendents' Leadership Learning Network session was held in the CBE's Education Centre on January 16, 2012. The session goal was to establish a change process to successfully accomplish large scale education reform. The measures identified for this goal are: teacher and student engagement; increases in student achievement.

5.3 Public Question Period

Ms. Barkway noted that two members of the public had put forward questions for the meeting but because they were not present, their questions were not read.

5.4 Stakeholder Reports

There were no stakeholder reports.

5.5 Trustee Inquiries

There were no Trustee inquiries.

The Board agreed to move Agenda Item 9.1 forward to this point in the meeting. There was some consideration given to the item before the meeting reverted back to Agenda Item 6.0, which had a set time for consideration at 5:30 p.m. The discussion that took place for Item 9.1 is recorded later in the minutes to provide continuity to the minutes.

Chair Cochrane informed that Trustee Bazinet was not at the meeting because she was unwell.

6.0 BOARD DEVELOPMENT SESSION

6.1 Internal Assessment System

Chair Cochrane welcomed invited guests to the session. She informed that these sessions are held in order to understand whether there is a need for the Board to review its policies, and to become more informed on such important matters.

Chief Superintendent Johnson provided opening remarks about assessment, teaching and learning in the CBE. She noted that the role of assessment is changing as the world shifts from the assumptions and mindsets of the past to the possibilities and requirements of the future. As these changes occur, questions about the purposes of education, what counts as knowledge and how we know what students know are once again brought forward. In Alberta, anticipated changes to our programs of study prompt rethinking of how learning will be recognized and how it will be made visible to students, their parents, and the communities that both support and rely on public education.

Chief Johnson shared her understanding that Trustee questions about assessment were prompted in part by an article published in the Calgary Herald this fall. Following the news conference about the strong achievement shown by CBE students on the 2011 provincial achievement tests and diploma exams, the Herald reported that the Calgary Board of Education was designing an alternative to provincial achievement tests for use in its schools. She noted that some correction to that report would be highlighted in this presentation, showing a number of alternatives to provincial tests that provide information about student learning, and will highlight the plans to work with integrated and broad-based data about student learning as we further our organizational strategy of personalizing learning for each student in the Calgary Board of Education.

The following presentation was provided in PowerPoint and video formats and was given by Dr. R. Mosher, Director, Teaching, Ms. E. Gouthro, Director, Collaborative Services, and Superintendent Lewis, Learning Services.

In the Calgary Board of Education, personalized learning begins with engagement; is active and effortful; is assessment rich; and is metacognitive and transformative.

In building out the description and expectations for the practices of assessment in the CBE, emphasis has been placed on understanding teaching and assessment as part of the same process. This means that teachers engage in a continuous cycle of instruction, assessment and adjustment. The information gathered from assessment is used to inform teachers' instructional decisions, inform students' learning strategies, and build understanding for both teachers and students of the many ways students can demonstrate their accomplishment of learning outcomes. This also means that students are actively involved in demonstrating their learning in relation to standards they understand and that they participate in setting and working towards learning goals.

At this point in the meeting two videos were shown, portraying some different aspects of student involvement in assessment. The first video was taken from a conversation between a student, one of his peers and his teacher, bringing their observations together to help a student understand a "next step" learning goal for his reading skills. The second video was a voiceover recording of a student watching and analyzing her own performance in Physical Education class. This student understood the skill she was trying to demonstrate and could identify which pieces of her current skills meet that standard and which need further development.

Some of today's assessment practices may differ from what many adults experienced in their own schooling or from what teachers may have encountered as part of their training and experiences in the past. Most people are familiar with what are now called summative evaluation practices or assessment of learning. These assessment

practices have always been very visible to students and to parents. Examples of summative assessments are test scores, grades on papers and assignments, final exams and report card marks.

Assessment of learning seeks to see if a student knows. It analyzes the interaction between the student and content from the perspective of the content. The agency of this type of assessment sits primarily with the teacher.

Assessment of learning is a comparison, at a particular moment in time, between individual student achievement and established standards; is presented in periodic summaries, such as report cards, end of unit tests, and culminating activities; and summarizes student achievement with numbers, percentages or letter grades.

Summative evaluations come at the end of teaching cycles, providing information about levels of achievement but too late in students' learning processes to make a difference to what and how teachers teach or to make a difference to how students participate in learning. Summative evaluations are part of today's assessment practices but in today's learning environments, assessment is understood in a much larger context than teachers marking student work and giving students a score.

The familiarity of "marks" and "grades" is part of the history of public education. When universal schooling began, children were expected to attend school to learn basic information, skills, and habits of work that would allow them to participate in the industrial age. Evaluation therefore focused on students' ability to retain discrete pieces of knowledge and their ability to perform particular skills and processes.

By the middle of the 20th century, schooling was recognized as an important key to social mobility. Tests and exams took on major importance in deciding which students would have access to higher education and which students would not.

Today's post-industrial society creates different expectations for schools and for students. With information easily accessible and constantly expanding, the retention of facts and figures can be no longer be considered as the limits of knowledge. Students must be able to work with multiple sets of information as they investigate, communicate, problem-solve, make decisions and create new processes and new representations of learning. No longer is it sufficient for students to only borrow knowledge and return it on a test; they must help create knowledge.

Expectations of schools have changed as well. No longer is it sufficient for only some students to be successful. In order for each student to be successful assessment can no longer simply serve as a sorting mechanism but must serve as a wider source of information about how students learn, what they have learned and what they need to learn next.

The practices of assessment we've identified within our system strategy of personalizing student learning include summative grading practices but place increasing emphasis on the practices of assessment known to have the greatest impact on student learning. These forms of assessment are often referred to as assessment for learning.

Assessment for Learning is part of the continuous interaction between a student and teacher. It offers specific feedback that is both strength-based and growth-oriented. Parents can see this type of assessment in the feedback teachers provide in response to student work samples and in students' own continuous goal setting and reflection. Assessment for learning seeks to see what a student knows. It analyzes the interaction between the student and content from the perspective of both the content and the learner. The agency of this type of assessment sits jointly with the teacher and the student.

Assessment for Learning is designed to assist students and teachers by checking learning to decide what to do next; focuses on improvement of an individual student's previous accomplishments; and involves specific, descriptive feedback in words, *not* scores. Assessment for learning, or formative assessment, informs teaching and learning in progress.

Formative assessment has been identified in numerous studies as having a positive impact on student learning and achievement. From a synthesis of over 800 meta-analyses, based on over 50 000 quantitative studies involving millions of students, researcher John Hattie has identified the factors in school environments, teacher and student activities that make the biggest difference to student learning. The teaching practices that have the biggest positive influence on student learning are:

1) giving feedback during formative assessment, and
2) micro teaching, which involves providing specific instruction to specific students based on ongoing assessment of their learning accomplishments and needs.

The actions that students can take that make the greatest positive difference to their learning are participating in self-assessment. Assessment for learning is classroom-based and involves those closest to the learning.

Strengths of Standardized Tests

Assessment of learning can also be classroom-based or can be created outside of the instructional environment. Standardized tests, such as the Alberta Provincial Achievement Tests and Diploma Examinations, are examples of external summative assessments. Alberta Education identifies a number of purposes for provincial tests. They say one is to help monitor student learning by checking to see if a student is learning what they are supposed to learn in relation to provincial standards. A second is to monitor implementation of the programs of study to determine if changes are needed at the provincial level. And a third is to ensure education is on the same page across the province.

The ability to test large numbers of students quickly is a key feature of standardized tests. The accuracy of the information obtained from standardized tests increases with the number of results obtained. One of the main advantages of standardized testing is that the results can be empirically documented. The test scores can be shown to be statistically reliable and on a large scale can be considered replicable. While individual student results may vary in accuracy, school jurisdiction results may provide more useful information because of the reduction in error that accompanies large sample sizes.

The comparative nature of standardized tests are often contrasted with school-awarded grades, which are assigned by individual teachers and are more difficult to compare because of differences in perspectives across schools and between individual teachers.

A study from the University of Saskatchewan that was in the news in December found that Alberta students were disadvantaged in their application for university admittance because 50 per cent of the students' final marks were based on diploma exams and so on their transcripts Alberta students appeared not to have achieved at the same level as their counterparts in other provinces. In response to that study, Alberta Education maintained that 50 per cent diploma exams were necessary to counter variances in teacher awarded marks.

Using the Information from Provincial Tests

Administered under standardized conditions, drawing on design that minimizes measurement error while structuring in a 65 per cent average, Alberta's achievement tests are part of the data sets that schools and jurisdictions consider in monitoring and improving student learning. School staff, in consultation with school councils, look at school reports of student achievement to see what patterns and trends are evident and to determine how the schools' programs might be improved. As a district the CBE looks at the school authority report to see how district-wide programs can be improved for students. Alberta Education also examines the provincial results to see if large scale trends indicate changes are needed in provincial programs or policies. Used in these ways, provincial test results support continuous improvement in program planning and teaching.

Limitations of Standardized Tests

While the ease of large scale implementation and analysis are acknowledged strengths of standardized tests, a number of limitations in their use must also be recognized. Standardized tests do not acknowledge the multiple ways in which students can represent their learning, and create a scoring bias through their sole emphasis on pencil and paper assessments. Students who perform well on this type of assessment instrument have not necessarily learned more than other students, but they do score better. Standardized tests also contain embedded cultural biases, which can negatively impact students outside of the dominant culture.

Scoring practices and results reporting can oversimplify data sets and minimize the diagnostic information that could help teachers serve students better. Standardized tests are not able to measure all types of learning. They are better able to measure discrete units of knowledge and single correct answers than they are able to measure critical thinking or a student's abilities to work with information in novel ways. A multiple choice test can measure whether or not a student knows when the Canadian Charter of Rights and Freedoms was written, for example, but it cannot determine whether a student has absorbed and thought about the larger issues surrounding that document.

The emphasis placed on standardized tests can negatively impact teaching and learning by narrowing the curriculum. In some situations, what is not tested is not taught, and how the subject is tested can become a model for how to teach the

subject.   The use of complex learning tasks may be minimized in favour of tasks consistent with testing questions and protocols. Another concern about standardized tests is that their results are overused and misused by those who interpret them literally or in isolation or beyond their intended purposes. While they offer one view of student learning they are too often taken to be the whole view.

Alberta Education recognizes this limitation in saying:
No single test can assess everything. The achievement tests address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

<u>Broad Based Assessment</u>

As educators, we know that to gain the greatest perspective on student learning, it must be assessed across time and in a number of different ways. Good assessment requires the use of multiple processes and strategies, depending on the assessment purposes and needs of individual students.

There are a number of assessment strategies that can be used as part of the everyday practices of teaching and learning – observing students at work, questioning them about their thinking, analyzing samples of their work, having students develop portfolios and assess their own work against criteria of achievement, rubrics, checklists, teacher made tests and many more. Each form of assessment offers different types of information but no form of assessment can provide any or all information. Teachers skilled in assessment are aware of the strengths and limitations of different assessment practices and work to match their assessment with the type of information they wish to gather about student learning.

A teacher wanting to assess a student's base of knowledge would use a different assessment strategy than one wanting to know how a student responded to the introduction of a new variable in a familiar problem. A teacher wanting to assess how a student considered the validity of a source of information would use a different assessment strategy than one wanting to know if a student could locate information within a text.

Classroom teachers are able to both create assessment opportunities and tasks within their instructional programs and to use common testing instruments. Elementary teachers for example use reading inventories such as the Jerry Johns or the Diagnostic Reading Inventory to identify student reading levels.

Teachers with more specialized training can administer norm-referenced tests such as the Weschler Individual Achievement Test. Tests such as this one, commonly referred to as the WIAT, provide information about a student's achievement in comparison to a large sample of peers of the same age rather than in relation to learning outcomes from the program of studies. Tests like the WIAT are used to probe the learning of students who may need specialized supports or who may need additional specialized assessment.

Specialized Assessments

At times, understanding a particular student's learning strengths, processes, and capacities requires the involvement of other professionals. Occupational therapists, physical therapists, speech-language pathologists and psychologists may work with educators to provide important information that helps teachers plan instruction and create conditions for success for individual learners.

Specialized assessments are undertaken for the *purpose of developing and providing individualized programming* for students. The specialized assessments undertaken by psychologists include assessment of intellectual abilities, emotional and behavioural development, physical development and academic achievement. CBE Psychologists have over 100 tests, inventories, rating scales, and checklists available for their use, including the fourth edition of the Weschler Intelligence Scale for Children. Psychologists are also trained in the use of assessment techniques such as interviews and observations.

Classroom teachers are the front-line professionals who have the major responsibility for making multiple forms of assessment information work on behalf of student learning. Supporting Calgary Board of Education teachers to integrate and work with the assessment information available to them from students and parents, from classroom-based assessments and the analysis of student work with colleagues, as well as from standardized and specialized assessments is important in advancing the personalization of student learning.

Last spring work began on a suite of web-based applications that integrate a number of sources of information about students and their learning, that give students an active role in making their learning visible to teachers, and that support teachers and principals in the work of instructional design and assessment. A group of learning specialists, principals and teachers came together to begin to design a learner profile, a learning plan, and teacher and administrator work spaces that could be used across the many learning environments in the CBE.

This works focuses on the center of the instructional core where strong learning tasks provide good information about student learning and where that assessment information drives the design of the next task. Continuous cycles of assessment and instructional design involve the knowledge and skill of the teacher, the engagement and agency of the student, and the rigor and relevance of the content being learned.

Consultation with schools across the system allowed the design team to draw on the practices and thinking that were underway in schools and to design resources that would support leaders and teachers in gaining new professional experiences. Conversations and work with students added additional insights to the design.

The structure of this web-based resource will illustrate the thought processes required to make sound, research-supported assessment decisions and will help ensure that the many sources of data available in our system are accessible in ways that help teachers teach and students learn.

In June 2011, Alberta Education acknowledged this work as leading the shifts in thinking and practice necessary within an inclusive education system. Under the

umbrella of Action on Inclusion they provided funding to support the creation of the technical infrastructure needed to advance and actualize the conceptual design.

Thirteen school districts were identified as change agents through the Action on Inclusion funding process. Other districts received funding to support the capacity building work they identified as needed in their jurisdictions.

The CBE participates in network meetings with the other change agent districts. The web application, however, is work specific to the CBE.

In providing funding to the CBE Alberta Education recognized its proposed web application for its excellence and collaborative potential. Alberta Education also noted the systemic and strategic basis for the work that existed across the Calgary Board of Education and expressed interest in the web-based resource's potential for broad application across the province.

Over the past few months continued consultations with personnel from schools and service units and meetings with the executive of Local 38 of the ATA and with Alberta Education have brought additional clarity to the design. Field testing in schools is expected to begin in the spring of 2011.

Learning Plan

In keeping with the need to involve students as active participants in their learning and assessment, an important component of the web application is the student learning plan.
A number of our schools have been working with site-specific versions of student learning plans over the past couple of years but have identified the the need for a consistent framework across the district.

CBE student learning plans will actively involve students in self-assessment as they come to understand themselves as learners; articulate and work toward learning goals; provide evidence of their learning; and, work with their teachers to design plans for enrichment and support.

If a student talks about their excitement and success in participating in community drumming competitions that information could change elements of the student's fine arts instruction; it could open new possibilities for the student's ability to represent understanding of mathematical concepts; and it could be explored in conjunction with a student's interest in gaining work experience credits in high school.

Student learning plans are evolving documents that change as students mature and move through their learning experiences. They give students opportunities to communicate about themselves and their learning with their teachers and parents. and they support teachers using that information on the students' behalf.

Learning plans will also provide students with a means of planning for courses and experiences they need to earn a high school diploma or a certificate of high school achievement and to link the decisions they make within their high school learning programs to post-secondary programs and workplace requirements

Learner Profiles

While the learning plan sits primarily with the student, the learner profile provides a means for educators to document and work with many forms of student learning data. Learner profiles are about making the connection between assessment information and the instructional decisions teachers and principals need to make. They are intended to help educators manage multiple measures in a usable fashion.

Information from student registrations, learning plans, classroom assessments, and specialized assessments will be consolidated within the learner profile, providing teachers with access to the information they need to effectively plan instruction for both individual learners and groups of students.

If a psychological assessment determines that a student needs repeated exposure to new information before that information can become part of their long term memory, then a teacher will plan for multiple learning experiences on new topics, perhaps incorporating their own observation that the student is most successful working with new information first thing in the morning, or incorporating the student's suggestion that he could record and listen to a repeat of the teacher's instructions on his drive home at the end of the day.

The learner profile will help ensure that the right data is available at the right time to help teachers teach and students learn. A system-wide framework that still allows for customization by individual schools, will support students transitioning from grade to grade and school to school.

The work in relation to student learning plans and learner profiles is the work of our Three-Year Education Plan. It supports the personalization of learning, assisting students to know what they know, how they know it, how they show it and what they need to learn next and focusing on assessment that informs teaching and learning. This work is part of our commitment to articulate and advance a coherent, system-wide vision of high quality teaching and learning and to implement a well-articulated framework for system-wide inclusive practices.

The next two elements of the web application focus on both building and engaging the capacity of teachers as instructional designers and principals as instructional leaders. They are part of our commitment to continuous improvement in programs and services and to integrate components of teachers' and principals' work.

The workspace supports instructional leaders by coordinating system documents and research information so that they become interconnected sources of guidance and direction; and providing ways of working with data about their schools to design professional learning opportunities for their staff that will have a direct impact on student learning.

The workspace support teachers by providing multiple, flexible opportunities for collaboration with colleagues and students; and modeling and enabling research-supported decisions about assessment and instruction.

What we're creating is a supported, collaborative, interactive, web-based workspace that allows for new ways of thinking and working; collaboration, personal reflection

and professional learning; coordinated access to key resources; informed decision making processes; and integrated and streamlined work processes.

Guiding questions and targeted resources will help model and support the kinds of instructional decisions that take into consideration all aspects of the instructional core – teacher, student and content.

Teacher Workspace

A teacher might come to the workspace to work on designing assessment and instructional tasks or they might decide to just explore the available resources. They might use the workspace to access, add to or review their students' learning plans or profiles. Or, they might reflect on their current practice and determine the next best steps in their own professional learning.

The workspace is intended to be collaborative – it is designed so teachers can be in communication with their colleagues and their school administration.

Administrator Workspace

Similarly, the workspace designed for a school administrator provides access to resources, options for supported decision-making processes, opportunities for collaboration and ways of documenting work. As with the teacher's workspace, instructional leaders will have the option to explore resources, assess current practices and conditions in their schools, design professional learning experiences, work on their school development plan or work with student learning plans and profiles.

In the CBE we have given strategic priority to assessment as an instructional activity, a leadership focus and a topic of professional learning throughout the organization, as we know it has a significant impact on student learning.

Through their own self-assessment and identification of the next right thing to do to increase learning for their students, school staffs and principals will find important supports in this interconnected group of web applications. Its strength lies in its ability to integrate multiple sources of information and multiple work processes that students, teachers and principals regularly encounter. Its strength also lies in offering all students, teachers and principals insight into the strongest versions of their work. It does not create new work but offers learning for all, both in terms of looking at their work in new ways and in developing confidence in releasing some of their previous ways of working.

This suite of web applications is being designed on behalf of student learning and in respect for our staff and their professional knowledge.

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

- Chief Superintendent Johnson noted that we are moving from a skills-based curriculum to a competency-based curriculum, as is the province, and that these changes will involve a great deal of learning. She stated that, from her perspective, the process of

developing the competency skills required of students will entail life-long learning. It would be expected to take many years to shift that teaching practice.

- With respect to the project timeline, Superintendent Lewis noted that it is currently being worked on and a commitment has been made for a framework to be available by the end of August 2012. She added that other jurisdictions have taken up some of this work but not all of it is available. There is much data to be manipulated and it is anticipated that this project will be fully implemented by 2014. Consultations with schools, parents and the community will take place throughout the implementation of this work.

- These forms of assessment are already taking place in our schools, in different ways, and this web application is a tool to gather all information in the same place for ease of use. Dr. Mosher noted that built into the design of the student learning plan and learner profile is the ability for schools to customize the data to their context, goals, learning environment and community needs.

- An expectation of being chosen as a change agent by Alberta Education is that this work would be shared outside of the CBE.

- Administration clarified that another difference between an individualized program plan (IPP) and a student learning plan is that an IPP is designed around very specific goals to mitigate a deficit, and a student learning plan is started as a strength-based action plan. The student learning plan is for all students; it would be owned by the student, with support from the parent and the teacher. An IPP is generated by the teacher, with support from other professionals as need be, and IPPs are generated for students with special needs.

- This work is not being financed through Alberta Initiative for School Improvement (AISI) at this time, but it is financed through Alberta Education for this purpose, and it is seen as a project to be completed, to become a tool for teachers, and integrated into our work.

Chair Cochrane noted that, according to policy, the Board is expected to formalize next steps. Trustees questioned if it would be possible to get updates on the progression of this work, in order to find out what the next steps are and in terms of implementation for each and every student across the district. Chief Superintendent Johnson noted that updates could be provided in her written updates to the Board. The Board agreed to quarterly updates.

Recessed: 6:31 p.m.
Reconvened: 6:53 p.m.

7.0 **ACTION ITEMS**

There were no action items.

8.0 **MONITORING AND RESULTS**

There were no reports.

9.0   POLICY DEVELOPMENT AND REVIEW

9.1   Governance Model and Governance Policies

Chair Cochrane noted that a few changes were made to the policy document since its printing and distribution. Ms. Barkway read the revisions as follows:

- Governance Culture Policy GC-2: Governing Commitments – Remove policy sub-part 2.7 "An item may be removed from the consent agendas upon approval of a majority of the Board members present and voting." It was felt to be more appropriate for this issue to be dealt with under Board Meeting Procedures.

- Governance Culture Policy GC-5: Board Committees – Add a new policy sub-part 5.4 "The Board shall appoint members to committees and these members shall serve at the pleasure of the Board. Committee membership shall be reviewed annually at the Organizational Meeting and more frequently if the Board of Trustees so determines." This was previously stated in GP-11: Board of Trustees' Committees and was unintentionally omitted in these revised policies.

- Governance Policy regarding Operational Expectations, OE-10: Instructional Program – Add to the beginning of sub-part 10.6 the word "is".

Administration clarified that the proposed revision to GC-5.4 reflects the wording of the old policy, GP-11, and that it implies committees of the Board only.

Chair Cochrane received confirmation from the Board that the above-noted revisions would form part of the document under consideration at this time.

A Trustee requested that debate be allowed on each of the recommendations, separately.

MOVED by Trustee Ferguson:

> **THAT the Board of Trustees adopts the Coherent Governance® model of governance.**

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Ferguson:

> **THAT the Board of Trustees gives first reading to the amended Governance Policies, inclusive of the changes outlined earlier in the meeting, and as attached to the report, including:**
> - **Governance Culture Policies 1 through 9, including GC-5E and GC-6E;**
> - **Board-Chief Superintendent Relations Policies 1 through 5, including B/CSR-5E;**
> - **Operational Expectations Policies 1 through 12; and**
> - **Results Policies 1 through 5.**

Trustee debated the motion and the following is a summary of their comments:

- Within these policies are expectations of student success, within the Results policies, and it is believed that these policies are more in line with what is believed to be the new framework for student learning and what the province has developed as a result of the conversations of *Inspiring Education.* The Results speak to competencies and the abilities of all students.

- The proposed governance policies clearly set the direction for Administration, and allow the Board to monitor more effectively for results that ensure both compliance of the rules and progress towards a shared vision.

- The policies speak to the utilization of resources in an equitable manner, to provide students with quality learning environments, and to the requirement for wise investments.

- Policy change is the critical work of the Board as it governs through policy, and these policies reflect the hard work and dedication of each Trustee.

- An opinion was shared that, subsequent to first reading being given, the policies should be shared in a public engagement process to allow for public input that could lead to potential revisions to the policies.

- This model represents an evolution for this Board and it proposes to delegate a little more authority to the CEO, but delegation of authority in no way relieves the delegator of any responsibility.

- These governance policies are more user friendly with clear language; they provide for greater clarity between the governance function and the administrative function, taking the Trustees out of the business of micro-managing and allowing the Board to concern itself with the bigger picture and envisioning and strategizing for the future. This governance model provides greater recognition of the importance of governance culture.

- The proposed changes are viewed as not being significantly different from the way that the Board has governed the system in the past, but they are more clear and concise and easier to understand.

- The Board has not reviewed all of its policies since 2005, and is moving from a Carver-based model to this model, which has been developed with experts who have worked across North America. It is clear on the range of the Board's responsibilities and it is designed to focus the Board and the staff on organizational results. It is based on principles that experts have long recognized as being characteristics of effective Board accountability.

- Opinions were shared that the Board can go forward with explaining to its public why these changes were made and what they mean, and that It would be more effective to put the policies into place, to use them for a time and then to go out and ask how effectively are they working? What is missing? What is or is not going well?" It was felt that it would be more difficult to go out to a community and ask if they like the words on the page, rather than asking whether the Board has lived up to the public's expectations and values, and seeing how these policies will impact process and students and what monitoring data effectively judges success.

- With respect to financial accountability, a Trustee stated that the Board is not abrogating its responsibilities. The new policies include two operational expectation policies on financial administration and financial planning, as well as one on asset

protection, as well as a policy on communication and support for the Board that requires that the Board be informed of significant transfers of money within funds or other changes that substantially change the organization's financial condition. The Board will continue to receive quarterly financial statements and updates and, as required by the *School Act*, approve budgets.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bowen-Eyre:

> **THAT the Board of Trustees gives second reading to the amended Governance Policies, inclusive of the changes outlined earlier in the meeting, and as attached to the report**.

Trustee comments in debate of the motion are summarized as follows:

- All of the Trustees have been working together over the past year to improve the way that it governs.

- The current governance policy GP-3, subpart 5, references a process followed prior to giving second reading to a policy change, in that the Chief Superintendent shall provide a general impact statement. The changes proposed to the Board's governance policies are very comprehensive and there may be huge impacts arising from them. Second reading to the amended governance policies should be delayed to a subsequent meeting, following receipt of the impact statement, and following public input on issues including, but not limited to: financial oversight, and particularly on contract and other approvals; language learning in our schools, including the role of French; and bullying.

- As part of the conversation over the past few months with the educational consultants who have been helping the Trustees with this process, the Chief Superintendent, legal counsel and several other members of administration have been involved and were able to give impact statements in those discussions. The proposed policies are not seen as a potential change in terms of the Board's values, but are more clarified and streamlined to make them more understandable for ownership.

- The conversations, as mentioned, were held in camera and they should now be held in public, to hear from legal counsel and from the Chief Superintendent, so that everyone can be on the same page.

- The proposed policies continue to reflect the values of the Ends, including that of academic success, which is the number one reason behind the work of the Board. The Board does have an implementation plan, and the next steps also involve engaging with the public.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.   In favour: Trustee Bowen-Eyre
                                                                                Trustee Cochrane
                                                                                Trustee Ferguson

		Trustee King
		Trustee Lane
	Opposed:	Trustee Taylor

MOVED by Trustee Ferguson:

THAT, in accordance with the existing Governance Process Policy 3, Governance Policy Development, the Board of Trustees agrees to proceed with third reading of all Governance Policies, inclusive of the changes outlined earlier in the meeting, and as attached to the report.

The motion was
DEFEATED.

	In favour:	Trustee Bowen-Eyre
		Trustee Cochrane
		Trustee Ferguson
		Trustee King
		Trustee Lane
	Opposed:	Trustee Taylor

Chair Cochrane stated that because the above motion was not approved unanimously, a motion to propose third reading to the amended governance policies at this time was inadmissible.

MOVED by Trustee King:

THAT the Board of Trustees adopts the Glossary of Terms, as attached to the Governance Policies, to facilitate the understanding of the governance policies and the governance model.

The motion was
CARRIED UNANIMOUSLY.

10.0 CONSENT AGENDA

Chair Cochrane declared the following items to be adopted as submitted:

10.1 Board Consent Agenda

10.1.1   Correspondence

THAT the Board of Trustees receives the following correspondence for information and for the record:

- **Email communication from the office of Thomas Lukaszuk, Minister of Alberta Education, regarding an announcement of a 10-point plan to improve the education system for our students.**

10.1.2   Governors of EducationMatters, Calgary's Public Education Trust

1.   THAT the Board of Trustees approves the reappointment of Mr. Mike Shaikh as Governor of EducationMatters for an additional 3-year term effective October 18, 2011, ending October 18, 2014; and

2.   THAT the Board of Trustees approves the reappointment of Dr. Gene Edworthy as Governor of EducationMatters for an additional 3-year term effective January 17, 2012, ending January 17, 2015; and

3.   THAT the Board of Trustees accepts with regret the resignation of Mr. Chris Fong as Governor of EducationMatters, effective January 1, 2012, and that the Board Chair communicates, on behalf of the Board of Trustees, the Board's appreciation for Mr. Fong's commitment over the past eight years; and

4.   THAT the Board of Trustees accepts with regret the resignation of Ms. Lora Wyman as Governor of EducationMatters, effective January 20, 2012, and that the Board Chair communicates, on behalf of the Board of Trustees, the Board's appreciation of Ms. Wyman's commitment over the past six years.

10.1.3   Trustee Liaison Report re: Alberta School Boards Association (ASBA) Zone 5

THAT the Alberta School Boards Association (ASBA) representative report with respect to the ASBA – Zone 5 minutes dated December 2, 2011 be received for information.

10.2 Chief Superintendent Consent Agenda

10.2.1   Chief Superintendent's Update

THAT the Board of Trustees receives the report for information.

11.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

Recessed: 7:40 p.m.
Reconvened: 7:47 p.m. Trustee Taylor did not immediately return to the meeting.

12.0 IN-CAMERA ISSUES

12.1 Motion to Move In Camera

MOVED by Trustee Lane

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Regular Meeting of the Board of Trustees, January 17, 2012 be considered at an in camera session; therefore, be it

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

The motion was
CARRIED UNANIMOUSLY.   Absent: Trustee Taylor

12.2 **Motion to Revert to Public Meeting**

At 8:03 p.m. Chair Cochrane received the Board's consent to continue the meeting to the completion of the Agenda.

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

During the in-camera session, Trustee Taylor left the meeting at 8:52 p.m.

13.0 **ADJOURNMENT**

Chair Cochrane declared the meeting adjourned at 9:01 p.m.