

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, April 20, 2010 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee L. Ferguson
Trustee P. King
Trustee K. Kryczka
Trustee G. Lane

Absent:

Trustee Dirks

Administration:

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
Ms. D. Lewis, Superintendent, Learning Support
Ms. B. Kuester, Executive Director of Communications
Mr. R. Peden, General Counsel and Corporate Secretary
Mr. W. Braun, Interim Chief Financial Officer and Treasurer
Mr. C. Davies, Sr. Executive Assistant to the Chief Superintendent of Schools
Ms. S. Wasylyshyn, Executive Assistant to the Trustees
Ms. J. Barkway, Assistant Corporate Secretary
Ms. H. Numrich, Recording Secretary

Stakeholder Representatives:

Mr. F. Reaume, Canadian Union of Public Employees, Local 40
Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. L. Shutiak, Calgary Association of Parents and School Councils

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. on the plaza after a musical presentation by students from the Glamorgan School Spring Choir. Students led in the singing of the national anthem in English and French and Trustee Lane, Ward Trustee, thanked them on behalf of the Board of Trustees for a very enjoyable presentation. The meeting continued in the board room and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

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2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted the following proposed change to the agenda: Item 10.1.1 Minutes of March 23, 2010 were not circulated and will be pulled from the Agenda.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of April 20, 2010, be approved with the amendment noted above.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Lake Bonavista School

Chief Johnson extended her welcome to representatives from Lake Bonavista School and invited Director J. Rogerson, Area V, to give introductory comments. Director Rogerson indicated that the project that would be presented not only has students participating in it, but it is also initiated by students. She introduced Ms. H. Lawrence, Principal of Lake Bonavista School who introduced Alycia, a grade 3 student and her mom, Ms. L. Kanters. Ms. Lawrence noted that by initiating this project Alycia has made a difference to both the local and global community; she has shown leadership, compassion and dedication to her cause.

Alycia stated that after hearing of the devastating earthquake she started a project to collect shoes for the people of Haiti. A PowerPoint presentation portrayed how the shoes were bagged, boxed and driven to a company in Edmonton, *Flip Flop Shoes*, who agreed to ship the shoes to Haiti through an organization entitled *Soles 4 Souls*. Alycia spoke of the many lessons that she and her classmates learned and noted that there were many volunteers who helped including students from every class, school staff and the community. They far surpassed their goal of collecting 500 pairs of shoes. Alycia shared how good it felt to be able to help and how the *Circle of Courage* she learned about at school had encouraged her to become a good citizen and to become involved.

Ms. Kanters told how Alycia had help from many family members, friends, neighbors, teachers, her dance class and even strangers. Alycia's story has inspired others and is ongoing. Her project became a story for the newspaper, television media and an e-publication of *Soles 4 Souls*. She stated that they are very proud of her and to be a part of the CBE community that teaches students to become good citizens.

Trustee Bazinet expressed thanks to Alycia and Ms. Kanters on behalf of the Board of Trustees for sharing her story; she noted that it is inspiring to hear how one person can make such a difference in the world.

4.0 HONOURS AND RECOGNITIONS

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4.1 Lighthouse Award – Sedmek Inc.

Ms. M. Levy introduced this month's lighthouse award recipient, Sedmek Inc., a Calgary based renewable energy services company. She noted that Sedmek President, Mr. David Kelly is also a partner of SkyFire Energy, a leading solar energy company in Alberta. Together, Sedmek and SkyFire have installed small-scale solar photovoltaic system demonstrations at two Calgary Board of Education schools, Forest Lawn High School and Langevin School. It is anticipated that more schools will take part in the future. The goal of the renewable energy installations is to provide students with educational opportunities, promote awareness of renewable energy and encourage energy conservation at the school. Sedmek has gone above and beyond by helping the schools navigate the permitting process, donating hours of work to the project, as well as being available for school presentations and consulting on the development of school resource materials. The Calgary Board of Education is pleased to announce that both solar systems are installed and functioning and the schools are making very good use of them as a learning tool. Ms. Levy expressed her thanks, on behalf of the Calgary Board of Education and noted that because of the time and effort of dedicated Calgarians such as David Kelly and future focused organizations like Sedmek, the mission to educate students for a brighter, more sustainable future is well on its way.

Mr. Kelly accepted the award expressing his appreciation and commented on the inspiration that students bring to their work. Chair Cochrane extended congratulations and presented a plaque, extending gratitude on behalf of the Board of Trustees.

Chair Cochrane stated that due to timing concerns, Items 5.1 - 5.4 would be discussed following the Board Development session.

6.0 Board Development Session - Personalized Learning in the Calgary Board of Education

Chair Cochrane provided introductory remarks regarding Board Development sessions. She stated that the purpose is to develop a more complete knowledge and better understanding of specific policy issues for the Board of Trustees as well as the public and to support effective Board monitoring. She advised that following the Board Development session, the Board of Trustees will decide if there are any next steps they need to take. Chair Cochrane welcomed the invited guests including: Mr. D. Pickersgill, Governor with EducationMatters and former Trustee; Ms. C. Oliver, former Trustee; and Mr. D. Woloshyn, Alberta Education, Zone 5 Director.

The presentation was led by Chief Superintendent N. Johnson and Deputy Chief Superintendent D. Stevenson as follows:

“Chair Cochrane, Trustees, colleagues, and guests: This evening Deputy Chief Stevenson and I are pleased to present an overview of personalized learning, the strategic focus being undertaken by the Calgary Board of Education as it strives to meet the priorities and targets within its Three Year Education Plan, to align with provincial and global directions in education and to create a new future of learning.

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Trustees, through this presentation we will provide answers to the questions you have asked about personalized learning and speak to our understandings and actions as we take up the work throughout the system. We also hope to support your work in speaking with the public regarding the purpose, practice and significance of personalized learning and the value it will bring to students in the Calgary Board of Education.

I would like to acknowledge many guests here this afternoon extending them a very warm welcome. This presentation was prepared with care specifically for you, the Trustees, as you go about your work with the ownership of this marvelous school system, all Calgarians. Joining us are a number of principals and other school representatives who will be sharing and allowing us to share, some of the fine work that has arisen as they have taken up the practices of personalization in their schools: From Fish Creek School – Principal Laine Mulholland and teacher Wayne Lyon; from Samuel W. Shaw School – Principal Jeannie Everett and teacher Rachel Elliott; from Sir Winston Churchill High School – Principal Wayne Tuff; from James Fowler High School – Carma Cornea, Learning Leader and Mandy Hambidge, AISI Learning Leader; from Falconridge School – Principal Patty Numan, former Principal Sandra Levesque, Assistant Principal Ian Fero and teachers Val Murphy and Pamela Wilkinson.

Our five CBE Ends Statements offer a comprehensive view of the Calgary Board of Education's responsibility to serve the students and citizens of Calgary. As we operationalize our mission of *Educating Tomorrow's Citizens Today* through the personalization of learning, we continue to move toward the integrated development of academic success, citizenship, personal development, and character so that students complete their schooling with a foundation of learning to function effectively in life, work and continued learning. We take seriously the language within the Board of Trustees Ends that speaks to "each student". We embrace the recognition that creating success for all students requires us to create success for each one. Your message last week regarding the students who attend Sir William Van Horne High School put Administration on notice that it is no longer time to just talk about personalized learning, we must take action. It is the right thing to do.

The Calgary Board of Education is not alone in its orientation towards personalization. Personalized learning is part of a significant shift that is happening as the world responds to the challenges and opportunities of this millennium. This is a shift towards a future of learning that has its roots in three notable movements: the digital revolution, globalized networks and advances in the learning sciences. This is a future in which learning will be key to everyone's core business. Personalized learning is part of a larger societal impulse towards the mass customization of services and goods across sectors.

The term "personalization" can be found in many contexts. Microsoft offers a personalized desktop; Google offers personalized searching; and your local car dealer will invite you to personalize your option packages when choosing a new car. Gone are the days of "one size fits all" or of looking to see what's available on the lot. Not only can web pages be customized by you but they can be customized for you. Commercial industries invest heavily in software that gathers data about you as a consumer. The more data about you that is available to be used by their applications, the better targeted their content and/or service will be to you.

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As a marketing strategy this translates into things like the list of books Amazon recommends for you; it changes the work of marketing from a broad sweep to a potential audience, to marketing strategies that are targeted specifically to you as an individual customer. The company dedicates its resources to learning a great many things about you and then markets accordingly.

In education, personalization becomes about understanding a great many things about individual learners and then teaching accordingly. Broadly considered, personalization is about putting citizens at the heart of public services. In education, personalization can be understood as the work of tailoring learning to individual needs, interests, and aptitudes in order to fulfil every young person's potential. The logic and trajectory of education around the world is shifting in a way that has school systems asking how they can adjust to the needs of their learners rather than expecting the learners to adjust to the system. This new perspective extends and exceeds the idea of differentiated learning. Such a re-orientation of schooling requires a continuous design perspective, one that honours the trajectory of learning for each student.

The personalization of learning aligns with the re-imagining of schools being articulated by Alberta Education and sits at the point of convergence between several fields of research: research on assessment practices; optimal learning environments; student engagement and the redesign of secondary schools to name but a few. The personalization of learning aligns, too, with the recognition that learning takes place in many ways and in many environments for this millennium's new edu-citizens.

Technology has played a significant role in developing the possibilities of personalization, both broadly understood and within the education sector. Learning technologies have opened new and multiple ways for students to access and work with content, to engage in learning and to respond to and represent learning. Learning technologies have also provided teachers with new and multiple ways to engage students' interests and motivations and to design new materials and processes for learning and assessment.

In the Calgary Board of Education we would not equate personalization and digital learning technologies, but when we consider the systemic challenges posed by personalization, it is clear that without digital technologies, without the communication, archiving and multi-media affordances of digital resources, we are unlikely to be able to meet the needs of all learners. We believe that leveraging the relationship between personalization and digital technologies is one important means to reshaping the education system around the learner. Learning technologies enable the student's voice to be heard more powerfully in designing the curriculum, contexts and practices of learning both inside and outside of schools.

Many learners today are already creating personalized learning experiences for themselves outside of school using digital technologies. Beyond school, learners are already using these resources to tailor their informal learning to their own interests, to access information, to communicate with people who can support their learning and to share ideas and expertise within informal learning communities. MIT and other universities contribute openly to online knowledge networks that can be

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accessed free of charge by learners from around the world. According to their interests and goals, students can access open courseware, teaching from the public domain and social learning networks. They can make connections with others from around the world and exchange expertise and learning in collaborative relationships. They can become participants in knowledge sharing and knowledge generating activities. Learn to play the guitar; learn to read the stars; learn Euler's Method to Solve Numerical Equations or learn to speak Italian. From YouTube, to iPhone apps, to online exchange communities, it's all there. Students can search for the presentation of material that suits their learning style: text, simulation, video and more. They can use text-to-speech features or experience multimedia learning. In many ways, students need not wait for information to be delivered or pushed out to them, but can pull information in and be active agents in designing the content and processes of their own learning.

While the role of technology addresses some particular features of personalized learning, the range of opportunities students have to access and create understanding and the importance of their own agency in the learning process and while we might understand personalized learning as the tailoring of instruction to meet specific needs and aspirations of individual learners, it is also important to note that the work of understanding personalized learning is not yet complete. To bring clarity to the idea of personalized learning within our Calgary Board of Education context, we have articulated a CBE specific outline of what personalized learning is about. In CBE, the Personalization of Learning is the process of designing learning for and with each student so that all students can participate, progress and achieve; a living practice; a disposition towards our core business that we must each be committed to; I hesitate to offer this as a definition for a number of reasons, most particularly because of the patterns of misinterpretation such a claim may lead to. Personalization is not an "it" – it is not a program, nor is it a technique or method. It is instead a combination of practices that change the role of student and teacher in relation to the content and tasks they work with. It is also a combination of practices that changes the role of the school as an institution.

In addition, personalized learning processes are intended to be inherently flexible and to adapt and respond to different learners. To define personalization too tightly is to risk reducing it to a method to be implemented and to then turn the conversation more exclusively towards teaching, underplaying the significance of learning and the learner.

Over the next several minutes I will outline for you the elements we have identified as being key to personalized learning in the Calgary Board of Education, what those elements mean for teachers and students, share some examples of the work with you, and talk about some of our next steps.

In CBE, Personalized Learning is a highly intentional and responsive teaching and learning experience that intensely attends to each student's learning so that all students can participate, progress and achieve. In our 21st Century context, we are presented with a variety of ways to extend each student's learning. Personalized learning is based upon the premise that all students bring a complex interplay of talents, skills, experiences and abilities to their learning.

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Attending to each student requires establishing a relationship that links their personal preferences, interests and out-of-school activities to curriculum outcomes. Quality assessment forms the basis for a responsive classroom culture. Personalization does not mean, however, that students are locked into a sense of individual isolation. Each student is surrounded by a learning community.

The Personalization of Learning is community based. The questions of learning and the resources for learning expand and connect beyond the classroom or school. Students earn respect from parents, teachers, peers and mentors by asking their own questions and pursuing their own answers; the unique achievement of individuals is celebrated against broad standards shared by the whole community; the daily successes of groups and individuals expand the vision the school community holds for itself.

The expansion of learning into and through community experts will be vitally important to our Career and Technology Strategy as part of our system efforts towards personalization. The fluid learning environment that students will experience between school and community and industry credentialing opportunities as part of the learning program are two examples of how students, the school and the community will each imagine their practices and experiences differently. Student interests and aspirations, the standards of the Programs of Study, and the standards of the community will work together to create new images of learning inside and outside of the school.

The involvement of disciplinary and industry experts in student learning highlights mutual engagement and mutual benefit as students and adults have the opportunity to work and learn together. Students both gain from and contribute to communities of interest and practice.

Principal Wayne Tuff

On April 8th, a group of students from Sir Winston Churchill High School participated in a virtual interview with Astronaut Scott Parazynski. This videoconference was part of the Global NetGeneration of Youth (NGY) initiative that involves about 40 students as well as 4 classroom teachers from Sir Winston Churchill, AISI learning leaders, Learning Innovation specialists, local community partners such as SMART technologies and EducationMatters and international partners that include students at two American high schools, as well as the Oracle Education Foundation, and space advisors from NASA.

Within this initiative, students are conducting investigations into: rocket thrust and alternative forms of propulsion; robotics and genetically engineered machines; astronomy and the Lunar Crater Observation and Sensing Satellite; Mental Representation and Spatial Cues During Space Flight; and the critical question of the Future of Space: A Unifying or Dividing Frontier? Each investigation involves students actively working and solving problems with each other and with their teachers, CBE, and other partners. They work in knowledge building groups to develop and contribute ideas that are both shared and extended by others. Their common interests and the genuine topic of study create a community that supports and learns from individual interests and pursuits.

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This example from Sir Winston Churchill shows how personalized, interest-driven, learning experiences need not be individual to be meaningful. Personalization creates the conditions for learning for each student within a learning and community-centered classroom, one that builds social cohesion and supports the desire for lifelong learning.

Personalization requires the orchestration of varied teaching strategies within both individual and group encounters, and can form a foundation in which the need for individualization might emerge. Personalization is a strategy for all students while individualization is an intervention strategy needed for some students. Individualized programs allow the school to structure and adapt the curriculum to scaled assessments of interest and ability while personalization requires the active agency of the student.

As Richard Elmore has taught us, agency is evident when students “have a role in determining the conditions of their own work”, when teachers have students’ “**active** consent and engagement in the social activity of learning.” Securing this level of engagement requires mediating students’ efforts, attention and desire to participate in learning. Teachers need to be able to listen, not just to what students say, but so they can say. Students play an active role in their education as a result of schools becoming more attentive and responsive to them.

Personalization requires students and teachers to be willing to be reciprocally influenced by one another and by the content of the Programs of Study. Teachers scaffold student learning by providing supports that promote deep learning and active knowledge construction. They assess what students understand and what they misunderstand to design tasks that move students beyond their particular starting place and into continued learning.

An important aspect of the role of the teacher in personalized learning is to be actively engaged in learning the content in greater depth as a consequence of teaching it, and to be actively engaged in understanding what the students’ responses, ideas and questions say about the nature of the knowledge the teacher is alleged to know.

An important aspect of the role of the student in personalization is to actively teach the teacher what puzzles the knowledge presents by the form of the questions the student asks. And the questioning means that, over time, in specific domains of knowledge, agency or control over learning passes from teacher to student and back again.

As Richard Elmore pointed out when he was here in March, learning and teaching are only incrementally about the transfer of knowledge and more about the transfer of agency and control over the acquisition and use of knowledge.

Personalized learning begins with engagement, is active and effortful, is assessment rich, and is meta-cognitive and transformative, these are the four key elements we have identified as constituting personalized learning in our CBE practices. Our system leadership meetings this year have focused principals, managers, directors and superintendents from across our schools, areas and service units towards a common understanding of the work of our system and how we each bring our talents

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and expertise to achieving the outcomes of our Three Year Education Plan through the strategy of personalized learning.

The professional learning focus of these system meetings has built the knowledge base of CBE leaders around personalization, has given leaders opportunities to learn from examples of the work within our CBE schools and has involved leaders in bringing examples of their own work and the work of their schools and departments to the leadership group for analysis, reflection, and “next steps” planning.

These aspects of personalized learning have also been the focus of further professional development in areas, schools and service units as our system leaders communicate these understandings and commitments within their individual work locations. Together with the idea of the instructional core, these elements of personalized learning form the basis of a common language within the CBE. Schools and service units talk together about these points of impact and use them to structure and analyze their individual and collaborative work plans.

Personalized learning as a district strategy is being taken up by our schools. Service units are aligning their resources, structures and practices to this work. While we do not know all there is to know about personalized learning, we have begun the work with a good foundation of understanding and with energy and aligned intentionality. Through the work we have done already this year, each of these 4 elements of personalization has been built out into further levels of detailed understanding.

Personalized Learning begins with engagement. Student engagement is a hallmark of personalized learning. When students are truly engaged in learning, they are actively applying higher order thinking skills to solve problems, to create new knowledge, and to ask new questions.

Students at Fish Creek School experienced this level of engagement earlier this winter as they sought to build an Olympic ice sculpture from 1200, 2-litre milk cartons. To achieve this goal, they needed to determine exactly how many minivan-driving volunteers it would take to pick up this quantity of formed, empty milk cartons from a local supplier. Measuring the dimensions and calculating the capacity of their parents’ vehicles became a compelling problem for which they needed to design functional mathematical strategies. Fish Creek School Principal, Laine Mulholland , will elaborate on this work.

Fish Creek School Principal, Laine Mulholland

The students began by coming up with a list of the information they thought they would need in order to solve the problem. Later, they used that information to implement mathematical strategies of their own design. Regardless of the strategy each student developed, they were working with visual-spatial and numerical reasoning, combining logic and creativity, and using what was known to figure out what was unknown. It was authentic, personally meaningful, creative problem solving. As they found solutions (partial or complete), students were asked to show their mathematical reasoning using words, pictures and symbols. Through a series of class discussions where students presented their solutions and the reasoning they used to come to those solutions, each student was able to build their own, personal understanding of volume by analyzing and synthesizing the ideas of others. As their

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understanding of key concepts grew, students were able to let go of misconceptions and distil some universal truths about shape, space and measurement. Eventually, in much the same way real mathematicians might, students used what they knew to be true about filling a three-dimensional space to create a formula for calculating volume.

A teacher demonstrates a similar level of engagement and professional curiosity when he or she becomes deeply interested in how a cello player in the classroom really *hears* the world; or how the student who is constantly drawing cartoons *really* sees the world; or how the student who spontaneously frames everyday experiences as mathematical equations uniquely sees patterns and relationships; or what balance between individual and cooperative learning processes might be required for the competitive athlete who takes more pride in a good run by her relay team than she does in her own victory in an individual race.

Such unique interests and learning processes are part of what needs to be understood about each student in order to “teach them accordingly”. Samuel W. Shaw School is one example of a school that is intentional about understanding and sharing among their staff, the unique interests or “sparks” of their students. I invite Jeannie Everett, Principal of Samuel W. Shaw School, to tell us about their work to build learning for students based on what they know about individual students and their “sparks”.

Jeannie Everett, Principal of Samuel W. Shaw School

The concept of sparks is based on the work of Peter Benson. His research showed that very few adolescents are ever asked about their sparks, what is it that gives them joy and heightens their interest. At Samuel W. Shaw the learner profiles we build with each of students specifically asks “what is this student’s spark?” We can’t support our learners fully without this knowledge. At Samuel W. Shaw we ask them these questions. Not that effective teachers haven’t known this information about our students, but we want to capitalize on this in the learning environment. So we ask for and plan with this information for each learner.

Teachers use the knowledge of a class profile which includes knowing each learner’s strengths/challenges and sparks to present or exploring concepts or information in a wide variety of ways. This is referred to as multiple means of representation. When teachers activate student interests and understandings as a way to engage them in subject domains, students know that their ideas and interests are being taken seriously. We can capitalize on their sparks to enhance learning. The use of technology has assisted us in capitalizing on many of the sparks our students today identify. Personalized learning as part of our strategic direction seeks to understand and build from a sense of what sparks the interest and engagement of each of our students. One example from our school was when our grade 7 students were exploring the concept of the particle model of matter.

Applying teacher knowledge of sparks and learner profiles results in creating many ways students can engage in the concept development as well as encouraging students self knowledge to demonstrate their learning.

Often students choose to use technology to demonstrate learning. This includes use of video cameras, still cameras, current software applications, multimedia presentations (at times students have discovered a program that capitalizes on their

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preferences and shares this with the school). Students have used creative dance, drama, cooking, building.

Assessment

The assessment is based on the information presented and the students need to consider why they chose the modality they did. The students are encouraged to play upon their strengths and to build their “sparks” into their daily work but they are encouraged to try many different ways to present information to me. This follows a more assessment of learning model usually involving a rubric or checklist for key points.

Personalized learning is active and effortful. The work that students undertake needs to be relevant, meaningful and authentic, it needs to be worthy of their time and attention so that when we ask the question, “If students were successful with everything they were asked to do, what would they actually be able to do?” The answers include that students would be able to think critically and creatively, they would be able to use information to solve problems, to communicate effectively with others and they would be able to use information to make connections within and across disciplines of study.

Grade 10 students at James Fowler High School have been studying the complexities of collective identities and globalization as part of their Social Studies curriculum. The 2010 Olympic “*Own the Podium*” campaign and the questions it generated in the media and in the imaginations of Canadians across the country about a new Canadian identity, emerged as an authentic way for students to explore this curricular topic through a relevant and timely social phenomena. Representing James Fowler High School, Carma Cornea and Mandy Hambidge will tell us about experiences in their Social Studies 20-1 class and how their study of nationalism developed in relevant and rigorous ways for some of their students.

Carma Cornea and Mandy Hambidge, James Fowler High School

As the class study progressed to an assignment related to the idea of ultra-nationalism, two students in the class identified another example of a relevant topic and proposed to their teacher that they pursue the topic of ultra-nationalism from an Indian context and from a non-traditional perspective. In choosing their topic, they commented that the history of India and the Punjab are not often taught in Canada from a Sikh perspective but more often from a Hindu perspective with its focus on such heroes as Gandhi.

To begin their project the students read a novel “Cracking India” which is actually written from the perspective of a third group in India. They found non-fiction resources through the Learn Alberta site and also accessed people at home and in their church or gurdwara to collect additional resources. The students used the scaffolding created by their teacher to consider the who, what, where, and why of the conflict. They developed personal and civic responses as well as the skills and processes of writing as they deliberated personally, critically and creatively on a topic that was both personally meaningful and an authentic issue of social and historical experience. The students have used the ePortfolio tool to collect their diverse resources and share their work with each other. As part of the general assignment, students in the class have been asked to defend that the particular case they are looking at as truly an example of ultra-nationalism so these students will

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soon be presenting to the class their thoughts, ideas and findings after looking at both fiction and non-fiction sources of information to make sense of the conflict after the Independence and partitioning of India and the resulting conflict in the Punjab.

Personalized learning is assessment rich. In personalized learning, assessment should make up a large part of the learning experience, not in the form of separate tests, but as a seamless part of the learning process. The intentional design of assessment-for-learning that invites students to co-create assessment criteria with teachers, is a powerful strategy that enables students to think deeply about, understand the next steps, and become increasingly self-directed with their learning.

Students need clear targets and models of what constitutes quality work in order to improve their learning. The criteria for evaluating any learning achievements must be made transparent to students so they have a clear overview both of the aims of their work and what it means to complete it successfully. In the James Fowler example we heard about a moment ago, students used self reflection and feedback from both teachers and peers to make improvements to the analytical writing needed for their academic endeavours.

Some people in the Board room tonight may have noticed a new feature in our representation of the instructional core. When Dr. Elmore visited the Calgary Board of Education last month, we had the opportunity to talk to him about a number of topics, including the mutually informing relationship between assessment and the design of learning tasks within the instructional core.

As essential as it is to offer students engaging and intellectually challenging tasks, personalizing learning requires that the tasks that students are offered are the right kind and level of challenge for their learning need for any particular moment and context. In personalized learning, teachers use a continuous cycle of assessment, instruction, assessment, and adjustment to provide students with the right learning tasks at the right time, and to allow students' work to inform their instructional decisions.

Falconridge School offers us a specific example of an intentional school wide assessment plan that leads teachers to come to know a great many things about their students and to plan for instruction according to what they know. On the screen we see an example of the assessment matrix that is used at Falconridge School to track a number of very specific learner achievement indicators.

This extensive background assessment, along with ongoing professional learning community meetings in which teachers analyze student work together, has fostered a collaborative professional culture in the school and has allowed staff to embed the collection and analysis of student assessment data in the adjustment of instruction.

Professional Learning Communities maintain disciplined attention to assessment which is central to instructional planning for student achievement. Val Murphy and Pamela Wilkinson, from Falconridge School, are here this evening to tell us more about their work.

Val Murphy from Falconridge School

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It's my pleasure to share with you a quick overview of the beginning of our journey into personalized learning. At Falconridge School, our teachers meet every week, in their grade groups, with a resource teacher or an administrator, to review the progress of specific students. They use a structured meeting protocol to review formative assessment data from the previous week and adjust instructional strategies based on that assessment. We have found that this intentional practice results in both improved student achievement and enhanced teacher practice. This collaborative intelligence has led to stronger professional relationships among teachers. One of the most exciting results of our assessment practices has been the school wide implementation of a integrated planning model.

Pamela Wilkinson, from Falconridge School

At Falconridge School student assessment data is used as a driver for personalized learning within curriculum planning. We received the planning model you see on the screen from our Alberta Initiative for School Improvement (AIS) learning leaders and have expanded and adapted it to support our focus on personalized learning. The first step in personalizing learning is looking at student's strengths, interests, and needs. We create a clear picture of individual students in order to develop learning opportunities that allow all students to be successful while supporting and challenging them. Teachers engage with individual students while they are performing tasks in order to ensure that the task is meaningful to the student, while always maintaining high expectations for all stakeholders. We consider everything we know about the diverse students in our classroom and utilize this information to create dynamic learning experiences.

Planning with this model provides a venue for teachers to weave together the curriculum expectations with student learning profiles. As we plan assessment and learning tasks we strive to create multiple and flexible forms of engagement. Teachers consider each student's prior knowledge and learning profile in order to create an authentic connection between the student's unique world and the learning tasks, thus increasing student engagement. Last but not least is our accountability in evaluating student progress by offering students multiple forms of expressing their understanding of the knowledge and skills they have acquired. For example some students may create an iweb to demonstrate their understanding while other students are writing an essay and still others are building a diorama or creating a model. Student success as well as ongoing diverse student – teacher interactions drives new and continuous cycles of assessment.

By identifying and accessing the multifaceted learning capacities of students, teachers are able to focus classroom work on students' strengths while also teaching them new strategies to help them succeed. And student work informs the teachers about what they need to learn, do and provide for their students. The involvement of students and teachers in analyzing the relationship between assessment and learning leads them both to understand their work with new levels of meta-cognition. Through personalized instruction and assessment practices, students know what they know, how they know it, how they show it, and what they need to learn next. Through disciplined attention to the relationships between the practices of assessment and the practices of instruction, teachers know the instructional decisions they have made, why they made them at this time and for this student, the impact of their instructional decisions, and what students require of them next. Students and teachers together develop new insight into their work and build

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expertise in teaching and learning through each personalized learning experience, their sense of themselves within their roles as student and teacher becomes transformed by the power of learning and by the power of knowing that their work has truly made a difference to their students. The transformative impact of personalized learning is one that we know will extend beyond individual students and teachers, beyond individual schools and service units, and to the system itself.

In his book, *Instructional Rounds*, Richard Elmore draws our attention to three interwoven tasks that are to be undertaken in moving beyond individual pockets of excellence and bringing excellence to scale within a system. Elmore tells us we need to develop a clearly articulated and widely held and understood point of view on what high-quality teaching and learning look like. The elements, descriptors and examples of personalized learning that are being understood, refined, and practiced within the system are our means to this end, and the means to our achieving the Ends of the Board and the targets of our Three Year Education Plan. Systemic change is understood to begin at the classroom level. Effective, meaningful and respectful assessment are the basis for student learning and for CBE monitoring. As Elmore has identified, the real accountability system is in the tasks that students are asked to do. Through our personalized learning strategy, we are creating an enhanced culture of professional and student engagement.

Through our parallel focus on district coherence and the role of our service units in supporting schools to create the conditions for and access the support needed for personalization, we are creating a united focus on the work of teaching and learning. We are creating a system in which every school will be effective at meeting the needs of each student.

The evolution of our system through the work of personalization is an evolution of cultural change. Such a cultural change is harder and more significant work than that of implementing a program, one that many experts on organizational change would expect to take seven years or more.

We are asking some of our employees to change their professional identities and their practices; we are asking 14,000 employees to learn and engage in the practices of continuous change together, making demands on their autonomy; and we are asking people to give up some of the practices that have brought a certain measure of success so that they can create an even greater measure of success. We are engaging in the parallel processes of learning at individual, team, school and organizational levels. We will face challenges and implementation dips, but by working on what we do and what we believe at the same time, we will become a stronger and more responsive organization and we will make progress.

We will monitor our changes and monitor our practices. The elements of personalized learning, student engagement, active and effortful curriculum, assessment rich instruction, and meta-cognitive practices within our instructional environments can be understood and assessed and developed as we learn to do the work by doing the work. More importantly, the results of these practices can be measured through our system monitoring and accountability practices.

As a system we continue to develop and communicate about our personalized learning strategy. Our Three Year Education Plan, our Area and department plans,

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our school development plans, as well as our communication within schools, within service units, with parents and the community are developing a sense of coherence about the message of our work. As students demonstrate and assess their learning, as teachers collectively examine student work and make their practice as professionals increasingly public and collaborative, and as the organization as a whole undergoes systemic change, the features and impact of our focus on personalization will be increasingly visible. The Ends of our work will reflect the results of our system-wide strategy.”

Chair Cochrane expressed her thanks to all of the presenters on behalf of the Board of Trustees. She noted that there was overflow seating in the auditorium where this presentation has also been seen and heard and that the presentation will be available on the website for the public to access soon.

There was a brief question and discussion session, which included information as follows:

- how parents and the public will come to understand personalized learning;
- how personalized learning will impact the structure of the CBE, including processes and timetables;
- the distinction between personalized and individualized learning, and how that might impact students working in groups;
- benchmarks that will indicate the operationalizing of personalized learning in schools.

Recessed at 6:31 p.m.

Reconvened at 6:54 p.m.

5.1 Report from the Chair and Trustees

There were no reports from the Chair and Trustees.

5.2 Report from the Chief Superintendent

Chief Superintendent N. Johnson reported on the following events:

- Over the past week there have been a number of media inquiries, both locally and provincially, regarding changes in the provision of services and supports for students identified with special needs as a result of issues arising from the *Setting the Direction* initiative. The focus has been on coding students and the accountabilities of jurisdictions. The Minister of Education, D. Hancock, has responded to these inquiries and has indicated his commitment to a single, inclusive education system that meets the needs of all students, including those with diverse learning needs. Chief Johnson stated that she has been informed that there are no changes for the coming year to the special education funding that the CBE receives from Alberta Education. She stated that the CBE will continue to provide a broad range of services and supports to students who require them. Teachers will continue to

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develop IPP plans for students according to current Alberta Education standards and will work closely with parents to help students achieve success. She noted that the CBE is seen as a leader in exploring and implementing new and complex learning challenges.

- Education week begins April 25th; the theme is *Education, The Heart of Our Community*.
- Superintendent J. Johnston is representing the CBE at the Prism Awards ceremony, an event sponsored by the Calgary Organization of Professional Coaches that acknowledges organizations that have succeeded as a result of professional coaching. The CBE was a finalist in the award category for organizations of more than 500 employees.
- Superintendent Coppinger formally presented a commemorative plaque to the Board of Trustees from Professor Hu Bin, Deputy Director of the Chongqing Municipal Education Commission. He noted that this plaque was originally presented to CBE delegates on the Asia study tour.

7.0 ACTION ITEMS

7.1 2010/11 Transportation Fee Schedule

Chief Financial Officer, Mr. W. Braun provided introductory comments to the report. He stated that there will be no transportation grant increase from the province this year. It is projected that the transportation budget of approximately \$36 million will be short \$1.5 million. The proposed fee schedule includes raising the annual charter transportation fee to \$200 from \$165. He noted that this fee has not been raised for 3 years. In an effort to reduce costs it is also proposed to reduce ten bus routes by co-coordinating some school start and end times as well as a reduction to the temporary salaries in the transportation office. He noted that the annual Calgary Transit fees have increased by \$17.50 and this increase will be passed on to students as has been past practice.

Trustees asked questions to which Administration responded and a summary is provided as follows:

- The provincial government has conducted a review of the metro transportation formula. It was expected that the results would be ready by 2010. Mr. Braun stated that the province did fund an electronic document system in the four metro boards and advised that the CBE has submitted their data; however, the province has not been successful in obtaining data from all four metro boards and has chosen not to implement a new transportation formula as yet or for the 2010/2011 school year. He noted that there have been some enhancements to urban grants and some minor changes to the rural formula.
- In response to a Trustee comment that parents have commented that the transportation fee for Calgary Catholic students is less than that at public schools, Mr. Braun advised that there are differences in transportation fees in all four metro boards. Other boards offer different charter transportation fees for students in alternative programs. Mr. Braun stated that the CBE has chosen to have one charter transportation fee for all programs, it is slightly

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higher than Calgary Catholic School Board, but less than the other two metro boards.

- Should the proposed transportation fee increase be approved it would be communicated to parents on the website and forms would go home to parents. A communication strategy would be worked out to appropriately advise parents of the fiscal situation.
- In looking at the proposal to reduce some routes, Administration will be very aware of the length of time of the bus rides, pursuant to the Executive Limitation that states that there should not be any bus rides longer than one hour in length. Director Carlton noted that junior and middle schools have already been notified that there will no longer be late buses; however this will be reviewed again in October. He noted that they have appreciated the support of Area Directors and Principals to coordinate start and end times in order to help reduce some routes.
- A Trustee expressed concern that transportation fees are increasing, yet services are being reduced. Director Carlton stated that the approach they will be using to cut costs will be done in a way that will impact students the least. They are very aware that effective transportation services provide for a students readiness to learn.

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the 2010/2011 Transportation Fee Schedule, as outlined in Attachment I (Section A) of the report that was submitted with the Agenda of the Regular Meeting on April 20, 2010.

The motion was
CARRIED UNANIMOUSLY.

8.0 MONITORING AND RESULTS

8.1 Annual Monitoring of Ends 3: Citizenship

Chief Superintendent Johnson provided brief introductory remarks. She noted that this monitoring report is the final monitoring report framed around the reasonable interpretations that were set in 2005/2006. The report contains data that is available at this time. She noted that Administration is working hard to position the system for future monitoring.

Superintendent C. Faber noted that much of the focus of this report is on student learning outcomes, from students themselves. She referred to the International Certificate program where there are now over 800 students enrolled and stated that data continues to evolve as new data sources are under development.

Chair Cochrane noted that Trustees must determine whether reasonable progress has been made to the ultimate achievement of this Ends result; that the emphasis is on progress, not compliance.

The questions and discussion between Trustees and Administration is summarized as follows:

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- Superintendent Faber responded to a trustee question regarding assessment of students in locally developed courses and stated that students are assessed on report cards, an assessment strategy approved by Alberta Education. This information can be gathered through the Student Information Records System (SIRS). She noted that locally developed courses will be included in the new program of studies that will be offered through the Career and Technology foundations.
- A Trustee commented that the results from the Accountability Pillar Survey show that over a 5 year period, the grade 4 results remain fairly constant and that this is the case throughout most of the report. Chief Superintendent Johnson stated that this report includes the data available at this time and that Administration will take this into consideration as they develop measures for the next reasonable interpretation. It was noted that it may be that it is reasonable progress to maintain results as they are obtained from different students each year. It was also noted that the results in some areas show a significant decrease from grade 7 to grade 10. It was suggested that although this may be open to interpretation, it could be due to the transition of grade 9 students into high school.
- Schools are very aware of the Ends statements of the Board of Trustees and encourage students in activities that contribute to them. The Citizenship Ends is very apparent in many schools with projects and activities that encourage students to become involved and learn how to become good citizens. It was noted that Alberta Education has developed character education documents such as “Heart of the Matter” and other components of citizenship.
- A Trustee questioned if there had been any thought given as to how to increase the student voice regarding opportunities to participate in school decisions that affect them. Superintendent Faber stated that the shift towards personalized learning will address this. She provided examples of many new student leadership opportunities for high school students through Career and Technologies that will be made available to students. Some of these include: a health pathway, which is a new program designed after Campus Calgary Open Minds; a new leadership series that will involve collaboration across high schools; and Speak Out Alberta opportunities. She noted that there is much work yet to be done and that they have only just begun.
- The CBE has been known for great success in the area of speech and debate over the past 30 years. This speaks to the dedication of staff, students and parents who support this extra-curricular program. Superintendent Faber noted that there is opportunity to bring speech and debate into the leadership focus and to be included in the curriculum as part of a program of studies.
- Through global learning services, students have the opportunity to participate in locally developed courses regarding global citizenship. The CBE piloted this course to travelling students on an Alberta Education exchange. It is presently being delivered on-line by the CBE across the province. Director S. McLeod, International Bureau, noted that there are also very valuable skills that can be obtained through the community and they are hopeful to be able to offer this course to non-travelling students this year. Examples include students working with agencies such as *Engineers Without Borders*;

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and COST, a water well agency. It is hoped that this course will become a requirement for students working towards an International Certificate, but not limited to them.

- Digital technology is being introduced throughout the CBE and currently wireless communication is in the process of being implemented across the system. It is the intent to have all schools ready to access the public network by school start in September, 2010.

MOVED by Trustee King:

THAT the Board of Trustees has reviewed the scheduled monitoring report on *Ends 3 Citizenship* and concludes that reasonable progress is being made toward the ultimate achievement of this Ends policy.

Trustee comments in support of the motion are as follows:

- The report shows anecdotal information from students and a wealth of information regarding initiatives that schools take in teaching about citizenship and becoming more globally aware.
- This report shows progress is being made, especially in terms of student enrolment in the international certificate program and strengths in areas such as debate and speaking skills.
- This report shows how students are meeting the requirements of Ends 3; in some areas there is a pattern of maintaining, but significant improvement in others.
- This is an interesting report that includes some specifics and some big picture examples of progress being made. It is fascinating to hear the student voice.
- It is good to see that this report has gone from a list of activities to what the outcomes of the activities are.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Kryczka:

THAT the Board of Trustees commends the Chief Superintendent for providing opportunities for students to develop citizenship traits and achieve in areas such as social studies and politics, speech and debate, and athletics.

The motion was
CARRIED UNANIMOUSLY.

At 8:00 p.m. Chair Cochrane received consent of the board to continue to the end of the Agenda.

Recessed at 8:01 p.m.
Reconvened at 8:14 p.m.

Action By:

8.2 Annual Monitoring of EL-15: Transportation

Superintendent Coppinger provided introductory remarks.

Chair Cochrane reviewed the criteria against which the Trustees are to judge this report, including that of reasonable interpretation of the policy, compliance with the policy and whether sufficient information has been provided. She noted also that any decision or comment of the Board of Trustees around non-compliance is in no way intended to be a vote of non-confidence for the Chief Superintendent.

MOVED by Trustee Ferguson:

THAT the Chief Superintendent has reasonably interpreted the provisions of this policy, *Executive Limitation 15: Transportation* and the Board of Trustees finds the Chief Superintendent to be in compliance.

A Trustee commented that this reports shows that Administration is doing as much as possible within its fiscal resources to provide transportation for students and to meet the requirements of EL-15. She noted the following positive steps that have been taken: a reduction in ride times that were in excess of one hour; an attempt to deal with concerns over parking and traffic around schools by providing strategies for principals; a transportation guide and bus books; and an Administrative Regulation regarding special needs students that facilitates transportation services to all instructional programs.

The motion was

CARRIED UNANIMOUSLY.

8.3 Annual Monitoring of EL-14: Student Accommodation

Superintendent Coppinger introduced the report.

Chair Cochrane reviewed the criteria against which the Trustees are to judge this report, including that of reasonable interpretation of the policy, compliance with the policy and whether sufficient information has been provided. She noted also that any decision or comment of the Board of Trustees around non-compliance is in no way intended to be a vote of non-confidence for the Chief Superintendent.

A Trustee noted that the report refers to a target utilization rate of 85 per cent at Valley View School and West Dover School and questioned if this is a new target. Superintendent Coppinger explained that the overall system wide utilization target rate is 80 per cent; at times it can be higher or lower for individual school sites.

MOVED by Trustee King:

THAT the Chief Superintendent has reasonably interpreted the provisions of this policy, *Executive Limitation 14: Student Accommodation* and the Board of Trustees finds the Chief Superintendent to be in compliance.

This report shows that student placement and accommodation is an important part of an effective educational environment and supports achievement of the Ends. It shows a number of opportunities where the community is engaged in the facilitation

Action By:

of appropriate accommodation for students. There have been accommodations made in order to have minimal disruptions for students; student learning is first and foremost.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Kryczka:

THAT the Board of Trustees commends the Chief Superintendent for currently developing a ten year System Student Accommodation Plan and Facility Strategy to identify accommodation priorities for students and the system.

The motion was
CARRIED UNANIMOUSLY.

9.0 POLICY DEVELOPMENT AND REVIEW

9.1 Ends 3: Citizenship – Reasonable Interpretation

Chief Johnson introduced the report noting that the reasonable interpretation of an Ends policy statement addresses what the CBE is for and what we are about. A reasonable interpretation further defines the difference we intend to make for our students. Citizenship is about who we are, and how we live together in this world. Measuring citizenship is about examining both student understanding and student action. Our role is to monitor and assess student attitudes and behaviours displayed in the school. This reasonable interpretation sets the tone for future monitoring of this Ends and interlaces with academic success, personal development and character.

Chief Johnson noted updates to the background in the report and referred to page 9-2 where wording changes were made to honor the concerns raised by the Board of Trustees with respect to lines of authority. She stated that it does bring clarity to the work of reasonable interpretation.

Trustees asked questions to which Administration responded and a brief summary of this discussion follows:

- Superintendent Faber listed the themes that are used to measure digital citizenship as follows: digital etiquette, communication, literacy, access, e-commerce, law, rights and responsibilities, health and wellness and security. She noted that a rubric has been developed around this in each of our schools and program of studies.
- Some data sources used to obtain measures are new and include the newly designed student survey, formerly called the high school exit survey, which have been designed specific to measures in the reasonable interpretations. Also included will be the Mega End Symposium, Speak Out and student report cards. Each of the Ends will be reported on for each reporting period for every student K-12. Some of these measures will be establishing new base line data; however, some comparable data is available through the

Action By:

Accountability Pillar Survey, diploma exams and provincial achievement tests.

- A Trustee commented that a test of citizenship world wide is a viable self assessment system of taxation, commenting that a lot of countries don't have proper democratic systems as they can't run a good voluntary tax system. Superintendent Faber commented that as we move toward the personalization of learning we will see model parliaments, mock elections, etc. that may challenge students to wrestle with that question.
- This report refers to using media reports involving CBE schools or students as a data source. Superintendent Faber explained that media reports can be scanned for key terms. For example, to search for articles involving examples of citizenship.

MOVED by Trustee Lane:

THAT the Board of Trustees approves the Reasonable Interpretation provided in the report entitled *Reasonable Interpretation for Ends 3: Citizenship*.

The motion was
CARRIED UNANIMOUSLY.

10.0 CONSENT AGENDA

Ms. Barkway noted a correction for the record, Agenda Item 10.2.3 Student Fees Report, page 10-67 reads: "*Administrative Regulation 7005-Student Fees (revised February, 2010)*" It has not been revised, rather, it is in the process of being revised.

Chair Cochrane declared the following items to be adopted as submitted with the amendment noted above:

10.1 Board Consent Agenda

10.1.2 Correspondence

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

- **Correspondence dated March 30, 2010 to Board Chair Pat Cochrane, from Mr. Owen Tobert, City Manager acknowledging CBE notice of proposed school/program closures regarding Sir William Van Horne High School and Juno Beach Academy of Canadian Studies.**

10.2 Chief Superintendent Consent Agenda

10.2.1 Report on Financial Status of Operating Budget as at February 28, 2010

Action By:

1. **THAT information regarding all budget revisions made during the period December 1, 2009 to February 28, 2010 inclusive (identified in the Analysis section of the report and in Attachments I and II), be received for monitoring information and for the record; and**
2. **THAT the Statement of Revenue and Expense for the period December 1, 2009 to February 28, 2010 and Forecast Annual Revenue and Expense for the year ending August 31, 2010 and notes thereto (Attachments III and IV, respectively) be received for monitoring information and for the record; and**
3. **THAT an expected additional year-end August 31, 2010 Transportation Fee Stabilization reserve draw of \$1.053 million be provisionally approved to offset planned spending to year-end within the Transportation Block.**

10.2.2 Second Quarter Capital Budget Status Report as at February 28, 2010

THAT information regarding all budget revisions and transfers, as outlined in this report for the period December 1, 2009 to February 28, 2010 inclusive, be received for monitoring information and for the record; and

THAT attachments I to IV, reflecting actual capital expenditures for the period December 1, 2009 to February 28, 2010 and forecast expenditures for year ending August 31, 2010, be received for monitoring information and for the record.

10.2.3 2010/11 Student Fees Report

THAT the Board of Trustees receives the 2010/2011 Student Fees Report for information and for the record.

10.2.4 Chief Superintendent's Update

THAT the Board of Trustees receives the Chief Superintendent's Update report for information.

11.0 TRUSTEE NOTICES OF MOTION

Trustee Bazinet gave notice of motion regarding a proposed amendment to EL-10, sub-section 4 so that Administration can plan to spend more than projected revenues to be received in the 2010/2011 school year.

Recessed at 8:41 p.m.
Reconvened at 8:47 p.m.

12.0 IN-CAMERA ISSUES

12.1 Motion to Move In Camera

MOVED by Trustee King:

Action By:

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, April 20, 2010 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.

12.2 Motion to Revert to Public Meeting

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board of Trustees receives the report on the 2010/2011 budget update for information , and that the draft correspondence be amended as per discussions in the in-camera portion of the meeting.

The motion was
CARRIED UNANIMOUSLY.

13.0 ADJOURNMENT

Chair Cochran declared the meeting adjourned at 9:09 p.m.