

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8th Street SW, Calgary, Alberta on Tuesday, September 18, 2012 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee J. Bowen-Eyre
Trustee L. Ferguson
Trustee P. King
Trustee G. Lane
Trustee S. Taylor

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Ms. D. Lewis, Superintendent, Learning Services
Ms. D. Meyers, Superintendent, Finance and Supply Chain Services
Mr. K. Peterson, Acting Superintendent, Human Resources
Mr. J. Bancroft on behalf of Ms. L. Safran, Acting General Counsel
Ms. J. Barkway, Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. S. Anderson, Elementary School Principals’ Association
Mr. F. Bruseker, Alberta Teachers’ Association, Local 38
Mr. A. McKay, Principals’ Association for Adolescent Learners
Ms. L. Robb, Calgary Board of Education Staff Association

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Cochrane called the meeting to order at 3:03 p.m. and O Canada was led by students from Mount Royal School by way of a DVD recording.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

MOVED by Trustee Lane:

THAT the Agenda for the Regular Meeting of September 18, 2012 be approved as submitted.

The motion was
CARRIED.

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

3 | **AWARDS AND RECOGNITIONS**

Chief Superintendent Johnson recognized the passing of Mr. Frank Reaume, noting that he commenced employment as a Caretaker-Facility Operator with the Calgary Board of Education in 1982, and he served as the recording secretary for CUPE Local 40 for fourteen years. She also acknowledged the passing of Ms. Carol Lee Bellam, who served as a Calgary Board of Education director for many years. She noted that Ms. Bellam was a cherished colleague and she was a mentor to many.

3.1 **Lion Award**

Superintendent Coppinger introduced the presentation. He noted that on August 1, 2012 Chair Cochrane attended a reception held at the Education Centre, at which he was honoured to receive on behalf of the Calgary Board of Education the Lion Award for Resource Conservation for the Dr. Carl Safran Centre.

The Lion Awards are awarded every two years by the Calgary Heritage Authority to recognize outstanding conservation projects in Calgary. The architect, Mr. S. Mahler, from Gibbs Gage Architects, was noted to be in attendance for recognition of his work on this project. Mr. Mahler worked with a conservation specialist to ensure that the standards and the guidelines for the conservation of historic places in Canada were closely followed.

A video was shown of the City of Calgary's 2012 Lion Award for Resource Conservation, awarded to the Calgary Board of Education for the restoration of the Dr. Carl Safran Centre.

On behalf of the Board of Trustees, Chair Cochrane accepted the Lion Award.

4 | RESULTS FOCUS

4.1 Working With Data for Student Results: A School Perspective

Chief Superintendent Johnson called forward Mr. C. Davies and officially welcomed him to his new position as Director of Area IV. Mr. Davies provided an overview of the presentation and introduced co-presenters from Forest Lawn High School (FLHS), as follows:

- Ms. H. Colbourne, Learning Leader
- Ms. I. Lau, Teacher
- Mr. G. Wesley, Assistant Principal
- Ms. J. Schmidt, Learning Leader
- Mr. J. Fischer, Principal
- Anh and Kyle, Students

Mr. Davies noted that the work of engaging learners at Forest Lawn High School had already begun before his arrival at the school and that work is continuing. He shared his appreciation for the support of Ms. D. Selby and Dr. D. Yee, CBE Directors, and Mr. J. Brandon with the Galileo Network and the University of Calgary. He shared that this presentation is a focus of what happens every day in the classroom.

A PowerPoint presentation was shown entitled *Engaging Learners at Forest Lawn High School*. Following is a summary of the information referenced in the presentation:

- Comparisons between the province and FLHS: Drop Out Rates, 2006–2010; Rutherford Eligibility 2006-2010; Satisfaction with Quality of Education (parents and students), 2007-2011; 3, 4 and 5-Year High School Completion Rates, 2006-2010; the number and percentage of students achieving below 50% in core curriculum courses.
- “Tell Them From Me Survey” which is a multi-year research and development initiative through the Canadian Education Association, in collaboration with the Canadian Council on Learning, and was provided to us through the partnership with the Galileo Network and in conjunction with Alberta Education. The data from this survey is reliability and validity tested; it provides insight into the lived schooling experiences of students; it showed that 44% of FLHS students said that they have experienced intellectual engagement. Intellectual engagement is closely tied to the quality of instruction, as is the interaction between the teacher’s approach to instruction and student’s motivation. It is a composite measure of interest and motivation, effort, effective learning time, relevance and rigor.
- If we got it right for adolescents learners, what would high school and in particular FLHS look like? What would the students be doing? What would the teachers be doing? The principal?
- Conversations centred on student engagement, meaningful work, student leadership, flexible use of time, student voice and interests, self-directed learning and ownership, authentic work, technology use and engaging parents.
- A vision aligned with current research about student engagement and achievement.

- A cohort group of approximately 110 students and 4 teachers was formed; the work was undertaken in two team teaching rooms – one Math/Science; one Humanities (English/Social Studies) with year-long courses. The group became known as “the POD”.
- Support to the POD was given by teachers and Administration, Alberta Education and the Galileo Network at the U of C, and many Area III schools. The work was filtered through the Teacher Effectiveness Framework to enhance student achievement.

Co-presenters came forward and shared their experience with the project, summarized as follows:

- The work that was undertaken with students at FLHS was stimulating and it focused on personal growth, asking students to observe, to think and to act with concepts.
- The role of teachers included: designers of learning; reimaging school culture; regular cross-curricular teacher collaboration; skillful design of inquiry based learning tasks; focus on core curricular concepts; addressing critical competencies required for knowledge economy, including self-direction, communication skills, collaboration and advanced reasoning skills.
- A video presentation was shown of a “mash-up” that was made by students, depicting the message to hold onto your childhood – to not grow up too fast.
- Students undertook work that is worthwhile - real work yields real rewards: students made numerous inquiries, from which their hard work paid off in being awarded numerous benefits in the projects they studied. A video was shown that students had created, where they shared their learning of cost-savings and being energy efficient.
- Assessment practices included: assessment begins and ends with students; rubrics created collaboratively; exemplars used to guide student work; students involved in self- assessment, peer evaluations; feedback loops informed teacher practice and student achievement.
- It is believed that teaching practice improves in the company of peers: teachers at FLHS as part of this project have changed their practice, by changing the approach in their own classrooms; many experts attended the classrooms from various fields of study; it was a rewarding experience professionally and personally.
- Students shared their experience and spoke about the strong relationships they had built.

Mr. Davies showed some year-end data, depicting that the success rates for students in the POD improved significantly in each of the core subjects. The measurement of baseline intellectual engagement among grade 10 POD students increased to 61%.

Mr. Fischer shared remarks about moving this work forward, to engage more students in the process, to include all grade 10 students and teachers. Teachers will remain as part of the professional learning community with the support of Galileo.

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

- Grade 9 students and parents of feeder schools were approached to share with them the details of the project as they were known at that time.

- The school has a credit recovery component in place for students who are less successful in their grade achievements. It is known that allowing students the opportunity to learn over extended periods of time, from September to June, and to have teachers with a strong understanding of the program of studies for all the areas of grade 10 Math and Science, they are able to work with the students over the course of the year to have them attain the outcomes of the various courses. This was very intentional work. This also relates to personalized learning, to understanding what it is that a student is successful at in a particular course, and what the outcomes were that they achieved.
- With respect to tracking the achievement of the Grade 10 POD students over the next year or two, those conversations have taken place and the teaching structure is considering that possibility. With respect to continuous data taking over the next few years, it will not only be done with surveys and assessment data, it will also be undertaken on a less formal level by a student services staff member who was involved with the initial group and will carry on her work with the POD group over the next couple of years.

On behalf of the Board, Trustee King expressed appreciation for the presentation and noted her pride in working with Forest Lawn High School.

5 | OPERATIONAL EXPECTATIONS

5.1 Operational Expectations 10: Instructional Program – Reasonable Interpretation

Chair Cochrane reminded the Board that criteria against which the Board is to judge this report is whether the Board is satisfied that the Chief Superintendent has conveyed that she reasonably understands the values underlying this Board policy. She noted that any decision or comment of the Board of Trustees around non-approval of the reasonable interpretation, including the indicators, is in no way intended to be a vote of non-confidence for the Chief Superintendent. The next step in reporting on these operational expectations will be the annual monitoring report.

Chair Cochrane stated that in response to concerns of trustees, she would attempt to keep the questioning period focussed on whether the Chief Superintendent has truly understood the values.

Chief Superintendent Johnson provided opening remarks, noting that this policy is most closely linked to the Board's Results values. She shared that with respect to reference in the report about competency based instruction, Alberta Education has begun a reframing of curriculum to better reflect the competencies students will need to be successful in the future. This is a multi-year project, with the first provisions scheduled in the 2013-14 school year. There are aspects of the current programs of study that address competencies and it is anticipated that the curriculum revisions will surface those aspects making them more visible and will add new content.

Superintendent Lewis noted that this operational expectation is a focus on the means, the supports and practices that support students' intellectual engagement in their learning. We provide a learning environment that is personalized, that offers challenges and respects each student's level of growth. Administration has positioned the CBE to be

responsive to the competency-based instructional program through a number of initiatives, including the early and comprehensive identification of the competencies embedded in the existing Alberta Education program of studies; and the building of assessment practices that recognize and develop aspects of Citizenship, Character and Personal Development, that are competency based rather than knowledge based. She noted that the focus of indicators of this reasonable interpretation is on schools but, ultimately, each part of the CBE works in support of schools.

Trustee questions were addressed by Administration, which are summarized as follows:

- In response to the interpretation given for sub-section 10.9, it was noted that the transportation fee was not included because it is a focus of Operational Expectation 11: Learning Environment/Treatment of Students.
- Action Manager is a web application that asks school principals to respond to a series of questions, with “no” or “not at this time” answers requiring an explanation. This survey is monitored annually. Skovision is another application that is used to track school development plans – school principals use it to enter an achievement goal and an instructional goal, and that data is bundled and brought to the system level. Each CBE department tracks their own work internally.
- It was noted that when learning is personalized it is about pace, place and time, and it would be for each student. The measure of pace, place and time is done through teacher report cards; through IRIS that looks at personalized learning plans, student learning goals, and teacher workspace; it is tracked through individual program plans; and compliance is also tracked through surveys to our school principals.
- We don’t necessarily have the means to monitor sub-section 10.2 at this particular time, except to find what is embedded in our curriculum already, and that is the information that will come forward in the monitoring report for OE-10. Administration will be looking for measures and indicators as the competencies are developed.
- The Chief’s interpretation of “program of instruction” applies to all programs of study.
- With respect to the term “spiritually” in sub-section 10.3, Administration noted that it is about the values and understanding that each individual learner brings to school with them – this is not about a collective.

MOVED by Trustee Lane:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-10: Instructional Program, including but not limited to the indicators provided in the report.

Comments by trustees in debate of the motion are summarized as follows:

- The report demonstrates some competency in terms of good thinking and investigation and it is a good start.
- Education in Alberta is currently in a state of change, but we can still provide our students with instructional programs that best meet their needs by responding to their individual needs.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 4:47 p.m.
Reconvened: 5:00 p.m.

5.2 Operational Expectations 1: Global Operational Expectation – Reasonable Interpretation

Chief Superintendent Johnson provided brief opening comments.

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

- In terms of whether outcome measures would be appropriate as indicators of compliance, Chief Superintendent Johnson commented that the outcome is actually the Board's policy. She agreed to a further clarification that all of the operational expectations sum up to the outcome of OE-1.
- The Chief Superintendent's accountability process involves each superintendent having to develop a work plan based on the Three-Year Education Plan, with key performance objectives for each superintendent.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-1: Global Operational Expectation, including but not limited to the indicators provided in the report.

The motion was
CARRIED UNANIMOUSLY.

5.3 Operational Expectations 6: Financial Administration – Reasonable Interpretation for 6.2

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

- Administration shared the types of solicitation instruments that are used, including requests for proposals, requests for bids and quotations.
- The report referred to under the indicator of compliance for sub-section 6.2 is a new report to the Board of Trustees, to be included as part of the annual monitoring.
- All single source or sole source contracts in excess of \$200,000 would be reported to the Board.
- In the context of sub-section 6.2, the term "exception" means those situations where a contract does not go through a normal purchasing process, as defined in the middle paragraph on page 5-22 of the report.

MOVED by Trustee King:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of policy sub-section 6.2 of OE-6: Financial Administration, including but not limited to the indicators provided in the report.

In debate of the motion a trustee noted that although it appears there will be more information provided than in the past, the reporting should be more transparent by providing full disclosure of bids, rather than exception reporting alone.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

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

6 | **PUBLIC COMMENT**

6.1 Ms. T. Froese, Parent

Ms. Froese noted that she has a child in the Deaf and Hard of Hearing program at Queen Elizabeth elementary school. She shared that the program should be a system-wide responsibility and it should be clear and involve procedures for accountability and standards. Clear and effective accountability systems must be established in the education system to ensure that programs for the Deaf and Hard of Hearing students are effective, fully funded and developed consistent with legal requirements and best practices for teaching these students. Ms. Froese shared her concerns and expressed her opinion that communications were lacking between the CBE and parents about the placement of a teacher in the Deaf and Hard of Hearing classroom. She stated her belief that the teacher who was placed in the classroom was unqualified to teach the Deaf and Hard of Hearing students and the students fell behind in their learning. She requested that the CBE employ or provide access to appropriate qualified staff with proficient communication skills, consistent with credentialing requirements to fulfill the responsibilities of the school district, and to make a positive effort to employ individuals with disability qualifications. In recognizing that qualified professionals are not readily accessible, it is requested that Alberta Education allocate funding to train individuals in this profession.

6.2 Ms. N. Burkinshaw, Parent

Ms. Burkinshaw spoke on behalf of herself and her children. She expressed her concern that there is an overall lack of educational resources and supports for CBE students. She shared the belief that the value system of the CBE is not being fulfilled for each and every student, and particularly for the Deaf and Hard of Hearing students. She requested

that the CBE actively seek feedback from the students and parents to ensure that the Board's values are being upheld for every student.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 Technology for Trustees

Trustee Bowen-Eyre provided highlights of the contents of the report.

The following is a summary of the discussion and questions by trustees:

- The Standard category of the Windows Laptop computer is a lower cost and it is a little heavier than the Windows Laptop in the Lightweight category.
- The Board of Trustees should make the decision on whether or not each trustee may choose between the two categories of laptops, or each trustee may choose to keep his or her desktop computer.
- Superintendent Faber noted an error in the recommendation on page 7-1 of the Board report, in that it should read "Administrative Regulation 1062".
- A trustee suggested that the requirement of trustees to comply with AR-1062 may fit more appropriately within the Board's governance policies, rather than as a stand-alone motion in the Minutes. It was agreed that the inclusion of this requirement in the Board's governance policies would be reviewed by the working group, who would bring forward a recommendation to the Board at a future date.

MOVED by Trustee Bowen-Eyre:

1. **THAT the Board of Trustees receives the report for information; and**
2. **THAT the Board of Trustees approves that each trustee will be required to comply with the requirements of Administrative Regulation 1062: Responsible Use of Electronic Information Resources.**

A comment was made that the issue of laptops for trustees has been on the table for some time. The belief was shared that it is important that the Board of Trustees makes a very clear statement about how it uses electronic information resources, and that the Board exemplifies digital citizenship for its students and for the school system.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

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

8 | **BOARD CONSENT AGENDA**

8.1 Approval of Minutes

- Regular Meeting held September 4, 2012

THAT the Board of Trustees approves the Minutes of the Regular Meeting held September 4, 2012, as submitted.

8.2 Correspondence

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- **Memorandum dated August 30, 2012 from Chief Superintendent N. Johnson to the Board of Trustees advising of the designation plan for 2012-2013 Temporary Chief Superintendent Coverage.**

9 | **CHIEF SUPERINTENDENT CONSENT AGENDA**

9.1 Chief Superintendent Update

THAT the Board of Trustees receives the report for information, as submitted.

Recessed: 5:46 p.m.

Reconvened: 5:55 p.m.

10 | **IN-CAMERA ISSUES**

10.1 Motion to Move In Camera

MOVED by Trustee Ferguson:

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, September 18, 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.

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

10.2 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.

10.3 Motion to Action In-Camera Recommendations

MOVED by Trustee King:

THAT the Board of Trustees receives the material circulated for the private agenda, for information.

The motion was
CARRIED UNANIMOUSLY.

11 | ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 7:25 p.m.