

## **CALGARY BOARD OF EDUCATION**

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, March 4, 2014 at 3:00 p.m.

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### MEETING ATTENDANCE

#### Board of Trustees:

Trustee S. Taylor, Chair  
Trustee J. Bowen-Eyre  
Trustee L. Ferguson  
Trustee J. Hehr  
Trustee T. Hurdman  
Trustee P. King  
Trustee A. Stewart

#### 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  
Mr. B. Grundy, Superintendent, Finance and Supply Chain Services  
Dr. C. Oishi, Superintendent, Human Resources  
Mr. D. Parsons, Superintendent, Learning Services  
Mr. G. Francis, General Counsel, Legal Services  
Ms. J. Barkway, Corporate Secretary  
Ms. J. Manfield, Recording Secretary

#### Stakeholder Representatives:

Ms. L. Robb, Calgary Board of Education Staff Association  
Mr. F. Bruseker, Alberta Teachers’ Association, Local 38  
Ms. K. Lloyd, Calgary Association of Parents and School Councils  
Mr. D. Rakowski, Elementary School Principals’ Association  
Ms. J. Green, Principals’ Association for Adolescent Learners (PAAL)

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

Chair Taylor called the meeting to order at 3:01 p.m. and O Canada was led by a group of students from Chief Justice Milvain School.

Chair Taylor welcomed members of the public, senior administration, staff and representatives from the aforementioned organizations.



## 2 | CONSIDERATION/APPROVAL OF AGENDA

Ms. J. Barkway, Corporate Secretary, noted that the proposed changes to the Agenda include the removal of O Canada in Cree from Item 3.1, the addition of an In-Camera Session as new agenda Item 10, and the removal of Item 8.1, Minutes of February 4, 2014 Regular Meeting, and Item 9.2, Use of Administrative Systems Renewal Reserve from the Consent Agenda. She also noted that Agenda Item 4.2 is time-sensitive and scheduled to start at 5:00 p.m.

MOVED by Trustee King:

**THAT the Agenda for the Regular Meeting of March 4, 2014, be approved as submitted, subject to the revisions noted above.**

The motion was  
CARRIED UNANIMOUSLY.

## 3 | AWARDS AND RECOGNITIONS

### 3.1 Legacy Quilt Presentation

Ms. E. Gouthro, Director, Learning, introduced the presentation and acknowledged that this land is the traditional territory of the Blackfoot people, and that their cultural and heritage beliefs are as important today as in the past. She introduced a special initiative designed by West View School staff called *Legacy Quilt* to engage aboriginal students in culturally appropriate learning. She stated that the quilt project focused on the following questions:

- How do we keep culture alive?
- What kind of a legacy do you want to have?
- What does the phrase "*the fabric of our life*" mean to you? and
- How can we share stories of hope, peace, and healing through the making of a quilt?

Teacher, Ms. J. McTighe came forward and stated that the Legacy Quilt project helped the students in understanding their culture and where they come from. She explained that legacy is about life and living, making conscious choices about the kind of life we want to live, and is the part of ourselves that will be left in the hearts and minds of the others we leave behind. The project encouraged students to think about the legacy they wanted to leave behind, shifting their way of thinking from the negative to the positive.

Together with Principal D. Gordon, they presented one of the quilts made by the students to Chair Taylor and Vice-Chair Bowen-Eyre. Vice-Chair Bowen-Eyre thanked the school for the gift and expressed appreciation for the effort and the skill that went into making it.



#### 4 | **RESULTS FOCUS**

##### 4.1 **School Presentation – Chief Justice Milvain – Results 5**

Dr. D. Yee, Area III Director, provided a brief introduction of the presentation, noting that Chief Justice Milvain School is a K-6 school located in the community of Whitehorn. This fall the school will have 275 students in the regular English program and 275 students in the Traditional Learning Centre (TLC) program. She stated that she has observed students from both programs working together demonstrating positive character, and that the presentation will provide a snapshot of character development in the school.

Principal D. Lodhar noted that the students presenting will share the work at the school around character and will focus on the indicators which emphasize their caring, respect, and compassion for each other as responsible students. The school has students from various cultures from the communities of Whitehorn, Coral Springs, and Taradale. He stated that the students presenting today represent that diversity.

Grade 6 student Jocelyn stated that their school song is called “*Caring and Sharing*” and their motto is “*Learning, Sharing and Growing*”; caring about ourselves and for others, sharing our gifts to help others, and growing to become better people. Grade 6 student Zac stated that at Chief Justice Milvain they care for and accept one another and have learned that they become stronger when making sacrifices to help build up others. He spoke of the projects the students participate in to help others in the community. He stated that there are many cultures at the school and noted Culture Day provides an opportunity for students to share their cultures and customs with each other. Grade 4 TLC student Dara stated that she found it easy to fit in at Chief Justice Milvain and feels she belongs. Grade 4 TLC student Harsimarjit stated that the teachers are very supportive and that Chief Justice Milvain is fun as students are able to choose from many different activities. He noted that the school shares their learning between the two programs during assemblies. Grade 6 student Steven stated that learning and growing are important for all the kids at the school and that teachers show them how to set goals and how to work to achieve them. Grade 4 TLC student Mavleen commented on her involvement in the Sound Club, where students can sing and dance with all students in the school. She also told of how all students wore pink last week to support stopping bullying. Grade 5 student Harkiran spoke of how the school helped her to care about herself and do well in her school work, and how she has learned to accept and respect other people. She attended We Day this year and gave details of the school’s involvement in global issues.

In closing, Principal Lodhar stated that they are encouraged by the energy, enthusiasm, and optimism they see in their students and are confident that students will become dynamic, creative and constructive leaders of tomorrow.

Trustee King thanked the school for their presentation and stated that when she visits the school, the passion and the energy level there is like no other.



As Item 4.2, Board Development Session had a set time for consideration at 5:00 p.m., the remaining agenda items were considered at this point of the agenda.

## 5 | **OPERATIONAL EXPECTATIONS**

### 5.1 **OE-12: Facilities – Annual Monitoring**

Superintendent Coppinger provided a brief review of the contents of the report. He noted that OE-12 includes 25 board approved indicators focused on ensuring that school facilities support the achievement of the Board's Results. He reported that we are in compliance with 23 of the indicators and noted the following areas of non-compliance:

- on page 5-3, the Ten-Year System Student Accommodation and Facilities Strategy was not presented to the Board, as there were no changes to the document last year;
- on page 5-1, the 80% target for regular maintenance and repair work being corrected within two months of registration was not met during the summer months due to staff responding to emergency flood activities.

He also noted that on page 5-5, due to the change from a paper to an electronic process, the unsafe condition reporting period for indoor environmental concerns was reduced from 3 days to 2 days.

Chair Taylor noted that Trustees are to determine whether the Chief Superintendent is in compliance with OE-12: Facilities, based on the Board's previously approved interpretation and indicators. She pointed out that any decision or comment of the Board of Trustees around non-compliance of the operational expectations, or any part of it, is in no way intended to be a vote of non-confidence for the Chief Superintendent.

The following is a summary of Administration's responses to Trustee questions:

- As the CBE has moved to a Three-Year School Education Plan, they have also moved to a three-year Student Accommodation Plan, School Capital Plan, and Modular Plan, all of which align to the Three-Year School Education Plan. There is a ten-year strategy that guides the development of the three-year plans.
- The capital plan for new schools is driven by ranking criteria for new K-9 schools. High school and special needs schools are driven by need as identified by City projections of residential populations and the profile of K-9 students in the area. Together with feedback from various communities it guides us to placing ranking for new schools. The amount of engagement and conversations with public has increased enormously over the past 5 years but there is room for growth.
- It is an objective of the province that all new schools achieve a LEED silver standard. It is anticipated that the new Roberts Thirsk High School will reach LEED silver; it is still outstanding as it takes 2 years after construction to complete the evaluation for LEED certification.



- Public engagement is more associated with the movement of programs and the location of alternative programs in the school system and has less impact on the ranking of new schools which are driven by demographics and data from the City. The CBE receives public feedback on the periodic review of the ranking criteria.
- There are only 2 empty schools in the CBE school system; those schools are Queensland Downs and Eugene Coste. Administration anticipates using one of these schools this September.
- Deferred maintenance, including such items as leaking roofs and windows, impacts the comfort level in the school. Over a period of time this will lead to a deterioration of the facility, and ultimately, to failures of components of the building. Each year the backlog of deferred maintenance increases by \$40 million, less the province-approved infrastructure maintenance and renewal funds. As new curriculum is proposed, funding will not be available to provide the spaces, furniture and equipment to deliver the new programs.
- The majority of challenges are due to the age of facilities, which has resulted in a number of plumbing issues and freezing of sprinkler systems, and has led to flooding of some schools. The comfort level and indoor air quality is, for the most part, in good condition throughout the school system.
- The mechanism that is in place to report unsafe conditions is the ability for any individual to formally advance what they perceive to be an unsafe condition. There are no particular limitations on the type of conditions reported. Investigations are all ultimately resolved to the satisfaction of the people involved.
- The utilization formula used by the province is a variable formula. The province has announced that they will bring forward a new utilization formula over the course of this year that reflects the true use of teaching spaces within a school.
- Facility condition assessments are performed on an annual basis by CBE staff. The province engages external professional consultants who engage in a cyclical review of all schools over a 5 year period. Approximately 20% of schools are assessed every year by the province. The CBE is party to the process which allows us to draw to their attention any issues or matters of concern.
- Administration is not aware of any restrictions placed on the use of P3 school facilities after school hours. There has been a constraint due to some insurance issues set by the province. Administration does not anticipate problems in the utilization of the new schools after hours by the public.

MOVED by Trustee Hurdman:

**THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-12: Facilities.**

Trustees debated the motion, and their comments are summarized as follows:

- There are significant challenges in the CBE due to a large deferred maintenance backlog. Despite these challenges we are still managing to do the best we can for students and the results continue to be excellent.

- We are meeting or exceeding the standard set by the Board in almost all indicators. For those indicators we are not meeting, there is evidence we will be in compliance soon. Schools are kept in good shape and are a direct compliment to the facilities team that oversees the work.
- Concern was expressed that the buildings students are learning in are no longer providing adequate space for the present and future.
- It was stated that 70% of our buildings are over 40 years old which creates challenges. The policy was written to ensure facilities are kept in appropriate condition to protect students' learning and Administration is doing everything it can in order to make that happen.

Chair Taylor called for the vote on the motion.

The motion was  
CARRIED.

In favour: Trustee Bowen-Eyre  
Trustee Ferguson  
Trustee Hurdman  
Trustee King  
Trustee Stewart  
Trustee Taylor

Opposed: Trustee Hehr

Motion Arising

MOVED by Trustee Ferguson:

**THAT the Board of Trustees commends the Chief Superintendent for excellent performance in Section 12.2, ensuring that facilities are safe, clean, and properly maintained.**

A trustee noted that it has been a challenging year for facilities given the natural disaster of the flood and its impact on many of our buildings, and the fire at Willow Park School. The report speaks to the motivation of staff to deliver on the promise that we make to provide facilities that support the achievement of results for students.

The motion was  
CARRIED.

In favour: Trustee Bowen-Eyre  
Trustee Ferguson  
Trustee Hurdman  
Trustee King  
Trustee Stewart  
Trustee Taylor

Opposed: Trustee Hehr



**6 | PUBLIC COMMENT**

There were none.

**7 | MATTERS RESERVED FOR BOARD ACTION**

There were no items for consideration.

Chair Taylor advised that the approval of the minutes of the Regular Meeting of February 4, 2014 and Item 9.2 were removed from the Consent Agenda. All other items under Section 8 and 9 are considered approved with the agenda, as follows:

**8 | BOARD CONSENT AGENDA**

**8.2 Correspondence**

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

- Letter dated February 14, 2014 from Honourable J. Johnson, Minister of Education, and Honourable R. McIver, Minister of Infrastructure to Board Chair S. Taylor regarding the recent announcement of school capital projects in Calgary.
- Letter dated February 14, 2014 from Honourable J. Johnson, Minister of Education to Board Chair S. Taylor regarding the land exchange with Calgary Catholic School District in Aspen Hills.
- Email dated February 14, 2014 from Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone, Charter and Accredited Private Schools regarding Completion of Canada's Mission to Afghanistan: Flag Ceremony on March 12, 2014.
- Email dated February 19, 2014 from Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone and Charter Schools, and Presidents of Stakeholder Associations regarding Curriculum Development Prototyping.

**9 | CHIEF SUPERINTENDENT CONSENT AGENDA**

**9.1 Construction Projects Status Report**

**THAT the Board of Trustees receives the report for information.**



The following items were removed from the Consent Agenda:

**8.1** Regular Meeting held February 4, 2014

Two corrections were noted to the minutes as follows:

- On page 8-20 of the minutes, in the second bullet from the bottom, it should say: "Prior to the development of the current lottery process there was no systemic process...(the underlined words replace "*having policy OE-11*")"; and
- On page 8-21 of the minutes, after Motion Arising the insertion of:  
"MOVED by Trustee Hurdman:"

MOVED by Trustee Ferguson:

**THAT the Board of Trustees approves the minutes of the Regular Meeting held February 4, 2014, as amended.**

The motion was  
CARRIED UNANIMOUSLY.

**9.2** Use of Administrative Systems Renewal Reserve

A trustee questioned how much we anticipate adding to the Administrative Systems Renewal Reserve over the next three years aside from the cost of Hyperion for use on other projects.

Administration provided a response, as follows, to a trustee question regarding possible additions to the reserve fund:

- Administration clarified that the intention is to take \$2.2 million out of the reserve. The reserve was created in 2004-2005 with an initial \$3.16 million. During 2005-2006 an additional \$2.16 million was added to the reserve. In 2010-2011 \$3.1 million was taken out to support operations. Possible additions could arise from operating surpluses or purchasing card rebates.
- The request is coming forward now rather than once the operating budget is determined as the project has already commenced.

MOVED by Trustee Hurdman:

- 1. THAT the terms of reference for the Administrative Systems Renewal Reserve be updated as per Attachment II of the report.**
- 2. THAT \$2.2 million be allocated from the Administrative Systems Renewal Reserve to support the purchase and implementation of Oracle Hyperion.**

The motion was  
CARRIED UNANIMOUSLY.

Recessed: 4:42 p.m.  
Reconvened: 5:03 p.m.



#### 4.2 Board Development Session: Curriculum Development/Prototyping

Chief Superintendent Johnson introduced the report. She stated that Alberta Education engaged in the process of looking at its education system by asking the question “*What does an educated Albertan look like in 2030*”. This resulted in a large engagement process and the *Inspiring Education* document being published. She noted that Ontario and New Brunswick are just beginning a similar process which shows how Alberta has had an influence on the rest of Canada. With the recent announcement from the Minister around curriculum development, the CBE has engaged with other school jurisdictions around Alberta, many business partners in Calgary, as well as First Nations and universities, in this process.

The following presentation was provided by Ms. C. Faber, Superintendent of Learning Innovation, and Mr. D. Parsons, Superintendent, Learning Services in PowerPoint and video formats:

Superintendent Parson explained that the information provided to trustees includes a curriculum prototyping guide and the consortium response to the request for proposal to redesign curriculum, and that the supporting documents are loaded into *CORE* for easy reference.

The dialogue with Albertans was initiated because of the realization that we need to prepare kids for their future, not our past, and because of the belief that our current model of service delivery must change if we are to maintain our standing in the world. As a result of *Inspiring Education* and government’s commitment to bring the vision to life, the following announcements were made last May that pertain to:

- the new Ministerial Order which is designed to bring to life the vision in *Inspiring Education*;
- phasing out the Provincial Achievement Tests and bringing in Student Learning Assessments that are now under development;
- high school flexibility;
- diploma exams being digitally based online;
- dual credit strategies; and
- curriculum redesign based on a model of prototyping.

Curriculum prototyping is a new process based on continuous growth and development. In the past curriculum has remained static for years. The new prototyping process curriculum will be informed by innovative and exemplary practice happening in classrooms across the CBE and the province. It will involve learning the work by doing the work. This new process will increase student success, continue the work that we have been leading within the CBE, and strengthen connections within and beyond our jurisdiction. Based on our experience to date, staff and students will benefit from this new approach to curriculum and to learning. Alberta’s existing education system is highly successfully; however, there is a realization that the world has changed and continues to change quickly. We live in a dynamic, technological, global economy and society, and our education system needs to adapt to meet the challenges and embrace the opportunities of a constantly evolving world. This vision



from *Inspiring Education* sets the direction to work collaboratively to transform the education system. Curriculum redesign is one of the initiatives helping to bring the vision of *Inspiring Education* to life, and is an opportunity to review Alberta's provincial curriculum to ensure it is engaging, relevant, and enables students to reach their full potential.

There needs to be a number of shifts in curriculum in order to have real world experiences; these shifts will enable the vision captured in *Inspiring Education* as follows:

<u>Less</u>	<u>More</u>
System-focused	Student-focused
Content-focused	Focus on competencies
Prescriptive curriculum with limited flexibility	Opportunities for local decision making and greater depth of study
Primarily focuses on summative assessment	Balance among formative and summative assessment
Print-based	Digitally based
Ministry-led development	Collaborative and co-development models
Sequential development	Synchronous development

Superintendent Faber explained that to help understand how this work has been taking place over the last many years, there was an intentional focus through the instructional core on students working with their teacher and content, and every aspect of this organization had to understand their work in relationship to student success. The advent of *Iris* in creating a digital environment allows teachers and students to create portfolios, understand student data, organize, manage and design instruction, and speak to this focus of putting students at the center of our work.

In 2010, Administration began working with 52 middle and junior high schools and talked to teachers, parents, and students about how we would create a curriculum that focused on outcomes that allowed students to apply their knowledge and wisdom in a new way. The new curriculum creates contexts for students to understand the work and adds knowledge, skills and competencies to the conditions for critical thinking and risk taking.

As we move from summative to formative assessment, the shift is to having students participate in understanding how they learn, helping to construct ways of knowing better and more, of helping teachers design instruction. While using summative assessment as well, we combine that understanding to communicate with parents.

Working with other school jurisdictions, our strategy will be to continue to champion student success, and we believe that by working in an open and collaborative way we will be able to deliver a curriculum prototyping strategy that will lead the province and



the country. Across the province students have been telling education leaders that they need relevant, authentic, current, learning experiences and the prototyping process will allow that. The work is challenging but will build on and inform the wisdom that is happening in classrooms, current practice and the experience and insights that have been gained will surface in the curriculum through prototyping. The prototyping process will connect educators, communities, school jurisdictions and Alberta Education in a process of co-creation.

On February 19, the Minister announced the results of the request for proposal process and the CBE was granted 3 grade level groupings: 4-6, 7-9, and 10-12. The CBE is therefore the lead vendor for a consortium that includes 19 other school jurisdictions and numerous community groups and organizations.

In conclusion, the extensive dialogue with Albertans captured in *Inspiring Education* outlines the vision of an educated Albertan in 2030. A redesign of curriculum is required to provide students with the learning experiences, knowledge, skills, and competencies that best prepare them for that future. New curriculum will build on our history of excellence, while orienting more to the needs of today's students and tomorrow's learners, and will become more of an on-going process that connects government, educators, and local communities.

The following is a summary of Administration's responses to Trustee questions:

- The new curriculum is expected to be implemented by 2015. The work is underway and will be accelerated to meet the timeline. We will have some deliverables to Alberta Education by the end of December 2014.
- Administration has identified 7 broad categories of community groups in addition to jurisdictional partners; these include post-secondary education, trustees, parents and students. Administration is in the process of developing a framework that identifies key issues and will solicit input and participation from these groups through *THOUGHTstream*.
- It was stated that teacher practice is key in the development of curriculum. Two things that had the most impact on teacher practice recently is our development of the professional learning community, the work that was done around assessment, and the implementation of *Iris*. Alberta Education has financed this work by providing funding of approximately \$1.5 million.
- The essence of our proposal is not about the change; it is about using and building on the areas of excellence that exist within the CBE and across the province. The model is built on current classroom practices, and extracting from that the deliverables. It is not about changing; it is about building on what is already happening in a way that it will be foundational to the new curriculum. A mechanism has been set up where people from across the consortium can interact, share, dialogue, and learn from each other, and as they do, that practice will evolve. It will be a refinement of process.
- In response to a question regarding a recent article which showed public resistance to changes in the curriculum, Administration commented that they are counting on



trustees to support this work. We are not throwing away all the good things that we have been doing but rather building on them. Developmental curriculum versus back to the basics is a moot point; it has to be both. It is about basic skills, literacy, and numeracy, in an authentic applied way that creates knowledge and wisdom that lasts a lifetime.

- With the new curriculum we are moving from approximately 1,000 outcomes to 10 across 6 subject areas per grade level, which are cross-curricular in nature. The philosophy behind this is that people can interact through various disciplines to achieve those cross-curricular outcomes. We will ultimately have a curriculum that encourages sharing, as opposed to what we currently have with teachers who are encouraged to do that, but are encumbered by a dense and heavy outcome laden curriculum.

Recessed: 6:05 p.m.

Reconvened: 6:21 p.m.

## 10 | **IN-CAMERA ISSUES**

### 10.1 **Motion to Move In Camera**

MOVED by Trustee Bowen-Eyre:

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, Tuesday, March 4, 2014, 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 Ferguson  
Trustee Hehr  
Trustee Hurdman  
Trustee King  
Trustee Stewart

Opposed: Trustee Taylor

### 10.2 **Motion to Revert to Public Meeting**

MOVED by Trustee Stewart:

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

The motion was  
CARRIED UNANIMOUSLY.



**10.3** Motions to Action In-Camera Recommendations

MOVED by Trustee Ferguson:

**THAT the Board of Trustees receives the report on labour issues for information.**

The motion was  
CARRIED UNANIMOUSLY.

MOVED by Trustee Hurdman:

**THAT the Board of Trustees approves the appointments of:**

- **John Pantazopoulos;**
- **Patricia Macleod;**
- **Wendelin Fraser;**
- **Karen Vink;**
- **Ken Lima-Coelho; and**
- **Eric Miller**

**to the Board of Trustees' Trustee Remuneration Committee for a two-year period, to June 30, 2015.**

The motion was  
CARRIED UNANIMOUSLY.

**11 |** **ADJOURNMENT**

Chair Taylor declared the meeting adjourned at 7:39 p.m.

