

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, February 9, 2016 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. J. Barkway, Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. M. Bester, Senior High School Principals’ Association
Mr. F. Bruseker, Alberta Teachers’ Association, Local 38
Ms. J. Chapman-Brown, Senior High School Principals’ Association
Mr. T. Killam, Canadian Union of Public Employees, Local 40
Ms. J. Luchenski, Principals’ Association for Adolescent Learners
Mr. T. Michayluk, Elementary School Principals’ Association
Ms. L. Robb, Calgary Board of Education Staff Association

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Bowen-Eyre called the meeting to order on the link at 12:00 p.m. and O Canada was led by the hand-bell choir “Evergreen Ringers” from Evergreen School. The meeting reconvened in the Multipurpose Room.

Chair Bowen-Eyre opened the meeting with the following statement:

“We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.”

She then noted that the Board has chosen to commence its meetings with this acknowledgement of the land and its first peoples, as our Elders have taught us it's important to acknowledge the land where we gather and the first peoples who traditionally lived here. It shows respect for people, their contributions and their ways of knowing, which are reflected through the stories and songs that have lived on this land for thousands of years.

The Board will make an acknowledgement at the beginning of public Board meetings to further demonstrate its commitment to work together as a community in laying the foundation for reconciliation through education.

Chair Bowen-Eyre also acknowledged and welcomed staff, the public and representatives from the aforementioned organizations.

Chief Superintendent Stevenson commented on the loss of two students' lives at WinSport on February 6, 2016. On behalf of the Calgary Board of Education, he expressed condolences to the Caldwell family and Evan and Jordan's friends. He shared details about the immediate response by CBE's Critical Incident Response Team, principals and Area Directors, in providing support for students, employees and families. Westmount Charter School and the CBE are working together in providing this support. Counselling is available for all students, and particularly for those most affected by this tragedy.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of February 9, 2016 be approved, as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were none.

4 | **PUBLIC COMMENT**

There were none.

5 | **RESULTS FOCUS**

5.1 **Board Development – Conditions for Success: First Nations, Métis, Inuit Learners**

Chief Superintendent Stevenson commented on the recent appointment of Ms. M. Ranger as the Principal of the new Aboriginal Learning Centre, which will open in the fall for our youngest First Nations, Métis and Inuit students. He introduced and welcomed Ms. Ranger to the meeting. Superintendent Everett provided opening comments about the importance of giving particular attention to our Aboriginal students, to provide them with a foundation of learning necessary to thrive in life, work, and continued learning.

Grades 5 and 6 Piitoayis Family School students, Chassidy, Tia, Shenae, Joey, Devon and Latryll, gave a drumming performance of three songs: a Cree song titled *Ka Mamota*, meaning “honour Mother Earth”; a Blackfoot song titled *Kitsikakomim*, meaning “I love you”; and, the third song, performed by students and Ms. J. Greig, Learning Leader, and Ms. B. Noble, was an Ojibwa song titled *Calling in the Four Grandfathers*.

Ms. E. Gouthro, Director, Learning, and Ms. L. Pritchard, Supervisor, Aboriginal Education, facilitated the presentation. Ms. Gouthro stated that it is important for us to appreciate the value of stories as powerful teaching tools and as a means to unite communities together around their learning. The Alberta Government has committed to improving education outcomes and creating opportunities for First Nations, Métis and Inuit students in Alberta, and has identified elimination of the achievement gap between Aboriginal students and all other students as one of their desired outcomes. School jurisdictions across Alberta, including the CBE, are focused on narrowing this gap, and acknowledge that the work that has been undertaken to address it has not been successful.

The vision of Aboriginal education from Alberta Education values that Aboriginal peoples have long understood learning and education as a lifelong striving for balance among the physical, emotional, intellectual and spiritual dimensions. First Nations, Métis and Inuit parents want their children to learn everything that education has to offer and to reap the benefits of the knowledge and technologies of Western society. However, they also want their children educated in a manner that respects their cultural traditions and heritage, and values their perspectives and ways of knowing.

Ms. Pritchard shared data collected through the 2015 Accountability Pillar Results for our First Nations, Métis and Inuit students. As a part of the focus on improving the educational outcomes of our Aboriginal students, a working group was formed. This group has identified the “must haves”, which are a reflection of student, staff and family voice, research and wise practice, and indigenous pedagogy. The working group came up with nine solution requirements that collectively reflect interconnectedness with one strengthening the other, and which are as follows:

- an anchor in CBE and Alberta Education policies and procedures;
- inclusion of First Nations, Métis and Inuit holistic lifelong learning models;
- intervention/support that is timely, on-going & responsive;
- multiple indicators of success;
- engagement of all stakeholders;
- systemic on-going commitment to equitable and sustainable resources;
- data-driven and research-based decisions and actions;
- a plan to build staff capacity; and
- an actionable plan that promotes scalability and allows for site-specific flexibility.

A number of videos were shown. The first video was of Mr. D. Ball, Principal, Hillhurst School, commenting about their experience with the learning needs of Aboriginal students. Mr. M. Wilson shared how the leadership team at Crescent Heights High School planned support for their Aboriginal students following their “Tell Them From Me Survey”. The school hosted an Aboriginal Pow Wow in May 2016, and Gabby, a Grade

12 student and fancy dancer, shared her personal feelings about performing in front of her teachers.

Currently, the CBE provides support to schools and students through members of our Aboriginal Education Team. Ms. T. McDonnell, Learning Leader in Area 5, shared her approach to supporting teachers and students.

For the 2015-16 school year, graduation coaches were placed in each of our high schools. Based on wise practice, the role of the coaches is to enhance the high school learning experience for Aboriginal students through a number of targeted approaches, including relationship building, mentoring and instructional support. The outcome measures for this work include student learning plans, student attendance, course completion, and graduation rates. The graduation coaches meet as a cohort each month through a professional learning community to dig into and examine student data, determine next steps and celebrate success. Through conversations, it has been identified that there has been an increase in the number of students who self-identify as First Nations, Métis and Inuit, in student attendance, and in the number of students on track to graduate from high school.

Jaylon, a student from Jack James high school, shared through video how his graduation coach helped him to identify a course he was missing and make a plan to graduate with a diploma this spring.

Ms. M. Ranger, Principal, Piitoayis Family School, shared through video their approach to personalized learning, which includes knowing the whole child to ensure student progress and achievement.

In the CBE, all Kindergarten children are assessed using the Early Years Evaluation - Teacher Assessment (EYE-TA) as they enter school. The EYE-TA assesses children's developmental readiness for school in a number of domains, including cognitive, physical, social/emotional, language and self-awareness to provide a strength-based look at the child. Leading indicators, as provided by the EYE-TA data, guide Kindergarten teachers in their programming, promote looking at children holistically and enable enhanced supports to be responsive and timely. Results indicate:

- a tendency for our Aboriginal children to demonstrate a lower frequency of appropriate development at the beginning of Kindergarten than do all CBE Kindergarten children
- each year, between fall and spring, there is consistently a significant improvement in the overall percentage of children demonstrating appropriate development, with average increases of 33 percentage points for Aboriginal children, as compared to average increases of 20 percentage points for all children.

Overall, the Aboriginal kindergarten children enrolled in our programs this year are experiencing less difficulty upon school entry than in previous years.

To enhance the success of our Aboriginal students it is critical that we engage all stakeholders, including students, staff, families, Elders, and the community. Currently, the CBE is working towards creating an Aboriginal Learning Centre that will provide learning for our youngest Aboriginal students, supports and services for their families and a gathering place for the CBE and greater community to learn and to celebrate together.

The CBE is currently in the process of undertaking a review of Aboriginal education in the CBE to determine wise practices that have the greatest impact on student success. This will guide decisions and actions in stewarding resources in a strategic and responsive way on behalf of student learning.

Ms. Pritchard noted that in order to ensure success for each Aboriginal student, a plan to build professional capital for “all” staff in the CBE is required. This requirement speaks to the belief that we are all leaders in this work. We cannot rely solely on members of our Aboriginal Education Team, one staff member in a school, or on our community partners. Through a video recording, Ms. L. Hannay, Assistant Principal, shared the work that is underway at John G Diefenbaker School to build staff knowledge and understanding of Aboriginal history, culture and ways of knowing so that they can better support Aboriginal students in their school community.

Ms. Goutho noted that the last solution requirement identifies that in order to close the achievement gap for our Aboriginal students we require actionable plans that promote scalability and allow for site-specific flexibility. She stated that our efforts must be achievable, clearly stated, and focused on enhancing the success of our Aboriginal students. Many schools across our system have created plans to increase the achievement of their Aboriginal students. In school development planning for the 2015-16 year, schools were asked to give specific consideration to the achievement and learning needs of their Aboriginal learners.

Strategic work at Sir John Franklin School has had a significant impact on the learning and sense of belonging shared by their Aboriginal students. Through a video recording, Grade 8 student, Austin, described how the safe and welcoming environment at Sir John Franklin School has impacted her learning and her feeling of comfort in sharing about herself.

Administration responded to trustee questions on issues including: the work that needs to continue with respect to communications with schools, students and families; the value of students self-identifying and parents understanding of that purpose; the holistic lifelong learning model, which would benefit all students; the importance of the shift to an inclusive education model; the inclusion of Aboriginal content (perspective, history, culture, etc.) for all students, within the curriculum, and if/when that is expected to be undertaken by the current government; assessments and measures of success, through both holistic and academic lenses, for all students; the types of supports provided to younger students to ensure they stay engaged in their learning, and to assist with their transitions though the different grade levels and schools; the variety of ways that the Elder Advisory Council is involved in and supports Aboriginal education and student success, and how they provide guidance to the Board; and, the conversations surrounding Aboriginal education that are held with principals in senior leadership meetings and shared in classroom conversations with all students.

On behalf of the Board of Trustees, Chair Bowen-Eyre expressed appreciation for the informative presentation.

5.2 School Presentation – Evergreen School

Ms. S. Smith, Director, Area V, provided introductory remarks and called forward Evergreen School Principal, Ms. T. Healing, to give the presentation. Ms. Healing noted

that their school presentation highlights collaboration and demonstrates students' thinking from Kindergarten through Grade 4, as they progress in their mathematical thinking through the personalization of learning. She introduced Mr. M. Craig, Assistant Principal, and Mr. M. Mackenzie, Learning Leader, and the following students, who commented about their learning and solving mathematical problems:

- Amber and Kyla, Kindergarten
- Aarav, Grade 1
- Maya, Grade 2
- Sophie, Grade 3
- Lizzie, Grade 4

Video clips were shown of learning in the classrooms for Kindergarten through Grade 4, with students speaking about and demonstrating their experience with mathematical calculations and problem solving.

On behalf of the Board of Trustees, Trustee Hrdlicka thanked the individual students for sharing the variety of ways that they learn Mathematics.

Recessed: 1:49 p.m.

Reconvened: 2:07 p.m.

5.3 Mathematics – Information Report

Chief Stevenson introduced the item, noting that this is an information report that rounds out the reporting of R-2: Academic Success. Superintendent Everett noted the presentation would provide insight into how students experienced success over the past year with Mathematics, and it will touch on the area of OE-10: Instructional Program.

Specialists Mr. D. Rattee and Ms. T. Rand shared details of the Mathematics Program of Studies for students in Kindergarten through Grade 12. A PowerPoint presentation was given and videos were shown of student demonstrations of their learning, and teacher and student perspectives on various aspects of the Program of Studies. Directors Dr. D. Roulsen and Dr. R. Mosher presented the details surrounding the results from the Provincial Achievement Tests and Diploma Exams, and report card data.

Administration responded to trustee questions on issues including: the rationale for the five stems on the report card; the evolving professional learning communities and additional supports provided to foster understanding and effective teaching and assessment practices; communications between teachers and parents about Mathematics education, and opportunities for parents to be engaged in their child's classroom; the barriers that mathematical literacy may pose for some students and the importance of student comprehension of the grammar.

At 3:02 p.m. Chair Bowen-Eyre received the consent of the Board to continue the meeting to the completion of the agenda.

The question and answer session continued on issues that included: support for students who transition to high school and are underachieving, which includes flexibility in the time for them to complete their studies beyond a semester or beyond the end of the year; the

meaning of and intentions behind “de-tracking” for some high school students; Alberta Education’s calculation of the participation rate, which is identified through the Grade 10 cohort and then followed up to figure in the percentage of students that complete the Diploma course within the three years of their high school education; and, the system work that has been undertaken in response to the decline in the Grade 9 Mathematics Provincial Achievement Test results.

On behalf of the Board of Trustees, Chair Bowen-Eyre thanked the presenters for the informative report.

Recessed: 4:11 p.m.

Reconvened: 4:25 p.m.

5.4 Results 5: Character – Annual Monitoring

Chair Bowen-Eyre stated that the annual monitoring report for Results 5: Character was presented at the February 2, 2016 Board meeting, at which time trustees posed questions and received clarification from Administration. The Board must now consider whether the report is evidence of reasonable organizational progress in this Results area.

MOVED by Trustee Stewart:

1. **THAT the Board has reviewed the monitoring report on Results 5: Character, and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy; and**
2. **THAT, with regard to students who demonstrate good character, the Board commends the Chief Superintendent for the ongoing improvement and exceptional student results in the following areas:**
 - **Kindergarten through Grade 9 students who made responsible decisions reflecting a foundation of good judgement and ethical decision making;**
 - **Grade 12 students who report that they think about the impacts of their decisions and actions before making those decisions; and**
 - **Kindergarten through Grade 9 students who treat others with respect and compassion, thereby demonstrating student strengths in building relationships and contributing to a positive learning environment through respect, awareness and compassion.**

Trustees debated the motion and their comments of support included: the report demonstrates that progress and improvement has been made in these areas; that it has been made evident that Character is lived out in our schools daily; and that actions of caring, empathy and compassion for others have been demonstrated through numerous student presentations given to the Board throughout the year.

Chair Bowen-Eyre called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

6 | **OPERATIONAL EXPECTATIONS**

6.1 **OE-12: Facilities – Annual Monitoring**

Chair Bowen-Eyre stated that this report was introduced at the February 2, 2016 Board meeting where trustees posed questions and received clarification from Administration. The Board must now formally act on the monitoring report by a vote of compliance, non-compliance or compliance with noted exception(s).

MOVED by Trustee Stewart:

1. **THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-12: Facilities; and**
2. **THAT the Board of Trustees commends the Chief Superintendent for ensuring that existing and planned school facilities are conducive to student learning and achievement.**

Trustees debated the motion and their comments included: the data provided in the report indicates that the CBE is in compliance with this policy; it is well known that our staff are doing everything possible to ensure that our schools provide safe and clean environments, and that it is challenging work with our aging facilities; there is a great amount of information about our facilities that is provided through a variety of documents and plans, which is much appreciated; and the work it takes to manage all aspects of facilities, from keeping them safe and clean, to building new schools and modernizing others, is of great magnitude.

Chair Bowen-Eyre called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Exemption from Closure of Schools Regulation for W.H. Cushing Workplace School**

Superintendent Breton provided a brief review of the contents of the report and shared some background information. In response to a trustee question, it was noted that the notice to parents was provided as a hand-out that students took home and it was placed on the school's webpage.

MOVED by Trustee Ferguson:

- THAT W.H. Cushing Workplace School be closed effective June 30, 2016, and that the Board of Trustees communicate this decision to parents in a timely manner.**

Trustees debated the motion and their comments included: the lease agreement for the space in which the school is located will expire July 31, 2016; extensive consultations were held with impacted stakeholders and with our community, notifying that we would

need to close the school even if we had secured a different site for its relocation, in accordance with the *Closure of Schools Regulation*; the Board received the Minister's approval for an exemption from sections 4-7 of the *Closure of Schools Regulation* in this particular instance; this was a very unique partnership that offered great value to parents, students and teachers in terms of accessibility for parents to their children during their work day.

Chair Bowen-Eyre called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8 | **CONSENT AGENDA**

The Chair noted that items on the consent agenda are approved with the agenda, as follows:

8.1 CBE Response to Alberta School Boards Association (ASBA) Strategic Plan Survey

THAT the Board of Trustees approves the survey response based on the current strategic plan's priorities, as attached to the report, for submission to Alberta School Boards Association as the Calgary Board of Education's input for the upcoming ASBA Strategic Planning process.

8.2 Items Provided for Board Information

8.2.1 Annual Summative Evaluation of the Chief Superintendent

8.2.2 Chief Superintendent's Update

8.2.3 Construction Projects Status Update

9 | **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 5:03 p.m.