

## **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, September 20, 2016 at 12:00 noon p.m.

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### MEETING ATTENDANCE

#### Board of Trustees:

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

#### Absent:

Trustee J. Hehr

#### 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. K. Maxwell, Recording Secretary

#### Stakeholder Representatives:

Ms. L. Robb, Calgary Board of Education Staff Association  
Mr. K. Kempt, Alberta Teachers' Association, Local 38

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

Chair Bowen-Eyre called the meeting to order at 12:00 p.m. and O Canada was led by the Vocal Jazz Ensemble students from William Aberhart High School. Trustee Hurdman thanked the students for their amazing rendition of the national anthem.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also



acknowledged 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 acknowledged and welcomed staff, the public and representatives from the aforementioned organizations. She introduced and welcomed Ms. C. Evans and her Grade 9 students from Twelve Mile Coulee School, who are in the historical Dr. Carl Safran building for the week. They will be exploring the idea of resiliency; learn how we plan for new schools; work with the City of Calgary Public Arts Programme and spend an afternoon at the Calgary Drop-In & Rehab Centre to learn about homelessness.

## 2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. J. Barkway, Corporate Secretary, noted that there were no changes to the Agenda.

MOVED by Trustee Ferguson:

**THAT the Agenda for the Regular Meeting of September 20, 2016 be approved as submitted.**

The motion was

CARRIED UNANIMOUSLY.

## 3 | **AWARDS AND RECOGNITIONS**

There were none.

## 4 | **RESULTS FOCUS**

### 4.1 **School Presentation – William Aberhart High School – Results 2**

Ms. D Unruh, Area II Director, shared opening remarks and introduced the presenters:

Ms. T. Annis-Johnson, Principal of William Aberhart High School  
Ms. R. MacDonald, Specialist, formerly Learning Leader, English Language Arts  
Ms. C. Fehres, Learning Leader, Science  
Students Amy, Naomi, Jeremy, Julia, Yusef and Aditya

Principal Annis-Johnson gave a brief overview of the interdisciplinary, inquiry-based Water Project.

M. C. Fehres and Ms. R. MacDonald who acted as coaches, facilitators and mentors for the Water Project described their work. They envisioned the project to be a way for students to build global network, have a cultural exchange of ideas, and create meaningful connections between English and Science. The project began with students from the Netherlands visiting Calgary in September 2015. The CBE students and the visiting students participated in activities intended to engage them to think about water



issues in the same ways scientists and writers would. When the Netherlands students returned home, the CBE students moved to the next part of the project which involved four groups of students planning and executing research projects based on their interests and passions. The final portion of the project involved the student groups presenting their research at the *Water is Life* conference in the Netherlands.

The students shared the following comments about the project:

- The experience personalized learning
- The conference allowed for the deeper exploration of an area of interest
- The process of science and the rigour of scientific research were explored
- The entire project was interdisciplinary
- Learning was authentic with all components arising from the process of the project

The students also noted there is a YouTube video about the *Water is Life* conference which can be viewed at the following link:

(<https://www.youtube.com/watch?v=KplWj0rygg4&feature=youtu.be>)

On behalf of the Board, Trustee Hurdman thanked the teachers and students for their very informative presentation. She commented on the students' passion that clearly showed through when they were discussing the project, and also noted life isn't divided into different subjects, so projects like this with authentic, interdisciplinary learning truly prepares students for life.

#### 4.2 Board Development Session – Literacy Strategy 2016-2017

Superintendent Everett provided opening comments and explained the structure of the presentation. A Power Point was presented on overhead and Superintendent Everett noted the major components of the presentation as:

- Why the CBE is creating a K-12 literacy strategy
- Who was involved in the engagement process
- How schools are being supported
- How the strategy's impact will be determined
- The possibilities that lie ahead

Superintendent Everett introduced and called forward Dr. R. Mosher, Director of Learning, who provided more specific information about the CBE's K-12 Literacy Strategy. Dr. Mosher explained that there hadn't been a district-wide conversation about literacy in approximately 20 years. During this time what it means to be literate has evolved and expanded beyond reading and writing to include an understanding of image, sound, video, and hypertext, coupled with a critical eye for examining resources for bias and credibility. The CBE's goal is to create a comprehensive, system-wide approach to ensure students from K to 12 are successful in acquiring, constructing and communicating meaning across different forms of text and content in different contexts.



Dr. Mosher introduced Specialists Ms. M. Morgan, Ms. H. MacKay, and Ms. D. Devender-Kraft. Ms. MacKay and Ms. Devender-Kraft explained the engagement process with over 900 CBE students, Principals, Teachers and other staff, in person and online, to identify the stakeholders' priorities for the new K-12 Literacy Strategy. The input was consolidated to build a framework which identified the following four areas of priority:

- Creating shared literacy vision and beliefs
- Highlighting best practices in literacy instruction and assessment
- Engaging community partners, such as Calgary Reads and Calgary Public Library, to support student literacy learning and success
- Creating opportunities for sustainable professional learning.

The presenters paused at this point to answer Trustee questions. The following information was provided:

- During the engagement process students expressed a desire to choose the texts they use.
- Parents were not included in the original engagement process, but their input will be gathered in the upcoming year.
- Changes in literacy research in the last 10-15 years include a focus on disciplinary literacy and visual literacy. Additionally writing has shifted to a more collaborative culture in which multiple people contribute to an ever evolving piece of writing.
- The Literacy Strategy has multiple pathways so that it is personalized and responsive to a school community's needs. For example if a school has a high percentage of ELL students the strategy will be personalized to meet this need.
- Engagement from staff included a variety of disciplines and levels.
- Engagement with students included diverse learners in all quadrants of the city.
- The summer session pilot cohort for the Literacy Strategy included 48 schools, including 2 high schools and then a split between middle and elementary schools.
- The Literacy Strategy is not considered a pilot, but is a long term commitment and is in the Three Year Education Plan.
- The Literacy Strategy is a system-wide strategy; however, there are varied levels of participation. The cohort schools are ones that have self-identified a need to delve deeper into the Literacy Strategy.
- The needs of parents in relation to the Literacy Strategy will be determined once they have gone through the engagement process.

The presentation continued with Ms. MacKay and Ms. Devender-Kraft sharing the key outcomes of the Literacy Strategy. They also noted the different components of literacy learning addressed during the summer sessions, and explained how they will support schools in measuring the impact of the Literacy Strategy.



Dr. Mosher continued the presentation by quoting the primary outcome of the draft Literacy Strategy 2016-2019: *Each CBE student will participate in intentional, joyful literacy learning and progress and achieve in their learning programs.* She explained they have divided the outcome into three parts: how students will participate, how progress will be evident and how achievement will be measured. She ended the presentation by noting future areas of work will include: finding the right relationship between language acquisition and literacy, engagement of parents, strengthening oral language learning, connecting with the Indigenous learning cohort, expanding the work with community partners, and folding in Alberta Education's revised literacy progressions once they are released.

Trustees asked questions, and the following information was provided in response:

- For an assessment tool to provide meaningful data it must have both inter-rater reliability (i.e. a standardization component) and be related to the program of study. Part of the work Dr. Mosher's team is doing this year is helping people learn to use instruments to provide them with information, rather than grade level assessments.
- Best practices are shared in a variety of ways: FAQs are posted on the Literacy insite page, and a Google drive was created to post research articles, common questions and to create a discussion place for the cohort participants.
- The premise behind the Literacy Strategy is that it is both a Literacy and a Leadership Strategy. Leadership at various levels, including Principals, Assistant Principals, and Learning Leaders from all schools and all grade levels, participate in this strategy.
- The high impact instructional strategies for literacy learning were chosen by looking at the strategies that had been part of the CBE focus for several years, anything to do with formative assessment, student feedback, student participation in the assessment processes and feedback from teachers wanting to improve their oral language skills. Dr. Mosher's team worked to match what the research was saying with what stakeholders had identified as needs.
- Galileo complements and supports the Literacy Strategy.
- The Literacy Strategy spans K-12; however, the participation, focus and intensity will differ according to need and grade level.
- The partnership with Calgary Reads enables increased opportunities for students to read with volunteers. If a school wants to work with Calgary Reads they buy a membership with the Alberta Reads network. The funds to purchase a membership can come from a variety of sources such as fundraising, grants, existing partnerships, etc.
- In terms of assessment Dr. Mosher's team has focused their energies on helping teachers assess *a program of study*, as opposed to creating one assessment tool to be used system-wide. There are multiple ways to assess a program of study and it



is actually preferable to have a wide body of evidence when making evaluations about student learning.

- The next steps in implementing the Literacy Strategy will be engaging parents and supporting schools. The team will help schools focus on their goals, understand the data they already have, determine any changes they want to create and make a plan to achieve and assess it.
- Once Alberta Education has re-written the curriculum Dr. Mosher's team will focus on understanding the new learning outcomes to determine how to adjust and align the Literacy Strategy.
- There will be common (i.e. Iris) and individual ways for schools to share their progress with the Literacy Strategy. The progress will be shared 4 times per year between students, teacher and families.
- Principals were told how they can access funds for partnering with Calgary Reads at last spring's Area meeting and they will be told again at the September 21, 2016 Area meeting.
- At the summer professional collaborative sessions the majority of sessions were attended by all participants; however, there were a few sessions where participants had a choice of which session they wanted to attend.

Chair Bowen-Eyre thanked Dr. Mosher and her team for the presentation.

## 5 | **OPERATIONAL EXPECTATIONS**

There were no items.

## 6 | **PUBLIC COMMENT**

There were no public comments.

## 7 | **MATTERS RESERVED FOR BOARD ACTION**

There were no items.

## 8 | **CONSENT AGENDA**

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

### 8.1 **Approval of Minutes**

- Regular Meeting held September 13, 2016



**THAT the Board of Trustees approves the minutes of the Regular Meeting held September 13, 2016, as submitted.**

8.2 OE-2 Temporary Chief Superintendent Succession – Annual Monitoring

**THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-2.**

8.3 Items Provided for Board Information

8.3.1 Chief Superintendent's Update

Recessed: 1:55 p.m.

Reconvened: 2:20 p.m.

9 | **IN-CAMERA SESSION**

Motion to Move In Camera

MOVED by Trustee Hrdlicka:

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 September 20, 2016 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.

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.

Motions to Action In-Camera Recommendations

MOVED by Trustee Stewart:

**THAT the Board of Trustees authorizes the Chair to execute the City Charter Joint Submission, as attached to the private report.**

The motion was



CARRIED UNANIMOUSLY.

MOVED by Trustee Hurdman:

**THAT the Board of Trustees advises the Alberta School Boards Association that the Board of Trustees of the Calgary Board of Education does not approve the consent to remove the 35-year pensionable service cap to the Alberta School Boards Association Supplemental Integrated Pension Plan.**

The motion was  
CARRIED UNANIMOUSLY.

10 | **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 3:50 p.m.

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Chair

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Corporate Secretary  
Adopted:

