

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, May 18, 2010 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Ms. C. Faber, Superintendent, Learning Innovation
Mr. J. Johnston, Superintendent, Human Resources
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
Mr. P. Carlton, Director, Community Engagement and Operational Planning, for Superintendent, Facilities & Environmental Services
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. Minifie, Calgary Board of Education Staff Association
Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. L. Newton, Calgary Association of Parents and School Councils
Ms. M. Wheatcroft, Elementary School Principals' Association

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 junior high band students from Annie Gale School. The band accompanied the singing of the national anthem and Trustee King, 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.

Action By:

2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted that there were no changes to the agenda and that there would be one Trustee Inquiry, Item 5.5.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of May 18, 2010, be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 James Fowler High School

Ms. S. Church, Area II Director provided introductory comments. She stated that the students at James Fowler High School had participated in Alberta Education's High School Flexibility Project, and that the presentation would highlight one aspect of that project, e-portfolios, in support of Ends 4: Personal Development. Director Church introduced Mr. K. Johnson, Principal of James Fowler High School, who provided a brief outline of the 4 year High School Enhancement Project that began in 2009. He stated that the purpose of the project is to determine whether the requirement that students have access to 25 hours of face to face instruction per high school credit should be maintained. The goals of the project are to enhance the engagement and achievement of students through flexible use of time for students and teachers, alternative timetables and alternative modes of program delivery including the use of educational technology. They are also looking to increase flexibility of student engagement outside of the classroom and different ways of granting credits that don't equate time. Mr. Johnson introduced the Learning Leaders, Ms. C. Cornea and Ms. N. Veldhoen who worked on this project.

The Learning Leaders introduced and played a DVD with students sharing their experiences with e-portfolios. Radhika, Justin, Kevin and Vanessa described how they used the e-portfolio tool to receive feedback from teachers and peers and commented that it was very helpful, easy to access and a great way to keep track of projects.

Trustee Ferguson thanked the students and staff for their presentation of behalf of the Board of Trustees.

4.0 HONOURS AND RECOGNITIONS

4.1 Lighthouse Award – Developmental Disabilities Resource Centre

Ms. J. Rogerson, Area V Director, introduced this month's Lighthouse Award recipient, the Developmental Disabilities Resource Centre (DDRC), a Calgary-based organization that started the *Everyone Belongs* Initiative in 2003 to give all children the right to attend their neighbourhood school despite having physical or cognitive challenges. With the goal of preparing students with developmental disabilities for life after school, the DDRC aims to help them secure jobs with real wages, live in a real home of their choosing, and build real and meaningful friendships.

Action By:

Ms. Rogerson stated that it has been an honour to work with an organization who shares our values of personal success, strong moral character and academic achievement. She thanked the DDRC for their work towards building a community of accepting, responsible, and involved citizens.

Ms. W. Dirksen, Chair of the Board of Directors of DDRC, accepted the award. She noted that this brings to a close, a ten year partnership with the CBE. She expressed sincere thanks to the many parents and members of the community for their support that ensures children with challenges are served in each school. She stated that as the DDRC is closing it will be donating an extensive library of materials to Calgary Board of Education schools and the Mount Royal University Faculty of Education. She stated that their work is complete and they are delighted to pass on the torch.

Ms. J. Sharon, an inclusive school facilitator, expressed thanks on behalf of DDRC giving special acknowledgement to Chief Superintendent Johnson for her work and support that was integral in allowing this program to happen. She noted that Chief Johnson shepherded this program for the past ten years and was able to bring the relationship between the CBE and DDRC together with the goal of what is best for all students. Ms. Sharon presented Chief Johnson with a bouquet of flowers in appreciation for her work and invited everyone to enjoy the refreshments and displays that they brought to share.

Trustee Lane, a former DDRC Board member, thanked the DDRC for their work and for their partnership with the CBE. Chair Cochrane presented a plaque on behalf of the Board of Trustees to the DDRC.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

- Trustee Ferguson attended an awards presentation at James Fowler High School where 9 students and their teacher were awarded for their participation in a program entitled *Get on Board*. The student advertising will be used by the Transportation Safety Board in their drive to recruit and retain bus drivers. She noted that this school won the most awards in the provincial competition.
- Trustee Ferguson attended the official opening for Taradale School with Chair Cochrane and several other CBE leaders. She noted that the theme was *Dream and Believe* and that 80 per cent of the students at Taradale School are English as a Second Language (ESL).
- Trustee Ferguson and Trustee King attended the annual Educational Muslim Achievement Awards Night (EMAAN) to celebrate the achievements of Muslim students in grades 9, 12 and post secondary schools. She presented a plaque that she received on behalf of the Board in appreciation and recognition of the Calgary Board of Education's contribution and support.
- Trustee Kryczka attended a fundraising event by the jazz program of Western Canada High School in the Husky atrium. She also attended a

Action By:

reception at the Red & White Club where some of these jazz students played at another fundraising event to raise funds for the Calgary Handi-bus.

- Trustee Dirks reported that he, Chair Cochrane, and various CBE staff and students as well as community members attended a ground breaking ceremony for the new high school to be built in northwest Calgary. He commented that it is a stunning mountain view site and that he looks forward to the school opening in three years.
- Trustee King attended the Edmonton Provincial Skills Competition with Jack James High School students. She commented on the tremendous support that students and staff gave to each other and wished them every success in future competitions.
- Trustee Cochrane attended a graduation ceremony for Calgary Board of Education Facility Operators. She explained that the staff participated in two certificated programs including *Facility Management and Applied Management*. She noted that the staff represent 12 different countries and that they had gone back to school as adults to achieve their goals, a great example of life long learning. She noted that this training is part of a partnership with the Southern Alberta Institute of Technology (SAIT) where the CBE provides the technical training and SAIT provides training in leadership, time management, teamwork, etc.

5.2 Report from the Chief Superintendent

Chief Superintendent Johnson introduced and welcomed to the boardroom, Ms. D. Werklund, President, Werklund Foundation and Mr. B. Lyon, President, Werklund Group, noting that they are new partners with the Calgary Board of Education. She stated that their work will bring leadership learning to our students, encouraging them to engage in self assessment and personalized learning through a variety of programs that bring the community into the classroom. Some of the leadership opportunities include *Empowering Minds, Calgary Open Minds, international experiences, Mega End Symposium* and *Speak Out!* Chief Johnson expressed that she is very proud of this program, the high quality of leadership learning that they provide and that she looks forward to working with them in the future.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

There were no Stakeholder reports.

Action By:

5.5 Trustee Inquiries

Trustee Kryczka submitted an inquiry which Ms. Barkway read into the record regarding Calgary Board of Education procedures related to student attendance at school as follows:

I am interested in information regarding processes used by the Calgary Board of Education to address issues related to student attendance at school. Specifically, I would like to understand the following about how the CBE deals with attendance issues:

- *Is there an administrative regulation or internal procedures document that outlines directions to school administration to address student attendance issues?*
 - *What is unsatisfactory attendance?*
 - *Is there a protocol in place to notify parents, and, eventually the district attendance officer, of student attendance concerns and, if so, at what point is this required? (eg: 10%, 50% or 75% absentee rate?)*
 - *The CBE has one attendance officer, and 100,000 students. It seems that other school boards, even though they are much smaller, have more attendance officers. Is there a reason for this?*
 - *Is there an understanding by CBE administration, teachers, parents and students, of the legal requirement for regular attendance of students at school?*
- *Is regular attendance viewed as important as good instruction to ensure student achievement and growth?*
 - *Is school attendance addressed as a part of the school improvement plan?*
 - *Is regular attendance part of the culture of a school?*
 - *Are schools required, or only advised, to complete Attendance Improvement Plans?*
 - *Do Area Directors review attendance reports to which they have access, and discuss with principals?*

Superintendent D. Lewis provided the following response on behalf of Administration and noted that she would provide a written submission for the corporate record:

Administrative Regulation 6020 - *Attendance of Students* outlines the responsibilities of the Principal and school personnel in dealing with attendance issues. It is the expectation that students will attend school punctually and on a daily basis.

Principals in consultation with staff, students, and parents, are expected to establish attendance standards for their schools. The established attendance standards, together with monitoring and other procedures help to promote:

Action By:

- a) Regular and punctual attendance,
- b) Early advice to parents when a student's attendance is of concern,
- c) Individual student achievement,
- d) Positive student attitudes toward school, and
- e) A school environment which supports and fosters excellence in learning, teaching, and other school activities.

Attendance protocols may vary from school to school but include notification of attendance concerns to the school administration, letters, phone calls and other forms of communication with parents.

Teachers are required to maintain accurate student attendance records and to report attendance concerns to the principal and/or parents in accordance with school expectations.

When students demonstrate inconsistent attendance, the principal must ensure that early contact is made with students and their parents or guardian regarding student attendance expectations. An Attendance Improvement Plan (AIP) with specific strategies to improve attendance is then developed in consultation with both the parent and students and appropriate follow-up reviews are established.

The AIP is designed to help a school and family identify the issues preventing a student from regular school attendance. Since the reasons for students' frequent absences from school vary greatly, the CBE approaches attendance concerns on an individual student basis identifying patterns of attendance in the context of each student's circumstance.

The CBE does have a small population of students who have chronic attendance issues. Many of these students and families have lengthy histories of involvement with other systems such as Justice, Children and Family Services and Alberta Health Services. As school attendance can be a symptom of other issues, it is important for us to work collaboratively with colleagues from these ministries to address the root causes which result in school absenteeism. For these students, attendance improvement is a complex and long term endeavor, sometimes requiring years of intervention and support.

The CBE has one Attendance Officer who does not work in isolation. While the initial response to school attendance issues is the responsibility of the school principal, we know that school attendance issues are symptomatic, and these issues are usually best addressed through the school/community. Schools have access to a variety of system resources: system learning supports, Student Health Partnership supports, psychologists etc. to assist them in this first step.

Referrals made to the CBE's Attendance Office are first reviewed by the Attendance Officer and subsequently with members of the Risk and Resiliency Department's Student Response Team. This review seeks to ascertain what school resources have been appropriately applied and to consider if further support from the specialized

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team would further promote a student's school attendance. The officer has access to a School/Family Liaison, Behaviour Support Worker, Behaviour Strategist and Counseling Psychologist. This team has a formal working relationship with Justice, Child and Family Services, Alberta Health Services, Youth Shelters, Calgary Boys and Girls Club, and other school jurisdictions. The work of the Attendance Officer is a final effort to remove barriers and address school attendance issues, prior to proceeding to an external adjudication through the Provincial Attendance Board and ultimately the Court of Queens Bench.

We know that there is a strong correlation between school attendance and student success and as such regular school attendance is very important. In the Calgary Board of Education, we work to support our students in addressing and overcoming the barriers that prevent their attendance in school.

Superintendent Lewis noted that a more detailed written response would be provided to Trustees. She acknowledged the attendance of Ms. J. Richardson, Acting Assistant Principal, Risk and Resiliency and Ms. D. Mignault, Attendance Counsellor, and thanked them for coming.

6.0 ACTION ITEMS

6.1 Single Gender Education

Chief Johnson provided brief introductory comments acknowledging those who worked on the report.

Trustees asked questions to which Administration responded and the following is a summary of the discussion:

- It is important to know when reviewing research results that there are many opinions regarding single gender education and that these can get transferred into advocacy research.
- The research does not substantiate claims that single gender education is better for male students, but it does suggest that it could be more favorable for female students. This creates a dilemma to which a solution might be to offer both as a matter of choice.
- It appears that some school marks have a gender bias. This is a matter of concern to Administration and worthy of further investigation. Next Steps will involve looking at how assessment may influence or impact gender such as in the provincial achievement tests or diplomas. An action plan will be developed to address assessment with the personalization of learning, review of report card measures and in the Three Year Education Plan. It was noted that some of the data that was provided by Alberta Education could be requested again after some strategies are in place, possibly in two years time as it is not readily available data.
- It was noted that there are many factors that influence a student's measure of success. Research indicates that the primary influence is the teacher, and the second, the principal.

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- Chief Johnson stressed the importance of communicating the findings of this report with parents. She stated that it should be framed and presented as a matter of choice, noting that the Calgary Catholic School Board has already taken steps in this direction.
- Ms. S. Peden, Calgary Board of Education Psychologist, responded to a Trustee question regarding special education gender information in the report that indicated that there are notably more male special education students than female. Ms. Peden stated that it is a complex question that is dependent on a number of factors including different numbers of boys and girls in a population. Many factors could be looked at further including genetics, interactions in school, cognitive disabilities, and medical reasons related to sex chromosomes, etc. She cautioned that this data should be interpreted cautiously; we are not at a place where we can pinpoint factors that are causing differences and should not make assumptions.
- It is apparent that there are significant differences in course preferences by gender. Access to programs is an issue that Administration has been looking into and will be dealt with in the Career and Technology programs. Superintendent Faber noted that it is critical for students to have access to programs in order to have a variety of experiences in which to discover their best talents, strengths and abilities.
- It was noted that the report shows that CBE females rate lower than the province in the Rutherford Scholarship eligibility rates. It is not known if this is a concern for Alberta Education.
- In making option choices, it is important for students to see how their strengths in an academic core area can correlate to their choice of option courses.
- Several Trustees commented that this is an excellent report that includes very extensive research. It was noted that this document has also been very useful to Administration and that it is rare to have opportunity to look so deeply into an issue.

Chief Johnson further commended those who worked on the report and noted that it validates that we are going in the right direction; education is about each student, not about whether they are a boy or girl and that sometimes there are many differences within a gender.

MOVED by Trustee Dirks:

THAT the Board of Trustees receives the Single Gender Education report for information.

The motion was
CARRIED UNANIMOUSLY.

Recessed at 6:25 p.m.
Reconvened at 6:42 p.m.

7.0 MONITORING AND RESULTS

7.1 Annual Monitoring Ends 4: Personal Development

Action By:

Chief Superintendent Johnson provided brief introductory remarks. She thanked everyone who worked on the report, noting that this report is well linked to the *Single Gender* report.

Superintendent Faber gave further introductory comments stating that students are encouraged and supported to work towards their highest potential and to develop a love of learning. This report shows how students see this for themselves in the High School Exit Survey, Accountability Survey, as well as in many other examples. Progress towards the Ends is provided and future monitoring will include information from revised report card indicators and planned longitudinal studies.

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:

- Parents and students have requested recognition for personal development activities that take place outside of the school. Superintendent Faber stated that the concept of the opportunity to learn beyond our schools could be accomplished by working more collaboratively with third party providers and that through the Career and Technology Centre and the personalization of learning this could begin to happen. She stated that there are legal and regulatory obligations regarding the safety of students, teachers and union agreements to consider for students to be recognized for non-traditional accreditation. We may need to think differently regarding the school calendar, and the way schools operate in order to accomplish this. Superintendent Faber stated that the time is ripe for this concept with programs such as *Inspiring Education*, *Setting the Direction*, *Empowering Minds* and the *Three Year Education Plan* leading the way. This is a leadership challenge that the CBE has demonstrated interest in and will continue to aspire to. There are a variety of supports and new ways of student opportunities to lead and extend learning in ways that have not been traditionally contemplated.
- The high school exit survey results show a decline in participation rates from 2006-2009. It is not known if this decrease is due to the number of students who left early. The survey has been revised and now targets specific audiences. It was released last week and will bring clarity to results next year. It is realized that in order to achieve better data collection, a different approach to completing the survey may be taken such as in one on one interviews prior to graduation. With personalized learning and more choice, it is hoped that a turn-around in the results will be seen soon.
- It is a challenge for students to recognize the connection of core courses with complementary courses. It is important to help students understand this in order to optimize personal development.
- Chief Superintendent Johnson stated that communication to schools of the Ends statements of the Board of Trustees is critical. Area Directors and Principals have been participating in a process to read and discuss the

Action By:

reasonable interpretation of the Ends and to imbed them in schools. As this takes place, progress is made.

- Content analysis is part of the *Next Steps* in order to further analyze data. Use of the software SkoVision was recently introduced in order to accomplish this. The student survey will be expanded to include all high school students and the *Mega End Symposium, Speak Out!* and further work with the Werklund Foundation regarding Student Leadership will provide sufficient data to develop content data analysis.
- Approximately 58 per cent of schools report some form of student led conferences.
- The report refers to *Healthy Eating Environments in School* on page 8-32. This is the name of a project that includes social and physical activity as well as nutrition. The chart shown is mainly referring to social activity.
- Administration is in the process of reviewing the school nutrition guidelines and new guidelines should be in place for 2011. Schools will have access to a variety of food items, of which 80 per cent comply with a preferable dietary choice. Vending machines and lunch room programs will also move towards this Administrative Regulation. Chief Johnson noted that these new guidelines will be a significant cultural shift in schools and we need to progress in steps.
- It was noted that the report shows there is a significant increase in the number of students that find school work interesting but almost one third reported that they do not find it interesting. There is no growth in the area of being challenged to do their personal best and one third reported that they are not challenged. Chief Johnson stated that Administration is aware of the schools that need to be given priority in these areas from various data sources such as surveys, provincial achievement tests and diploma exam results. Every year schools set targets, look at progress made and resources are redeployed to focus on areas of need. Over time the new data base system will provide more specific, granular data. Over the next 18 months to 2 years, data will be gathered as part of a school development plan. By collecting this data schools and Area Directors will be in a better position to assess priorities.
- The success of the HEROES program was questioned by a Trustee. The report shows that seven students considered themselves as very vulnerable at the beginning of the program and post evaluations show ten students as very vulnerable. The reasons for this could only be speculation, but improvement was seen in all other groups, vulnerable, resilient and very resilient.
- E-portfolios were introduced in November and will be used as baseline data in the future. The intent of the e-portfolio tool is to broaden a student's ability to communicate, collaborate and develop personalized learning plans.

MOVED by Trustee King:

THAT the Board of Trustees has reviewed the scheduled monitoring report on *Ends 4 Personal Development* and concludes that reasonable

Action By:

progress is being made toward the ultimate achievement of this Ends policy.

Trustee comments in support of the motion are as follows:

- The report provides a balance of student narratives and statistical information.
- The report shows that very significant work is being done. It is a challenge to measure and report in an informative manner but there have been strides taken to do so.
- The inclusion of e-portfolios with over 3,000 students participating shows reasonable progress.
- This is an extensive report that denotes progress is being made. Participation in the High School Exit Survey and the Mega End Symposium has increased. The data gives a strong indication that students understand and appreciate the supportive environment of teachers. The plan to improve the exit survey is good.
- The report clearly illustrates that CBE students have been offered the opportunity to develop individual gifts and talents and that students recognize and take advantage of the learning environment that encourages them to evaluate, identify and commit to their learning. There are statistics that create concerns but this report shows that students are being cared about and know how to set realistic goals, which are excellent examples of progress.
- This report shows improvement in our understanding of how to measure progress and that students are making reasonable progress as well.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Dirks:

THAT the Board of Trustees commends the Chief Superintendent for the introduction of e-portfolios and for continued growth and commitment to personalized learning as demonstrated by e-portfolios.

The motion was
CARRIED UNANIMOUSLY.

Action By:

7.2 Annual Monitoring of EL-8: Staff Evaluation

Superintendent J. Johnston provided introductory comments. He stated that after a significant review of previous reports, it is concluded that the CBE evaluation tools are outdated and that the organization needs to shift away from skill based evaluation, to one of system direction. There are insufficient written artifacts and no tracking mechanisms in place for some employee groups, primarily for exempt and support staff. He noted that in January 2010 an evaluation process was brought forward for exempt staff that will be implemented this calendar year. It will take some time to develop and operationalize this for support staff due to volume, and will be done in consultation with the Staff Association.

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.

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

- Director K. Demassi, Human Resources, explained that teachers are evaluated for a number of purposes, the first taking place after their probationary year to determine whether or not employment will be continued with the Calgary Board of Education. The Teaching Quality Standards and the related Knowledge, Skills and Attributes (KSA's) are the measures used. Teachers are evaluated for permanent certification after 400 school days to receive their teaching license using the Teaching Quality Standards as a measure.
- Director Demassi stated that in reviewing this Executive Limitation, discussions were held regarding the goal of each employee's contribution to the Ends. She stated that the Teaching Quality Standards and related KSA's are aligned to the Ends; however, the goal is that every employee sees the through line to the classroom. It was concluded that a one-time evaluation may not be enough and as we move towards personalization of learning this could be an opportunity to include looking at how each employee contributes to the Ends.
- Teachers can request an evaluation when applying for different positions in the Calgary Board of Education and likewise, principals can request an evaluation for a teacher if they have concerns about a teacher's practice. Director Demassi noted that for the purposes of EL-8, data can be provided on how many teachers were evaluated and passed their probationary period last year.
- Annual performance reviews with written feedback are not conducted for teachers; however, teachers do have professional growth plans that are reviewed annually with school administrators. Teacher growth plans are documents that are a professional obligation on the part of teachers to identify professional growth, personal goals and alignment with the Teaching

Action By:

Quality Standards, CBE and the school. These plans can not be used in the evaluation, unless they are part of a remediation plan.

- Superintendent Johnston stated that there are three key reasons for reporting non-compliance with this Executive Limitation:
 - 1) The review process for Directors that had been previously identified as a key initiative to be implemented in 2009 in the previous monitoring report was never operationalized.
 - 2) There is no tracking tool for the evaluation of exempt staff performance evaluation and the program now in place is dated;
 - 3) There is no tracking tool for the evaluation of support staff performance evaluation and the program now in place is dated.
- Superintendent Johnston stated that although written documentation was not identified to ensure compliance, Administration acknowledges that day to day interactions and feedback do take place. He noted that performance appraisals require a significant amount of time and work and that they are considering a process that may take place in written form on a three year cycle and less formal documentation to take place on a day to day basis such as in a note to file. Details and parameters for tracking and monitoring to report this data to Trustees have not yet been determined.
- A Trustee suggested that evaluations include some sort of self reflection and peer support as is suggested for students. Superintendent Johnston reported that this discussion has taken place and that the program for exempt staff will include evaluation of the attainment of the Ends and personalized learning. This approach is strongly supported and the development of such a plan could be done as a joint exercise with the employee and supervisor.
- Superintendent Johnston stated that this is a multi year project. It is not likely that one year from now there will be full compliance; however, Administration should be able to demonstrate progress towards compliance and should be in compliance for exempt staff. There should also be a work plan in place to address other employee groups including support staff.

MOVED by Trustee Lane:

THAT the Chief Superintendent has reasonably interpreted the provisions of this policy, *Executive Limitation 8: Staff Evaluation* and the Board of Trustees finds the Chief Superintendent to be in non-compliance.

Trustee comments in support of the motion are summarized as follows:

- The authors of this report should be commended for honesty. It is our duty to recognize that this is a problem and that steps are being taken to bring the organization into compliance.
- It is a troubling report because of non-compliance and that the process suggested for tracking in the last monitoring report was not implemented; however, it is good that it has been identified and that Administration will

Action By:

take steps to correct this and have provided a good description of corrective measures being taken.

The motion was
CARRIED UNANIMOUSLY.

At 7:56 p.m. Chair Cochrane received the consent of the Board to continue to the end of the agenda.

Motion Arising:

MOVED by Trustee King:

THAT the Board of Trustees commends the Chief Superintendent for recognizing and identifying the gaps and inconsistencies with which staff evaluations are conducted and for taking affirmative action to ensure that there is a systematic approach and process for evaluating and measuring the valuable contributions of staff towards achieving the Ends for student achievement and compliance with Executive Limitations.

Trustee comments in support of the motion included:

- Administration has clearly identified that there are inconsistencies but there is a plan for going forward.
- This demonstrates that Administration wants the organization to have organizational integrity; it takes courage to demonstrate this to a Board and to be transparent; it is worthy of commendation.

Trustee comments not in support of the motion included:

- We know there is a plan for compliance, but do not know where the plan will lead.
- Recognize that identifying gaps is important, but we don't see compliance yet. The previous plan was not implemented.

Chair Cochrane called for the vote on the motion.

The motion was
DEFEATED.

In Favour: Trustee Dirks
Trustee King
Trustee Lane

Opposed: Trustee Ferguson
Trustee Cochrane
Trustee Kryczka
Trustee Bazinet

MOVED by Trustee Kryczka:

Action By:

THAT the Board of Trustees commends the Chief Superintendent for committing to shift to a system-wide employee performance management system that will include a more fluid ongoing process.

Trustee comments in support of the motion included:

- Administration sees the importance of having a regular, detailed formal evaluation in place as well an ongoing process documented in day to day work.
- A Trustee commented that there is no restriction as to when commendations can take place. An indication that Administration plans to do something is worthy of commendation in this instance.

A Trustee comment not in support of the motion noted that commendation should take place when the evaluation process is in place, operational and a reality for staff.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

In Favour: Trustee Dirks
Trustee King
Trustee Lane
Trustee Kryczka

Opposed: Trustee Ferguson
Trustee Cochrane
Trustee Bazinet

8.0 POLICY DEVELOPMENT AND REVIEW

8.1 Ends 4: Personal Development – Reasonable Interpretation

Chief Superintendent Johnson provided introductory comments to the report and noted that this report will set the tone for future monitoring of Ends 4.

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

- Superintendent Faber explained that a data mart is a storehouse of data for schools that can hold information on a variety of data such as provincial results, system results, etc. It will interface with SIRS for demographic data and help to better understand how to support and identify student needs and to measure impacts and outcomes more clearly.
- A Trustee requested further clarification on the first measure which is a policy provision that reads *demonstrates confidence and autonomy in learning*. Dr. R. Mosher, Director, Curriculum and Design, stated that there is a report card indicator for this for all students in grades 1-12. Dr. Mosher further explained that some measures such as the *healthy, active lifestyle* policy provision was already included on the report card under physical education while other indicators such as *loves learning* are imbedded in a number of other programs of studies, or academic achievement. These measures were not represented

Action By:

anywhere else on the report card and Administration felt that they would be involved in compliance behaviours that should be distinguished. She noted that in the current version of Ends reporting there is a numerical assessment proficiency scale of 2, 3, 4 and 5. In the future, Administration sees a different, more descriptive way of reporting. Throughout the year reporting would be descriptive and at the end of the year the final assessment would be on a strength based scale that would be based on consistency demonstrated and the degree of support required to be successful.

- Some measures are asking for student perception when reporting on skills, others are external assessments. These two different types of assessment have been extensively discussed. It is important when looking at personal development to include self reflection and self assessment; all of those avenues were taken into consideration for this report.
- Most of the measures refer to percentages; however some do not such as the number of students enrolled in locally developed courses. Superintendent Faber stated that they have the same issue in the Citizenship reasonable interpretation. Administration will look at the numbers over time, do a comparison, and will provide it in context for the report.

MOVED by Trustee Dirks:

THAT the Board of Trustees approves the Reasonable Interpretation provided in the report entitled *Reasonable Interpretation for Ends 4: Personal Development*.

The motion was
CARRIED UNANIMOUSLY.

9.0 CONSENT AGENDA

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

9.1 Board Consent Agenda

9.1.1 Approval of Minutes

- Regular Meeting held April 20, 2010

THAT the Board of Trustees approves the Minutes of the Regular Meeting held April 20, 2010, as submitted.

9.1.2 Correspondence

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

- **Correspondence dated May 3, 2010 from Education Deputy Minister to Board Chairs and Superintendents of Public, Separate, Francophone and Charter School Boards; and Executive Directors of Stakeholder Associations regarding ‘Setting the Direction – Spring Update’ informing that an email update will soon be distributed to Albertans who have asked to be included on the project’s mailing list,**

Action By:

including three attachments: Moving Toward an Inclusive Education System in Alberta; Newsletter Article for School Authority Use; and Phase 4 Spring Update.

- 9.1.3 EducationMatters Quarterly Financial Report
THAT the Board of Trustees receives the EducationMatters Quarterly Financial Report for information.

9.2 Chief Superintendent Consent Agenda

9.2.1 Locally Developed and Authorized Courses

- 1. THAT the following new Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2010 to August 31, 2013.**

- **English for Academic Success for English Language Learners 15, 25**
- **Canadian Military Studies 15**

- 2. THAT the following renewed Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2010 to August 31, 2013.**

- **Acting for the Camera 15, 25, 35**
- **Advanced Acting/Touring Theatre 15, 25, 35**
- **Band 15, 25, 35**
- **Chamber Ensemble 15, 25, 35 (5 credits)**
- **Choir 15, 25, 35**
- **Democratic Living and Learning 15, 25, 35**
- **ESL English for Academic Success 35**
- **ESL Introduction to Mathematics 15**
- **Film Studies 15, 25, 35**
- **Instrumental Jazz 15, 25, 35**
- **Reading 15, 25**
- **Vocal Jazz 15, 25, 35**
- **Pharmaceutical Therapeutics 35**
- **Prescription Processing 35**
- **Health Care Fundamentals 25**
- **Biology 15 (IB)**
- **Biology 35 (AP)**
- **Chemistry 25, 35 (IB)**
- **Chemistry 35 (AP)**
- **English 35 (IB)**
- **Math 35 (IB)**
- **Physics 15 (IB)**
- **Theory of Knowledge 35 (IB)**

Action By:

3. **THAT the following renewed Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board of Education schools for the period specified within the courses.**
 - **Coaching and Leadership 25, 35**
 - **TEAM Leadership 25, 35**

4. **THAT the following re-acquired senior high locally developed courses be approved for use in Calgary Board of Education schools for the period specified within each course.**
 - **Biology 25, 35 (IB)**
 - **Directing 25, 35**
 - **Drill and Parade 15, 25, 35**
 - **Forensic Science 25, 35**
 - **Physics 25, 35 (IB)**
 - **World Literature 35**

5. **THAT the following expiring or expired Calgary Board of Education junior and senior high locally developed courses be withdrawn from the list of authorized courses available for use in Calgary Board of Education schools.**
 - **Sports, Exercise & Health Sciences 25, 35 (IB)**
 - **Chamber Ensemble 15, 25, 35 (3 credit)**
 - **Coaching and Leadership 15**
 - **Team Leadership 15**
 - **Sports Medicine 25**

6. **THAT the following newly developed Calgary Board of Education junior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2010 to August 31, 2013.**
 - **ESL Introduction to Mathematics 7, 8, 9**

7. **THAT the following renewed Calgary Board of Education junior high locally developed courses be approved for use in Calgary Board of Education schools for the period September 1, 2010 to August 31, 2013.**
 - **Exploration in Film 7, 8, 9**
 - **Math 94**

8. **THAT the following re-acquired junior high locally developed course be approved for use in Calgary Board of Education schools for the period specified within the course.**
 - **Military History 7, 8**

Action By:

9. THAT the following expiring or expired Calgary Board of Education junior high locally developed courses be withdrawn from the list of authorized courses available for use in Calgary Board of Education schools.

- **Drill and Parade 7, 8, 9**
- **Aboriginal Studies 7, 8, 9**

9.2.2 Cultural Competency in the Calgary Board of Education

THAT the Board of Trustees receives the Cultural Competency in the Calgary Board of Education report for information.

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

11.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 8:19 p.m.