

## **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, April 2, 2013 at 3:00 p.m.

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### MEETING ATTENDANCE

#### Board of Trustees

##### Present:

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

##### Administration:

Ms. N. Johnson, Chief Superintendent of Schools  
Mr. D. Stevenson, Deputy Chief Superintendent of Schools  
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services  
Ms. C. Faber, Superintendent, Learning Innovation  
Mr. G. Francis, General Counsel, Legal Services  
Ms. E. Gouthro, Acting Superintendent, Learning Services  
Ms. D. Meyers, Superintendent, Finance and Supply Chain Services  
Mr. K. Peterson, Acting Superintendent, Human Resources  
Mr. R. Peter, Chief Communications Officer  
Ms. J. Barkway, Corporate Secretary  
Ms. J. Manfield, Recording Secretary

##### Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees, Local 40  
Ms. L. Robb, Calgary Board of Education Staff Association  
Ms. H. Doppmeier, Alberta Teachers' Association, Local 38  
Mr. K. Brown, Elementary School Principals' Association

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

Chair Cochrane called the meeting to order at 3:00 p.m. and the Grade 5 Intensive French Singers from Nose Creek School led in the singing of O Canada in French. Chair Cochrane thanked them on behalf of the Board of Trustees for their wonderful presentation.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

## 2 | CONSIDERATION/APPROVAL OF AGENDA

Ms. J. Barkway, Corporate Secretary, noted that Item 8.3, EducationMatters Audited Financial Statements December 31, 2012 has been removed from the Board Consent Agenda for consideration following Agenda Item 9.1.

MOVED by Trustee King:

**THAT the Agenda for the Regular Meeting of April 2, 2013 be approved as submitted, subject to the revision noted above.**

The motion was  
CARRIED UNANIMOUSLY.

## 3 | AWARDS AND RECOGNITIONS

There were none.

## 4 | RESULTS FOCUS

### 4.1 Nose Creek School Presentation

Ms. F. Kerwood, Acting System Assistant Principal Area II, introduced the presentation. She noted that Nose Creek School is the first CBE School to establish an Intensive French program.

Assistant Principal Findlay remarked on how exciting a year it has been at Nose Creek School, having opened a brand new middle school, and how working on creating a new culture, identity and a sense of community was a big task for the school. He noted the video presentation shares the work they did around their school motto, Kodiak SPIRIT, and that students will speak about how their personal development in learning brings Kodiak SPIRIT and the CBE Results to life.

Grade 8 student Sean spoke about the letter "S" in Spirit which stands for Service. He told of how his class had the opportunity to volunteer in the community daycare located next door to the School. The video showed his participation at the daycare as he led the children in a song. He felt that this showed how he fulfilled Results 4.4, "*Take Risks Appropriately*".

Grade 6 student Luc spoke about the letter "P", which stands for Pride. His personal development goal was to become a leader in Gym. In his involvement with the school wrestling and basketball teams he has helped other students who struggle with athletics and sports. He stated that working with classmates in gym helped him become a leader and hoped that this demonstrated Results 4.5, "*Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being*".

Julianna, Grade 8 student spoke about one of the letter "I"s in Spirit, which stands for Inspire. With the help of her teachers, she set a goal to inspire people to be more

positive about their day-to-day lives and help them set and reach higher goals, and to be a more positive person and set a good example for others. She hoped that this gave a sense of how she fulfilled Results 4.2, *“Take initiative, set goals, self-evaluate and strive to continuously improve”*.

Grade 4 student Oceanna spoke next about the letter “R” in Spirit which stands for Respect. One goal she set was to help classmates in understanding and doing the work and assignments. This has helped her to respect them no matter what learning level they are at. She hopes this shows how she fulfilled Results 4.6, *“Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals”*.

Natalia, Grade 5 student represented the second letter “I” which stands for Integrity. She spoke of her involvement in the Intensive French program, noting that the class was almost completely in French and she found it hard to understand the teacher. With help from her mother and teacher, she found a solution for focusing and understanding. She feels she showed integrity in admitting she needed help and hoped this gave a sense of how she fulfilled Results 4.3, *“Have the confidence to embrace ambiguity and complexity”*.

Sasha, Grade 7 student talked about the, letter “T” for Tenacity. He explained his involvement in wrestling, where he took a leadership role, helping students and himself be more persistent. He told of how after putting effort into practices and losing all his matches, he stayed persistent and didn’t give up. He went on to win a silver medal at the next meet. He hoped this gave a sense of how he fulfilled Results 4.1, *“Demonstrate resilience and perseverance to overcome failure and adapt to change”*.

Principal Hall concluded the presentation by thanking the students, and everyone who supported them through the opening of the school. She extended an invitation to Chair Cochrane and Trustees to visit the School. She also thanked the leadership team and Catherine Cross, an Edwin Parr nominee this year, who were in the audience.

Trustee Ferguson as Ward Trustee, thanked everyone for the presentation. She noted the presentation demonstrated the focus for building student competencies and responding to individual students’ learning. She also thanked the students who sang O Canada, the teachers, leaders and Principal Hall, and the student presenters for telling their stories about experiences and opportunities offered at the school. Trustees are appreciative of the student presentations which gives understanding of how students and schools interpret and give life to the words put in policy.

#### **4.2 Results 2: Academic Success – Social Studies – Presentation and Discussion**

Chief Superintendent Johnson provided an introduction and stated the purpose of the presentation is to open up a conversation around academic success in social studies. It is an overview which will provide insight into key shifts in social studies learning, and share the academic successes of CBE students. Alberta’s *Inspiring Education* document outlines a vision for education characterized by inclusive learning opportunities in which students are inspired. At its very heart are the concepts of citizenship and identity in the Canadian context. It is one of the newest curriculum

documents, and begins a shift from traditional knowledge based perspective on learning, to one that is rich with competency based thinking.

Acting Superintendent Gouthro presented, with the assistance of a PowerPoint presentation. She stated that learning in social studies is founded upon acknowledging the inter-dependent nature of human life. Study in this field involves students exploring who they are in relation to others in their local, national, and global communities. Consideration of and appreciation for aboriginal, francophone and multicultural perspectives on contemporary and historical issues and events is an essential part of the program. Social studies is an issues focused and inquiry based inter-disciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. This means that students acquire knowledge, skills and competencies through active inquiries, conversations, and problem solving as they develop identity and citizenship.

The social studies program is recursive in nature. As students mature and build knowledge and experiences, the topics explored in social studies are taken up with increasing depth and complexity.

One of the key focus areas is the development of key values, knowledge, skills, and attitudes necessary for students to become active and responsible citizens. Students are developing thinking skills, social participation skills, research skills, and communication skills that are needed for their success in the world. Topics are taken up with students in ways that allow them to think critically, creatively, historically, and geographically. In the past, the program involved learning information, dates, contents, and people and places; current thinking involves distinguishing between fact and fiction, considering the reliability and accuracy of information, interpreting the same events from multiple perspectives, and the ethical implications of different decisions and actions over time, and how the same quandaries appear in their own lives today. Students don't just learn about social participation, they often initiate and participate in social action and community projects are part of social studies learning.

Students also demonstrate academic success in social studies through their achievement on provincial examinations. In 2011-12, exams were based on the new program of studies introduced in 2007 and CBE student performance was very strong. Early indicators show CBE students generally outperformed students across the province with the exception of Grade 9 Social Studies Knowledge & Employability.

In response to the presentation, the following is a summary of the discussion:

- In Social Studies 30-2 the decrease for the province and the CBE could be attributed to the fact that this is a new test, which often needs flex to the standardization process and the drawing of equivalents in results from one year to the next.
- Assistance from the province to measure social studies skills as we move from content based to competencies is a work in progress throughout Alberta. Chief Johnson added that the province is in the process of developing what competencies are to be measured. It is her understanding that the student

learning framework in *Inspiring Education* is under revision and the competencies will be identified in the coming months.

- In response to whether the curriculum would become totally competency based, Chief Superintendent Johnson responded that as we put students more at the centre of the learning process, the content may change and basic concepts would be the most identified thing as opposed to a topic or a subject area. Superintendent Faber added the social studies program is issues based, and agreed that content can be drawn from a variety of contexts, but it must be context framed and driven.
- Assessment at the provincial level is a work in progress. In CBE classrooms, assessment practices that are being promoted are those that attend to the full range of outcome, which include the processes, thinking skills, social participation skills, and is not limited to the knowledge base that students are to develop.
- CBE is communicating regularly with parents to help them understand how the curriculum and assessment has shifted. Schools have information evenings and course guides that are sent home with students. There are also parent and community groups that seek such information, building understanding across time.
- In response to how the competency based program fits in with the desire that students have an understanding of specific events in Canadian history, Administration answered that the provincial curriculum has significant emphasis on Canadian content, and provided examples of topics in Grades 1 to 9 that provide a good foundation of understanding Canada through the program of studies.

#### **4.3 Results 3: Citizenship – Reasonable Interpretation, Baseline and Targets**

Chief Superintendent Johnson provided a brief introduction of the contents of the report, noting that it is an updated version of the reasonable interpretation report approved on June 12, 2012. It streamlines the indicators as evidence of organizational progress with the results policy. It reflects administration's understanding of the values and expectation that the Board's policies convey, and provides indicators that speak both to the understanding students develop as part of their instructional programs and the aspects of citizenship they demonstrate as members of their learning community. The information is supplemented by students' own assessments of their understanding, their engagement with others and their contributions to their communities. As we look forward to the data from 2011-12, and 2012-13 for Results 3, we look forward to sustainability in these early indicators of success.

Chair Cochrane reminded the Board that it is the Board's responsibility to confirm that the interpretation of the Board's policy language is reasonable and that the indicators and targets selected by the Chief Superintendent are reasonable. This first step will set the stage for effective and efficient monitoring of actual organizational performance. She reminded trustees that the purpose today is to determine whether the Chief Superintendent has reasonably interpreted the Board's words in this Results policy.

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

- In the absence of any data for Indicator 2 in policy subsection 3.4, a trustee asked if there needed to be more questions added to the survey in order to gather data for this indicator. Administration stated that in the transition between Ends 3 and Results 3 we have no existing data sets for that indicator.
- For policy subsection 3.1, Baseline 2, a trustee questioned whether students understand the question regarding exercising democratic rights and responsibilities. Administration stated it is difficult to answer why students responded as they did. Students may have interpreted the question specifically to things like school councils or elections.
- A trustee asked where the social studies curriculum results are included in the report, other than in first indicator of policy subsection 3.2. Administration noted that other aspects of the program of social studies are embedded and referred to in policy subsections 3.1 and 3.3. With regard to whether provincial achievement test (PAT) results would be included in the results for Grade 6 and 9, Administration noted that the Grade 6 exam would not be reflected on student report cards as reporting is predominantly on the 1 to 5 scale in elementary school. Grade 9 does include a small percentage of the final grade based on the exam. Chief Superintendent Johnson stated there has been debate about whether you can use a measure twice. Administration is using the PATs in the realm of Academic Success. She added that the social studies curriculum is foundational to the development of citizenship and they chose to report this in the Academic Success report.
- In response to a question regarding whether we can assess that students know how to research, debate, or conduct a meeting, Administration informed that the indicators show a balance of perspective as shown in subsection 3.2 which specifically relates to the content of understanding, and other policy provisions are more about student action, how they conduct themselves and interact. Administration noted that when reviewing data sets gathered they had to learn different ways of assessing students and how to engage with them in that assessment.
- In policy subsection 3.1 in regards to Grade 12 exit survey results, and how we can make adjustments to what the issues are sooner if we aren't able to ask the students, Administration stated that they would have to go back to the school. Where there is a dramatic change in results they would need to pursue a better understanding. As this is the first year of information, this measure needs more time to mature. Superintendent Faber added that we recently introduced a new survey tool for Grades 4-12 called "*Tell Them From Me*", and also began a second survey with nine pilot schools which will be completed by early June. The intent is to create data sets that are relevant to the year and the student groups, and to provide both an early and late indicator of improvement and change through a variety of survey tools that students are invited to complete. Chief Superintendent Johnson noted that we have a variety of survey instruments being used and are working hard to determine the most relevant, in order to minimize survey fatigue and administrative workload.

- In response to the determination that we will target consistent results, yet have identified two areas for improvement, Administration stated that the reference is to just one indicator of short and long term results for the Grade 12 survey which is the least satisfactory of results. Their interest in sustainability comes from the high level of accomplishment demonstrated through the early results. Survey questions and measures are new to students and teachers and it will take time to have a common understanding.
- A trustee asked for an explanation as to how we can assess Citizenship when Social Studies is not included. Administration stated that the information is very difficult to pull apart and when reporting separately it does not always reflect the integration that should be happening. This is a new process and needs to be refined.
- In response to a question as to how we can identify instances of schools that have specific issues, Administration stated that information would be available at the school level and would underlie the indicators and measures in the report. We cannot measure what each student does, but the examples in the report provide representation of all the students.

MOVED by Trustee Bowen-Eyre:

**THAT the Board of Trustees approves the Chief Superintendent's revised Reasonable Interpretation of Results 3: Citizenship, as presented, including but not limited to the Indicators and Targets included in the report.**

Trustees debated the motion and comments are summarized as follows:

- It was noted that the revised report has more clear indicators. The report accurately interprets what it means to be a citizen and the baselines and targets will help guide the organization on a long-term process.
- With the change to different ways of assessment we are seeing more engagement and conversation about what Results 3 Citizenship looks like in the schools. Trustees want to see students demonstrate the competencies and take actions at school that reflect qualities of citizenship. Sustainability is important as this is a dramatic change, and we need to develop an understanding of results over time.
- A concern was noted that there is not a clear understanding of where there are areas of concern or where we can improve, as the data is reported at too high a level.

Chair Cochrane called for the vote on the motion.

The motion was  
CARRIED.

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

Opposed: Trustee Taylor

**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.

Chair noted that Item 8.3 was removed from the Board Consent Agenda. She declared the remaining items on the Consent Agendas to be approved as presented, as follows:

**8 | BOARD CONSENT AGENDA**

**8.1 Approval of Minutes**

- Regular Meeting held March 5, 2013

**THAT the Board of Trustees approves the Minutes of the Regular Meetings held March 5, 2013, as submitted.**

**8.2 Correspondence**

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

- Letter dated March 8, 2013 from Jeff Johnson, Minister of Alberta Education to Chair Pat Cochrane thanking her for providing a copy of "*Learning the value of Calgary's public schools*".

**8.4 Trustee Liaison Report – Calgary Association of School Councils (CAPSC)**

**THAT the Calgary Association of Parents and School Councils (CAPSC) liaison report containing the January 2013 Meeting Minutes, Annual Report, Audited Balance Sheet, Audited Statement of Revenue and Expenses, Unaudited Statement of Revenue and Expenses, and Preliminary Budget Proposal 2013/2014 be received for information.**

**9 | CHIEF SUPERINTENDENT CONSENT AGENDA**

**9.1 Chief Superintendent's Update**

**THAT the Board of Trustees receives the Chief Superintendent's Update report for information.**



The following item was removed from the Board Consent Agenda.

**8.3**    EducationMatters Audited Financial Statements

In response to a question for further information regarding levels of funding, Chair Cochrane reminded that trustees are asked to present questions in advance of the meeting in order to have the appropriate resource people present. As EducationMatters is a separate organization from the CBE, any questions would need to be addressed by EducationMatters.

Chair Cochrane stated that the recommendation in the report is to receive it for information, and not for approval. It was suggested to bring the request forward at Agenda planning sessions, or perhaps questions could be addressed at upcoming budget discussions.

Chair Cochrane called for the vote on the motion.

MOVED by Trustee Lane:

**THAT the Board of Trustees receives the financial report for EducationMatters for information and for the record, in the form as submitted.**

The motion was  
CARRIED.

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

Opposed:     Trustee Taylor

Recessed: 4:32 p.m. – 4:45 p.m.

Reconvened: 4:52 p.m.

**10 |**    **IN-CAMERA ISSUES**

**10.1**    Motion to Move In Camera

MOVED by Trustee Lane:

**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, April 2, 2013, 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.

**10.2** Motion to Revert to Public Meeting

MOVED by Trustee King:

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

The motion was  
CARRIED UNANIMOUSLY.

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

MOVED by Trustee Ferguson:

**THAT the Board of Trustees receive for information the update on the 2011-2012 Audit Observations.**

The motion was  
CARRIED UNANIMOUSLY.

**11 |** ADJOURNMENT

MOVED by Trustee King:

**THAT when the Board adjourns, it adjourns to meet at the call of the Chair.**

The motion was  
CARRIED.

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

The motion was  
CARRIED.

Chair Cochrane declared the meeting adjourned at 5:24 p.m.