

## **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 5, 2013 at 3:00 p.m.

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### MEETING ATTENDANCE

#### Board of Trustees:

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  
Ms. D. Lewis, 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  
Mr. G. Francis, General Counsel, Legal Services  
Ms. J. Barkway, Corporate Secretary  
Ms. J. Manfield, Recording Secretary

#### Stakeholder Representatives:

Ms. L. Robb, Calgary Board of Education Staff Association  
Mr. F. Bruseker, Alberta Teachers' Association, Local 38  
Ms. P. Swain, Elementary School Principals' Association  
Ms. J. Hugill, Elementary School Principals' Association  
Mr. J.F. Belanger, Principals' Association for Adolescent Learners (PAAL)  
Mr. M. Poirier, Principals' Association for Adolescent Learners (PAAL)

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

Chair Cochrane called the meeting to order at 3:00 p.m. and O Canada was led by Rachel, a grade 12 student from Western Canada High School.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

MOVED by Trustee King:

**THAT the Board of Trustees waives the Board Meeting Procedures to suspend point C, Board Room Seating, subsection (2)(d), to allow for a new seating configuration in the room until the Organizational Meeting in October 2013.**

A trustee questioned why the motion is different from previous meetings with respect to seating arrangements, and noted her belief that revising the procedures would be preferable to a long term waiver. Trustee King noted this motion has been stated and approved at all meetings in the past two months, and that the point was to avoid having to restate the motion at every meeting, until the new Board is elected and may decide to change the procedures.

A trustee noted her opposition to the configuration changes because she felt it to be inappropriate for any board members to have their back to the public.

Chair Cochrane called for a vote on the motion.

The motion was  
CARRIED.

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

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

Ms. J. Barkway, Corporate Secretary, noted a proposed change to the Agenda was the removal of the Minutes of the January 29, 2013 Regular Meeting from the Consent Agenda for consideration of a correction.

MOVED by Trustee King:

**THAT the Agenda for the Regular Meeting of February 5, 2013, be approved as submitted, subject to the revisions noted above.**

Trustee Taylor advised the Board of her intent to put forward a motion to amend the Agenda. Chair Cochrane acknowledged that the Trustees had received the request by email and stated that after reviewing the proposed motion, she believed the motion was out of order for the following reasons:

- the Agenda Planning session is the agreed upon process to add items to the Agenda;
- the item does not refer to an item that is on the Agenda of this meeting;
- the item does not come out of a policy of the Board of Trustees that is being addressed at this time; and

- under the Coherent Governance model, the Board is not to guide the school system by individual motions, but by policy.

Chair Cochrane confirmed that the Board Meeting Procedures do not specifically state that a trustee can't amend an agenda, but that as Chair it is her job to interpret procedure, and as such she interprets that the intended motion is out of order.

Chair Cochrane stated that she has made a ruling and advised Trustee Taylor that disagreement with the ruling should be by way of a challenge to the ruling of the Chair.

MOVED by Trustee Taylor:

**THAT the decision of the Chair be overruled.**

The motion was  
DEFEATED.

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

Chair Cochrane called for the vote on the motion to approve the agenda, as moved by Trustee King.

The motion was  
CARRIED.

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

### 3 | **AWARDS AND RECOGNITIONS**

Chair Cochrane read a brief statement on behalf of the Board in tribute to Ann Cross who passed away recently. She noted that for the past 13 years, through Campus Calgary, our students and teachers have had the opportunity to enjoy the rich, natural resources of the Ann and Sandy Cross Conservation Area, which is located just outside the City limits. The area is well preserved and dedicated to conservation education. The diversity of the area gives opportunities to explore City and mountain views, forests and grasslands, wildlife, pond study, plant life, and First Nations' life. The educational opportunity offered through Campus Calgary Open Minds is made possible through the foresight of Ann and Sandy Cross to gift the 4,800 acres, and provides Albertans a place to learn about nature and discover their impact on the natural world.

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

##### **4.1 Saddle Ridge School Presentation – Results 2: Academic Success**

Dr. D. Yee, Area III Director, provided introductory comments, noting that the presentation will provide a snapshot of the academic success achieved in literacy and numeracy in the vibrant Kindergarten to Grade 3 school, which serves 550 students. With over 30 languages spoken in student homes, academic success focusing on literacy and numeracy is the work of everyone at the school. Using IRIS to guide and document their work and the students' learning, teachers employ research based instructional strategies to create intellectually engaging tasks. Students work each day to develop thinking skills, application, analysis, synthesis, evaluation and creativity. The presentation shows that Saddle Ridge School students are technologically fluent and use digital tools critically, ethically, and safely.

Dr. Yee expressed appreciation to Learning Leaders Ms. M. Miller and Ms. P. Bates, and Ms. A. Robinson from the Area III Learning Team. She introduced Grade 2-3 teacher Ms. L. Goldsworthy, and Grade 3 students Maria and Harsimran.

The students spoke about what their teachers do to make sure they are learning and having fun at the same time. They explained how teachers ask and answer questions to help them learn things that they will need to know throughout their life, and encourage them every day. Ms. Goldsworthy spoke about how teachers work to design authentic and real world tasks that provide students with quality learning opportunities and choices that lead students to build deep understanding and critical thinking skills.

The students presented an i-Movie that gave an overview of what teachers do, the school wide focus on literacy, and how they design curriculum to develop English language skills to increase reading comprehension. Academic success is reflected in the provincial achievement test results that showed 92% of students achieved acceptable standards in language arts and mathematics. Students also showed a video set to music that showcased the students during classroom activities.

On behalf of the Board, Trustee Ferguson, as Ward Trustee expressed appreciation for the presentation which showed a great representation of what is happening at the school. She also thanked the teachers and students for helping trustees to see how excited and engaged students really are. She stated that she is proud of the wonderful work Saddle Ridge School does with its very diverse student population.

##### **4.2 Results 4: Personal Development – Reasonable Interpretation, Baseline and Targets**

Chief Superintendent Johnson provided a brief introduction of the contents of the report. The report speaks to two of the defining characteristics of public education which are its valuing of the diverse abilities and capacities of individual learners, and also its commitment to engaging with and strengthening the unique qualities of each student so they are able to thrive as contributors and learners throughout their lives.

Administration has provided indicators that speak both to the understanding students develop as part of the instructional programs, and the development they demonstrate as members of their learning communities.

Accompanying the reasonable interpretations are the initial data sets that begin to form a baseline for future monitoring reports. She noted that the Board will be monitoring the results in Personal Development for 2011-12 later this year; the data provided in this report includes information primarily from the 2009, 2010 and 2011 school years.

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 selected by the Chief Superintendent are reasonable. This first step will set the stage for effective and efficient monitoring of actual organizational performance, which is the second step of the Results monitoring process. 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:

- A trustee posed a question asking why Administration created target ranges rather than specific targets, and also why different targets for different breakdowns for each of the different indicators. Administration explained that because each data set has its own character, they are being responsive to the results they know in relation to each individual question.
- A trustee questioned if results are over the range does that indicate that progress was not made? Administration responded that it is for the Board to decide if progress has been made and also that to overshoot a target is a good thing.
- Administration explained that the overall target ranges are specific to Grade 12 only, and that setting the Grade 4, 7, 10 targets is premature at this time.
- Regarding measurement by Kindergarten student report cards, the results are primarily a teacher assessment, and for Grades 1-9, the results are part of discussions throughout the year between students and teachers. Both bring evidence to help teachers make the decision. Student surveys are self-assessment. There are no specific requirements for peer assessments within these indicators, only peer to peer feedback. Administration confirmed that when feedback does occur, teachers correlate the information with the self-assessments. Chief Johnson added that studies by John Hattie showed that feedback, which can occur teacher to student, or student to student, is one of the most important things for students.
- A trustee questioned the rationale for only 50% or above being the indicator for students in CALM. Administration explained that 50% is not a target, it is the benchmark to measure success set by Alberta Education.
- Administration explained the 2011 annual return rate of 23-25% is set lower than the 2010 rate of 31.1% due to the fact that this increase may be a one-year anomaly.

- In response to a question posed regarding the calculation of the annual return rate in the learning system, Administration explained that the measure is set by Alberta Education. If a student left the CBE system and was able to be tracked as having returned to school within Alberta, then Alberta would count them as a returned student. If they returned in jurisdictions beyond Alberta Education's ability to collect data, they would not necessarily be counted.
- A trustee questioned why data was only first collected for CALM for this monitoring year and not in the past. Administration explained that results for individual courses had not been amalgamated at the system level in the past. With the new policies introduced in January 2012, Administration provided information from last school year where possible, rather than wait until after the approval of the reasonable interpretation. In regards to the baseline and target results for Individual Program Plans (IPPs) at 0.45%, Administration explained that not every student who has an IPP would receive an IPP indicator, but the results would not add up to 100% if they did not provide that indicator.
- In response to a question regarding the student return rate for 2010 at 31.1%, Administration explained they do not know if it is an anomaly at this time and that hopefully we are seeing improved results from our work. Additional years of data are required to analyze whether 2010 data has any stability.
- A trustee questioned whether self-reporting is sufficient for policy subsection 4.5, and if there are other ways to measure health, given that individuals will typically over-estimate their level of health and healthy activities. Administration stated that they are trying to provide a rounded data picture and that is why the report includes both the report card information as well as the student self-reporting. The monitoring report will provide more data sets.
- A trustee questioned if we are taking any measures to assess the actual health of students, other than just their performance in physical education class, noting that other school boards in Canada and USA have taken steps to measure the health of the student population. Administration stated that the health of the population is the responsibility of Alberta Health Services. The policy speaks to the choices students made based on attitudes and actions addressed through the program of studies. Administration added that this year they have embarked on a new national survey tool, which looks at intellectual and social engagement, and also institutional engagement, and these measures will be included in next year's report.
- The Health and Life skills program rationale takes a comprehensive school health approach. In response to a question regarding the absence of information on the levels of implementation of a comprehensive school health approach such as Teaming Up For Healthy Learners or teacher professional development regarding infusing healthy outcomes or financial literacy throughout the curriculum, Administration responded that inputs are not included in this report.
- A trustee expressed concerns that the results in policy subsection 4.5 show that approximately 15% of students don't feel they have learned to practise a healthy and active lifestyle. Administration indicated the results may be skewed due to the fact that the students surveyed may have taken CALM in Grade 10 or 11, and that is the terminal class in relation to a health program of studies.

- A trustee questioned why we only survey Grade 12 students as Grade 10 is the last year that Physical Education is mandatory. Administration indicated that they are trying to balance survey fatigue against the information gathered from the surveys. The K-9 report cards are the best indicator of their understanding and application.

MOVED by Trustee Bowen-Eyre:

**THAT the Board of Trustees approves the Chief Superintendent's Reasonable Interpretation of Results 4: Personal Development as presented, including but not limited to the Indicators and Targets included in the report.**

Trustees debated the motion and comments in support of the motion are summarized as follows:

- A trustee noted that Personal Development is a critical area of the Result policies and that the interpretations listed in the report accurately reflect what the board has stated as their values.
- Trustees were pleased that the measures are not just survey measures or report card measures and where possible there is more than one source.
- Many school boards are not monitoring personal development annually in a specific and methodical way, and CBE is breaking ground in this area. This is the first year for baseline indicators and targets, and trustees would like to see expansion on some of the data indicators as we monitor this result.
- A trustee commended the Chief's interpretation of policy subsection 4.4 regarding taking risks appropriately; that being, within the context of their learning, not to make everything safe for our kids, but have them make sure that they are pushing themselves beyond what might feel safe and easy.
- The report clearly expresses the value that Calgarians want to see in personal development.
- Targets and baselines will be challenging because we are creating them as we proceed, relying on some data from Alberta Education, and some will be self-reporting because it is about personal development.

Other comments or concerns were noted as follows:

- A trustee expressed concern about the use of target ranges as it appears that the target is the bottom, and in policy subsection 4.5 the target is below the 2011 actual.
- A trustee had reservations with respect to target setting, including the use of ranges, and concern that the over-reliance on self-reporting may result in inflated figures.
- A trustee expressed hope that, in future we would rely less on self-reported data.

Chair Cochrane called for a vote on the motion.

The motion was  
CARRIED UNANIMOUSLY.

**5 | OPERATIONAL EXPECTATIONS**

There were no items.

**6 | PUBLIC COMMENT**

There were no public comments.

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

There were no Board action items for consideration.

Chair Cochrane advised that the approval of the minutes of the Regular Meeting of January 29, 2013 be removed from the Consent Agenda. All other items under Section 8 and 9 are considered approved with the agenda, as follows:

**8 | BOARD CONSENT AGENDA**

**8.1 Approval of Minutes**

- Regular Meeting held January 22, 2013
- Special Meeting held January 29, 2013

**THAT the Board of Trustees approves the minutes of the Regular Meeting held January 22, 2013 and the Special Meeting held January 29, 2013.**

**9 | CHIEF SUPERINTENDENT CONSENT AGENDA**

**9.2 Chief Superintendent's Update**

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

The following item was removed from the Consent Agenda:

**8.1 Regular Meeting held January 29, 2013**

A correction was noted to page 8-15 of the Minutes, to the motion relating to the school capital plan ranking methodology, to show that Trustee Ferguson was opposed to the motion and Trustee King in favour of the motion.

MOVED by Trustee Ferguson:

**THAT the Board of Trustees approves the minutes of the Regular Meeting held January 29, 2013 as corrected.**

The motion was  
CARRIED UNANIMOUSLY

Recessed at 4:27 p.m.  
Reconvened at 4:43 p.m. in Room T224.

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, February 5, 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.

Motion to Revert to Public Meeting

MOVED by Trustee Taylor:

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

The motion was  
CARRIED UNANIMOUSLY.

Motion to Action In-Camera Recommendation

MOVED by Trustee Ferguson:

**THAT the Board of Trustees approves the formal summative evaluation of the performance evaluation of the Chief Superintendent for the 2012 calendar year, as documented in the amended letter attached to the report and the amended Attachment I; and**

**THAT the information in the amended Attachment I be authorized for public release.**

The motion was  
CARRIED UNANIMOUSLY.

At 5:44 p.m. Trustee Bazinet declared a pecuniary interest in a private matter and left the meeting.

Motion to Move In Camera

MOVED by Trustee Ferguson:

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

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Bazinet

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.

Absent:

Trustee Bazinet

**11 | ADJOURNMENT**

Chair Cochrane declared the meeting adjourned at 5:55 p.m.