

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, November 25, 2014 at 12 noon

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. B. Grundy, Superintendent, Finance and Supply Chain Services
Dr. C. Oishi, Superintendent, Human Resources
Mr. B. Brunton, Chief Communications Officer
Mr. G. Francis, General Counsel, Legal Services
Ms. J. Barkway, Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. R. Anderson, Canadian Union of Public Employees, Local 41
Mr. F. Bruseker, Alberta Teachers’ Association, Local 38
Ms. T. Martin, Principals’ Association for Adolescent Learners (PAAL)
Ms. L. Robb, Calgary Board of Education Staff Association
Ms. M. Russell, Principals’ Association for Adolescent Learners (PAAL)

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

Chair Bowen-Eyre called the meeting to order at 12:00 p.m. on the Link and O Canada was led by the Vocal Jazz Ensemble from Bowness High School. Chair Bowen-Eyre expressed appreciation to the students for their pre-meeting musical performance. The meeting reconvened in the Multipurpose Room.

Chair Bowen-Eyre welcomed the above-noted stakeholders. She also welcomed and introduced Ms. E. Retallack and her class of grade 6 students from Ted Harrison School. She informed that while at 2School the students will be investigating their big idea of growth. They will be looking at how new schools brand themselves, provide for transportation, and how schools of the future may look. They will be investigating growth on our roads and in our classrooms.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. J. Barkway, Corporate Secretary, noted that Item 8.3.5, 2014-15 School Enrolment Report was pulled from the Consent Agenda and would be considered immediately following the Consent Agenda, and that a revised page 7-30 was circulated for Item 7.1, Annual Education Results and Three Year Education Plan.

MOVED by Trustee Hehr:

THAT the Agenda for the Regular Meeting of November 25, 2014 be approved as submitted, subject to the above-noted change.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 **Lighthouse Award**

Superintendent Faber shared that the Lighthouse Award recipient this month is the Rotary Club of Calgary, in recognition of their *Stay in School* program. This program was created in 1996 to provide one-on-one mentorship and funding for post-secondary education to students at risk. In addition to this program, the *Tom Jackson Stay in School* program focuses on aboriginal youth by mentoring and encouraging them to stay in school and raise the high school graduation rate amongst Calgary's aboriginal population.

Ms. C. Brownlee, representing the Rotary Club of Calgary, came forward and commented on her experience as a mentor with the program. She provided a brief introduction of two students, Zak and Saila who, in turn, shared their personal success with the *Stay in School* program.

On behalf of the Board of Trustees, Chair Bowen-Eyre, thanked the Rotary Club of Calgary, and Ms. Brownlee, Zak and Saila for sharing their journey, and noted that this partnership is greatly valued.

4 | **PUBLIC COMMENTS**

There were no public comments.

5 | **RESULTS FOCUS**

5.1 **Information and Discussion – High School Success**

Superintendent Faber provided opening comments, noting that the presentation is a focus on high school experiences within the CBE and provides an overview of three interrelated concepts: high school completion; high school redesign; and high school success. Mr. G. Fijal, Director of Learning, came forward and gave a verbal presentation that was assisted by a PowerPoint slideshow, and is summarized as follows:

Accountability measures are used provincially and locally to communicate how students are achieving high school success, and those include: the 3-year high school completion rate; diploma exam participation rate (4+ exams); diploma excellence; diploma acceptable; Rutherford Scholarship rate; transition rates and drop-out rates. This is one way of depicting what a successful student is. There are ways to expand the notion of success and consider additional evidence of student success, such as the individual personal stories that are told by our students.

Mr. Fijal shared the high school learning experience of two students, Wes and Adah. Wes is a student who has done very well throughout his schooling. He was well supported by his parents and teachers in managing his busy life, and he is thankful for their help in organizing his time and meeting deadlines for various assignments throughout his high school program. He is a graduate of an academic enrichment program and was awarded a scholarship to university, covering his tuition costs for an undergraduate program. He did not complete his first year of post-secondary education – he walked away from the scholarship. He felt that he could not manage the independence that was demanded of him in university and he lost interest in his studies. He needed to step away from the path he was on to reconsider what he wanted from his life and studies.

Adah arrived in Calgary at the age of 14, after experiencing five years of upheaval both personally and academically, with having been uprooted from her home in Burundi to a refugee camp in Tanzania. She attended a community school in Calgary and received excellent support. She was a tenacious student and persisted with her work despite the challenges. At 20 years of age, Adah had strengthened her academic English skills and had accumulated 63 credits towards her high school diploma; 35 of those credits were gained in Fine Arts, Media, Fashion and Design courses – but she had neither managed to complete a Grade 12 course nor write a diploma exam. She attended a community college to undertake a program that would lead to her completing her high school diploma while continuing with her studies in Fashion Design.

It would appear from these stories that Wes, even though he completed high school, did not complete with a foundation of learning necessary to thrive in life, work and continued learning; and, that Adah, while not a completer, her high school experience did provide her with a foundation of learning necessary to thrive in life, work and continued learning.

The collaborative work between the CBE and Alberta Education has supported a more fulsome notion of success. The initiative of Alberta Education to move forward with high school redesign involves 158 schools across the province, including every CBE high school program. The initiative is a principles-focused approach and its foundational principles - personalized learning, assessment, rigorous and relevant curriculum, flexible learning environments, and meaningful relationships - align well with the CBE's Three-year Education Plan. Schools participating in this initiative are not held accountable to provide 25 hours of face-to-face instruction for each credit that a high school student would earn towards their high school diploma, thereby recognizing the various paces of learning by our students. The removal of this requirement has led to some very engaging conversations among high school practitioners, which has led to innovative strategies that are being implemented in high schools.

Building on the foundation of CBE's Mission, our high schools have centred their work on four integrated themes: flexibility, transitions, task design and assessment, and pathways. Some of the high school success strategies that are emerging from the collaborative work between principals, teachers, students and parents of school communities include a common CBE Information Guide, blended program, collaborative teaching, scheduling to support one-to-one teaching, off-campus programming, and community partnerships.

Administration responded to some questions of clarification and shared some further information with trustees.

On behalf of the Board, Chair Bowen-Eyre expressed appreciation for the presentation on high school success.

5.2 R-2: Academic Success – Annual Monitoring

Chief Superintendent Stevenson provided opening remarks. He noted that CBE results in the Provincial Achievement Tests (PATs) and the Diploma Exams in the past year were highly successful. He gave a brief review of the results in various subject areas and expressed caution in interpreting the trend data for both the CBE and the province from 2012-2013, as the data cannot be inferred to reflect accurately the achievement of the cohort.

Angelica, a Grade 9 student at Tom Baines School, spoke of her personal belief that success is the result of hard work, best efforts put forth, a passion to learn, and the motivation to get closer to one's goal. Success should be acknowledged to those who achieve to their personal best.

Jillian, grade 12 student at Centennial High School, shared her achievements and challenges in learning and gaining a better understanding of herself. She noted that when she is able to connect her learning to real life experiences she realizes greater success.

Chair Bowen-Eyre reminded that the Board's responsibility is to determine whether or not the report provides sufficient evidence that the CBE has made reasonable progress towards achieving this Result, and to build a portfolio of Chief Superintendent's performance in the Results section of the Chief Superintendent's job expectations.

Administration responded to questions posed by trustees on issues summarized as follows:

- With respect to the Grade 12 student survey responses on self-reporting, Administration has followed up with the students to better understand the students' perception of the questions. A review is underway to look at different ways of rewording the questions so that students better understand the core concept of making connections of their learning experience with life experience.
- Discussion took place about the work required for areas of improvement in assessment and achievement for students in the following areas: Grade 9 Knowledge and Employability; English Language Learners; First Nations, Métis and

Inuit students; and in the subject of Math, particularly at the standard of excellence level, both locally and provincially.

- Strong results were evident for CBE students writing the diploma exams, at both the acceptable level and the level of excellence.
- Comments were shared about how the CBE student enrolment numbers affect the percentage of writers provincially and the provincial achievement results that are reported by the province.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to reasonable progress, exceptions or commendations for R-2: Academic Success. Trustee Hurdman expressed her intention to bring a motion forward that the Chief Superintendent is in compliance with the exception of policy section 2.1, and a motion of commendation for the diploma exam results. Trustee King shared that she will bring forward a motion of commendation in relation to results in Knowledge and Employability courses.

Chair Bowen-Eyre stated that the report will be placed on the agenda for the regular meeting of the Board on December 2, 2014 for decision.

Recessed: 1:50 p.m.

Reconvened: 2:01 p.m.

6 | OPERATIONAL EXPECTATIONS

6.1 OE-11: Learning Environment/Treatment of Students – Annual Monitoring

Deputy Chief Superintendent Church provided a brief summary of the contents of the annual monitoring report for OE-11: Learning Environment/Treatment of Students. She noted that Administration is in the process of refining and revising the indicators for this Operational Expectations and will present the proposed indicators to the Board at a later date. The third indicator for policy section 11.2 is not compliant; however, because three of the four indicators are compliant Administration feels that the operational expectations for this policy section overall was met.

Administration responded to questions posed by trustees on issues summarized as follows:

- Evacuation sites are within walking distance of a school facility. A new requirement for schools is that they must have a secondary evacuation site, and this will be reported on through the next monitoring cycle.
- A trustee noted a concern with the discrepancy between teacher responses and student responses to the Accountability Pillar Survey question of feeling safe at school. Administration noted that this is a perception indicator and there are different interpretations of the meaning of safe. A review is being made of other data sets and initiatives are underway, as this continues to be an area of focus. The high school cohort brings a different context to this question, versus the context that is applied by a younger cohort.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-11: Learning Environment/Treatment of Students. Trustee King noted that she would be bringing a commendation motion forward that relates to the policy in its entirety.

Chair Bowen-Eyre stated that the report will be placed on the agenda for the regular meeting of the Board on December 2, 2014 for decision.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Annual Education Results Report 2013-14 and Three-Year Education Plan 2014-17**

Chief Superintendent Stevenson provided a summary of the Annual Education Results report. Superintendents Faber, Grundy and Coppinger respectively provided an overview of the details surrounding the Three-Year Education Plan, including: the combined 2014 Accountability Pillar overall summary; the Financial Results for the 2013-2014 school year, including a budget summary, and the Facility and Capital Plans 2014-2016.

Administration responded to trustee questions on issues including: the format of the report – it varies between school jurisdictions, but the content must respond to requirements of Alberta Education; clarification of specific performance measures and results for student learning outcomes; and specifics of how the outcomes and strategies for student success are monitored throughout the system. It was noted that it takes significant thought and effort to align this work with the work of the Board in its evaluation of the Chief Superintendent's performance.

Chair Bowen-Eyre received consent of the Board to continue the meeting to the completion of the agenda.

MOVED by Trustee Stewart:

THAT the Board of Trustees approves the Annual Education Results Report 2013-2014 and the Three-Year Education Plan 2014-2017 and authorizes its submission to Alberta Education.

In debate of the motion, a trustee expressed her concern with the format of the document. She stated her preference that future reporting of the annual education results and the three-year education plan provide the links to the Board's monitoring reports in a broader manner.

A number of trustees expressed their appreciation for the format of the report, and shared their beliefs that it is clear and articulate in its depiction of the successes and challenges within our system, the Board's policies are woven throughout the report, and it is provided to our public in an easy to read format.

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

The motion was
CARRIED UNANIMOUSLY.

8 | **CONSENT AGENDA**

Chair Bowen-Eyre declared the following items to be adopted as submitted.

8.1 **Approval of Minutes**

- Regular Meeting of the Board of Trustees held October 28, 2014

THAT the Board of Trustees approves the minutes of the Regular Meeting held October 28, 2014, as submitted.

8.2 **First Quarter Budget Variance Report for the 2014-15 Operating and Capital Budgets and Fall 2014 Budget Update**

THAT the Board of Trustees approves the amended planned 2014-15 use of operating reserves and designated funds (Attachment II of the report) for a total of \$18.8 million.

THAT the Board of Trustees receives the Fall 2014 Update to the 2014-15 Operating Budget (Attachment V of the report), reflecting total planned spending of \$1,248.5 million, an increase of \$18.3 million, and authorizes submission to Alberta Education.

8.3 **Items Provided for Board Information**

- 8.3.1 Correspondence
- 8.3.2 EducationMatters Financial Statements
- 8.3.3 2013-14 Fourth Quarter Budget Variance Report
- 8.3.4 Construction Projects Status Report

The following item was removed from the Consent Agenda.

8.3.5 **2014-15 School Enrolment Report**

Superintendent Coppinger provided an explanation of the new formula for provincial capacity (net capacity), which is determined by dividing the total instructional area by an area per student grid based on their grade configuration, plus Career & Technology Studies (CTS), gym and library space. This issue is referenced in the report on pages 8-59 to 8-60, and 8-81 to 8-85. Instructional area is defined as: classrooms, science labs, ancillary rooms, break-out rooms, computer and information technology labs, stages, and music, art and drama rooms.

The CBE has 113 schools that have stages and with this formula applied to stages it yields a capacity increase of 2,708 students. This has led to discussions with the province and Administration is currently analyzing all CBE schools to submit a proposal to the province. Some of those stages can't accommodate any form of instruction and Administration will look for an adjustment to the capacity as a result.

Administration addressed questions posed by trustees. It was noted that current data shows an overall significant increase in the number of students requiring specialized programming and the severity of complexities for special needs has risen. Support for our English Language Learners has also shown an overall increase.

An explanation was given of how the determination is made of students who are out-of-attendance area for a school. The report speaks to this issue on pages 8-58 and 8-59.

Administration is of the view that a school capacity of 80% is a desired student accommodation target for the utilization of a school. As a range, anything between 70% and 90% is acceptable, but a school that is over 90% capacity becomes very uncomfortable.

9 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 3.22 p.m.