

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, March 23, 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
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 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
Ms. S. Wasylyshyn, Executive Assistant to the Trustees
Ms. J. Barkway, Assistant Corporate Secretary
Ms. H. Numrich, Recording Secretary

Stakeholder Representatives:

Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. L. Shutlak, Calgary Association of Parents and School Councils
Ms. S. Konopnicki, Elementary School Principals' Association
Ms. M.J. Burrows, Principals' Association for Adolescent Learners (PAAL)
Ms. J. Dodds, Principals' Association for Adolescent Learners (PAAL)

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:01 p.m. on the plaza after a musical presentation by students from the Jazz Choir from Western Canada High School. Students led in the singing of the national anthem and Chair Cochrane, Ward Trustee, on behalf of the Board of Trustees, thanked them for a very enjoyable presentation. The meeting continued in the board room and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

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2.0 CONSIDERATION/APPROVAL OF AGENDA

Ms. Barkway noted the following proposed changes to the agenda: Two sets of minutes, March 2 and March 16, 2010, were pulled from the Consent Agenda.

MOVED by Trustee Dirks:

THAT the Agenda for the Regular Meeting of March 23, 2010, be approved with the amendments noted above.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

4.0 HONOURS AND RECOGNITIONS

4.1 ASBA Edwin Parr Award – CBE Nominee

Chief Superintendent N. Johnson provided introductory remarks. She noted that the Edwin Parr Award was established by the Alberta School Boards Association to recognize a first year teacher who demonstrates teaching proficiency. This award honors the memory of a man dedicated to the education of children in Alberta and honors the profession he so deeply respected.

Ms. K. Black, Consultant, Human Resources, introduced the CBE nominee recommendation for the Edwin Parr Teacher award, Mr. D. Link. She provided the following background information regarding Mr. Link and why he was selected. Mr. Link is a Calgary Board of Education graduate who received his Master of Teaching in the Education program at the University of Calgary last year. He works at West Dover School with a class of grade 4 students that is multi-cultural and diverse in academic, behavioural and learning abilities. It is very apparent that his classroom is a place of learning where each student is recognized for their contributions. Students' learning needs are met by providing a vast array of means for them to succeed, including a variety of technology applications. Ms. Black noted that Mr. Link is a highly valued staff member who is active in the school community. The recommendation of the Edwin Parr Nomination Committee was unanimous in their endorsement and recommendation of Mr. Link.

Mr. Link expressed his appreciation for the nomination and to West Dover School staff, particularly to Mr. M. Buckley, Principal and Ms. K. Dittrick, Assistant Principal for their support. He also expressed thanks to his parents for the encouragement he received from them throughout his own struggles in school. This experience has provided him with a better understanding of student learning, recognizing different student strengths and the ability to treat each student with patience, understanding and respect. He tries to engage students in his lesson planning in an attempt to make learning successful for every student. Mr. Link stated that he is grateful for the opportunity to teach children at West Dover School and noted that their differences are what bring them together and as they do so they learn from each other. Mr. Link stated that he is blessed to have a career that he

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loves and hopes to be a part of the Calgary Board of Education and West Dover School for many years to come.

Chair Cochrane thanked Mr. Link for choosing the Calgary Board of Education to share his gifts and talents with and for the young people's lives he will touch in his career. The enthusiasm and joy for the vocation of teaching is wonderful to see. She congratulated him and presented him with a small token of appreciation.

MOVED by Trustee Ferguson:

THAT the Board of Trustees receives the report for information; and

THAT the Board of Trustees ratifies the nomination of Dustin Link as the Calgary Board of Education nominee for the 2010 Alberta School Boards Association Edwin Parr Award.

The motion was
CARRIED UNANIMOUSLY.

4.2 Lighthouse Award – Catholic Family Service

M. Levy introduced this month's lighthouse award recipient, Catholic Family Service, an organization whose commitment and enthusiastic support to Calgary Board of Education students goes above and beyond the norm.

The Catholic Family Service works in partnership with the Calgary Board of Education with several programs. At Louise Dean Centre they assist young women who are pregnant and/or parenting to become responsible citizens through a multi-disciplinary program. In their Families and School Together program they provide a variety of supports to students and their parents within the context of school. During the 2009-2010 school year, 190 CBE students have been connected with the Catholic Family Service. On average, the organization works with approximately 140 CBE students per year.

Another significant initiative addresses the family as a whole. Since 1996 Catholic Family Service has provided the Families & Schools Together program to many CBE schools. Schools, parents and the community's human service agencies come together to address problems such as behavioural issues, school failure, alcohol and substance abuse, that are impacting negatively on the school-age children.

The programs and services of the Catholic Family Service organization align with all of the CBE Ends statements. This mutually beneficial and successful relationship is another example of the valuable contributions to our students and schools through community connections.

Ms. Levy expressed her thanks, on behalf of the Calgary Board of Education for their significant work. Ms. S. Hiebert-Keck, Managing Director of Community Services for Catholic Family Service and Ms. H. Charles, Manager of Catholic Family Service at the Louise Dean Centre were present. Ms. Charles accepted the award noting that they are celebrating their 40th year of partnership with the CBE, and look forward to a long future together. Chair Cochrane extended

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congratulations and presented a plaque, expressing appreciation on behalf of the Board.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

- Trustee Kryczka attended the official opening ceremony for Samuel W. Shaw School with Chair Cochrane, Chief Superintendent N. Johnson and Deputy Chief D. Stevenson. She noted the attendance of Dr. N. Brown, Calgary Nose Hill MLA who is a great, great grandson of Samuel W. Shaw. He spoke to the students, staff and parents about their school's namesake. The Honorable C. Ady, Calgary Shaw MLA was also in attendance.
- Trustee Ferguson attended the Calgary Senior High School Athletic Awards dinner at Jack James High School. She noted that the Calgary Booster Club has been in partnership with the Calgary Senior High School Athletic Association since 1956, and have recognized 339 high school winners for a total of \$180,000 and an additional 200 student athletes with maximum participation scholarships in the last 19 years for another \$53,750. She stated that the event was a celebration of students who excel in athletics as well as a commitment to academic performance. She noted that the students from Jack James High School made and served an outstanding dinner for staff, students, parents and coaches.
- Trustee King attended the opening ceremonies for the City Wrestling Championships at Jack James High School. She noted that it was hosted there on short notice, and the students and staff demonstrated great leadership as they rose to the challenge by organizing a very successful event in just 3 weeks. Trustee King also attended the Provincial Wrestling Tournament at Forest Lawn High School. She noted that both events were very well organized, and that she was able to see how well students can hold a place on a team and continue to improve their own individual, measureable success.

5.2 Report from the Chief Superintendent

Chief Superintendent N. Johnson reported that last week Administration had an exciting opportunity to work with and learn from Dr. Richard Elmore, from the Harvard Graduate School of Education. His presentation included research on educational choice, school restructuring and changes in teaching and learning and how they affect school organization. This was an all day session that was attended by many CBE leaders, trustees, and representatives from the College of Alberta School Superintendents, Calgary Charter Schools, Golden Hills School Division, CBE Staff Association, Alberta Teachers Association, Calgary Police Service and Alberta Health Services. She noted that this was an opportunity to meet together and develop a deeper understanding regarding their collective work in Alberta. It was designed to develop leadership that is aligned with the focus in the current Three Year Education Plan. It provided the opportunity for senior leadership, principals, assistant principals, AISI Learning Leaders and Support Services staff to learn and work together. Chief Johnson noted that Dr. Elmore also spent a morning at Western Canada High School and an afternoon with learning directors to look at

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opportunities and challenges around his strategy of instructional realms. They appreciated the opportunity to examine and improve their work, to provoke thinking and energize their commitment to the idea of success for all students.

Chief Superintendent Johnson also attended a meeting in Edmonton with Director Braun, Chair Cochrane and Trustee Kryczka regarding next year's financial challenges and opportunities. Mr. Braun provided an update of that meeting stating that the provincial Treasury Board has agreed to direct the allocation of additional funds to cover the teacher salary gap between the 4.82% budgeted for the current fiscal year and the 5.99% that was mandated retroactive to September 2009. In addition, the government will sustain this salary commitment as part of our base allocation going forward for the next fiscal year and beyond. He stated that this is great news for the CBE.

Chief Johnson extended appreciation on behalf of senior administration for the effort and hard work of students and staff and wished them a joyful and rejuvenating holiday as we enter into spring break.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

5.4.1. Ms. H. Mowat

Ms. Mowat stated that she is a teacher and healer; a seeker of truth, knowledge and reality. She expressed her view of the education system, its foundation and effect on society, referencing some materials from which she was speaking, including: RexCurry.net and a book entitled "Home Schooling, the Voyage of Self Discovery".

5.5 Trustee Inquiries

There were no Trustee inquiries.

6.0 ACTION ITEMS

6.1 Consideration of Closure for the Purpose of Relocation of the K-3 Traditional Learning Centre Program at Highwood School

Superintendent Copping provided introductory remarks.

MOVED by Trustee Ferguson:

THAT the Minutes of the Public Meeting of February 17, 2010, attached to the report as *Attachment I*, be approved by the Board of Trustees; and

THAT the report be received for information and for the record.

The motion was
CARRIED UNANIMOUSLY.

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As Ward Trustee, Trustee Ferguson provided a synopsis of two submissions that were received since the public meeting. She noted that one requested information regarding when and how soon the decision would be made and whether or not the grade configuration would be kindergarten – grade 3 or kindergarten – grade 4. The second is from a parent of a preschooler who lives within walking distance of the school and would like an alternative program, preferably the Traditional Learning Centre (TLC) program, to remain at her community school so that her child can walk to school and attend an alternative program. She is concerned regarding rumors that public schools are failing to meet children’s learning needs. She is therefore opposed to the relocation of the TLC from Highwood School.

MOVED by Trustee Ferguson:

BE IT RESOLVED THAT the kindergarten to grade three Traditional Learning Centre program at Highwood School be closed effective June 30, 2010 to allow for its relocation.

Trustee comments in support of the motion:

- There are currently 217 students attending the TLC program at Highwood School from Area II communities north of Huntington Hills out to the city limits. With the opening of Panorama Hills School in September 2009, space is now available at Dr. J. K. Mulloy School for the TLC program to move closer to the residences of those students attending TLC.
- There is a growing demand in Area II for the TLC program; without its relocation, intake at kindergarten for the 2011 would have to be limited.
- In 2012 there will be a middle school opening in Panorama Hills and students in the grade 5 and 6 regular program will be accommodated in a school in their own community, opening more space at Dr. J.K. Mulloy School.
- The TLC program is one of the fastest growing alternative programs, and we should do what we can to serve them.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

6.2 Consideration of Closure of the K-6 Regular Program at Chris Akkerman School

Superintendent Coppinger introduced the report.

MOVED by Trustee King:

**THAT the Minutes of the Public Meeting of February 22, 2010, attached to the report as Attachment I, be approved by the Board of Trustees; and
THAT the report be received for information and for the record.**

The motion was
CARRIED UNANIMOUSLY.

Action By:

Trustee King, as Ward Trustee, provided a synopsis of the two written submissions received since the public meeting regarding the consideration of closure of the regular program at Chris Akkerman School.

The first submission is from a parent of a child that has attended the regular program at Chris Akkerman School for several years and expressed concern regarding feelings that the children in the community are not as important as those in the TLC program. She also expressed concern regarding the children walking to school in the dark and feels that this issue will be further compounded if children are moved to Marlborough School as it is further away.

The second submission was from a parent who felt that the decision was already made; she feels that parents were misinformed and misled when TLC was first introduced to their school. She also expressed concern regarding the future of the regular program, transportation, and the crime rate and how it impacts the safety of students as they walk to and from school. Neither submission is in favor of the recommendation to move the regular program at Chris Akkerman School to Marlborough School.

MOVED by Trustee King:

BE IT RESOLVED THAT the Kindergarten to grade six regular program at Chris Akkerman School be closed effective June 30, 2010.

Trustee comments in support of the motion are as follows:

- There is a need to provide a K-6 regular program in the residential district of Marlborough. Opportunities and challenges identified in the report show that student enrolment in the K-6 regular program from Marlborough is stable and projected to decline.
- Marlborough School is no longer required for K-3 students from Saddle Ridge as the new school in Saddle Ridge will open in 2010-2011, resulting in Marlborough School having excess capacity. It is anticipated that only one of the two schools in Marlborough will be needed to accommodate students from the residential district of Marlborough in the K-6 regular program.
- There is a continuing growing interest in the TLC program in Area III.
- This accommodation plan will ensure two sustainable CBE schools in Marlborough, one a regular program and the other, a TLC program.
- The solution to this challenge may not be ideal, but it is reasonable and appropriate. Not to accept this recommendation would stifle the growth of the TLC program.
- This may not be a perfect solution for the TLC program but it provides opportunity for the projected enrolment of 442 for the coming year (taking into account that the kindergarten students are counted as half time) in a school with a capacity of 575. There is also reference to monitoring what is happening at Sir Wilfred Laurier School that hopefully will provide a different grade configuration in order to allow TLC to grow.
- We are looking at the success of an alternative program that parents have chosen. In order to sustain the regular program in the community, this plan suggests congregating them all in one school. Marlborough School would

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still be a bus receiver school, as students in grades 4-6 from the community of Saddle Ridge will continue to attend until funding is made available for a middle school to be built in that area.

- This is about supporting a successful program that is growing and about keeping a regular program in one community. This is seen across the city when communities stabilize and in this case also allows for expansion of an alternative program.
- Although it is agreed that there needs to be a deeper look into how and where the TLC program will go in the future, the TLC program was brought to Chris Akkerman School because regular program enrolment in the school was declining. If this had not happened, what would be the fate of that school have been? A Trustee believes that the best solution for the community is two sustainable programs in one community.

A Trustee commented not in support of the motion:

- Although it is agreed that we need to look for a solution for the community of Marlborough, a Trustee expressed uncertainty that all scenarios were looked at. There isn't an issue with the regular program at Chris Akkerman School as there are 151 students. The TLC program does not have to be a stand alone school. There was a suggestion made that perhaps both schools could offer TLC and regular programs.
- Chris Akkerman School is not a solution for the TLC program as the enrolment is too high for that school.

Chair Cochrane called for the vote on the motion.

The motion was

CARRIED

In Favour: Trustee Dirks
Trustee Ferguson
Trustee King
Trustee Cochrane
Trustee Lane
Trustee Kryczka

Opposed: Trustee Bazinet

7.0 MONITORING AND RESULTS

7.1 Monitoring of EL-6: Instructional Program

Chief Superintendent N. Johnson provided introductory remarks, noting that the work that the CBE does in order to accomplish this executive limitation is foundational work of the organization. The report provides examples of conditions created for student achievement in academic success, citizenship, personal development and character. It describes how CBE instructional programming supports the Board's Ends policy for individual student learning and provides data that addresses the Board's expectations as established by EL-6.

Superintendent Faber provided introductory comments to the report, giving special thanks to all those who worked on it. She noted two corrections as follows: Page

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36 under TLC, Sir Wilfrid Laurier School should be included; and Page 43, misspelling of Sir Wilfrid Laurier.

Superintendent Faber stated that the report has been re-designed in an attempt to move closer to the Carver model, focusing on the means, strategies and actions for the Three year Education Plan. Each action has been framed through the rationale of “why are we doing this?” and by illustrating the measure of implementation. She highlighted several of the provisions in the report providing examples of how this was accomplished.

Trustees asked questions to which Administration responded and a summary is provided as follows:

- English as a Second Language (ESL) Benchmarks are framed around English language learning, they are not proficiency based or used to achieve the expectations of the Alberta Curriculum of Studies.
- Instructional Leadership meetings have been received with a great deal of positive feedback. The CBE Communications Department has been utilized to get this information out to staff.
- The CBE is using an array of local and external strategies for student assessment. Director R. Mosher, Curriculum and Design is working extensively on linking the pieces of report cards with the Ends statements and try to be as objective as possible. They are trying to separate the assessment pieces in order to align with the Ends.
- Superintendent Johnson stated that in the fall there were 18 Full Time Equivalent (FTE) full-day kindergarten teaching positions but as enrolment increased, it was necessary to hire 5 additional teachers. This program is offered to support at risk children and has proven to be a strategy that works.
- Superintendent Lewis commented that early intervention is key for optimal student learning. Literacy is involved throughout the curriculum and in all programs of study. AISI Learning leaders are working to accomplish this throughout the grades, right through to high school and the benefits are being seen in the academic results.
- The literacy strategy that is being developed in the Alberta Program of Studies is entitled “9 kinds of literacy”. Director Mosher stated that literacy is often considered as print base and the program of studies is very specific, considering text that exceeds traditional print based material. Students are given the opportunity to be engaged in several different types of literacy and media, not allowing an inability to access one type of literacy to prevent them from accessing and developing other types of literacy.
- Director of Diversity, E. Gouthro, provided information regarding the language proficiency test for interpreters. She stated that in the past interpreters were not required to pass a language proficiency test; this is an initiative that was recently started. To date, there are 102 interpreters that have completed interpreter testing and 44 in the core curriculum; a second opportunity will be offered this spring. They have received positive

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feedback as interpreters have welcomed the opportunity to increase their level of professionalism.

- Superintendent Lewis explained that the Early Childhood Development (ECD) Mapping Project is a provincially driven cooperative initiative through Children's Services. A number of demographic factors are used to map out communities across the province using the 5 year old as the sample student. A student assessment, based on their language development, is done at the school by teachers who are being trained by Alberta Education staff and a survey goes home to families to provide information. This study is being conducted by Alberta Education through McMaster University in Hamilton. The intent is that when the mapping is completed we will have a better understanding of the demographics of our growing province and where additional resources and supports are required.
- There was some discussion regarding CBe-learn and the registration. Superintendent Faber explained that students can take courses on-line through CBe-learn if they are registered in a high school; but, they are required to receive permission through their high school counselor or principal to do so.
- There was some discussion regarding the entry point for CBe-learn registration. The traditional entry point for CBe-learn is over a 3 week period in September. Recently an "open entry" registration has enabled students to register at any time throughout the school year. Early indicators show that the open entry has increased enrolment by 50 per cent and that the students are from a variety of learning institutions external to CBE. Administration will provide additional information around these enrolment numbers.
- In regards to staffing and funding of CBe-learn, the resources follow the students. A staffing model has been built that responds to the registration numbers; there is no ceiling.
- Superintendent Faber stated that CBe-learn has always been available for CBE students as well as to those outside of the CBE. She noted that many students are 18 years of age and older and they find this learning environment supportive. She further noted that recently Alberta Education invited CBe-learn to post their program and website on the Alberta Education provincial website. They are currently piloting an inter-cultural course for schools across the province and exchange programs world wide. She stated that CBe-learn is supported by the province and is recognized and known for excellent results. Achievement rates and completion rates have improved significantly over time and are well within the range of high school success. They recognize that they do have a very diverse population and their success rates and retention rates rival the more traditional classroom-based learning environments. These success rates have attracted students beyond the CBE and registration has increased by opening the entry point.
- The CBE locally developed courses that are accessible by other provincial jurisdictions has been managed through Alberta Education until last year. This year, participants can register through an on-line data base available through ExtraNet. It has been a long standing practice that public school

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boards exchange locally developed courses in the best interest of student learning opportunities. The CBE is recognized for leadership in this area.

- Superintendent Lewis stated that currently, there is a class of 16 students in a K-6 program at West Gate School for students with identified learning disabilities. These students have strong oral language capacity and an ability to speak French, but struggle with reading and writing. Students who have been successful in a Learning and Literacy (L&L) program in French Immersion can go on to a regular French Immersion program with support, to a more specialized program at a site such as Dr. Oakley School or to another L&L program in a regular community school.
- Superintendent Lewis stated that the Beyond Learning and Literacy (L&L) program is for students in grade 10-12. If a student has been in L&L programming and at any point they choose to go into regular programming, they still require support. The Beyond L&L is to help successfully transition students who have come to rely on assisted technology and to support teachers in designing curriculum in order that learning can be more seamless and that they have the tools needed.
- In response to a Trustee question, Ms. N. Lukey, System Principal, stated that there are currently 40 students enrolled in the HEROES program in 3 junior high schools. It is a continuous enrolment and usually ranges from 40-50 participants.
- A Trustee questioned the scheduling of professional development and organizational days, and a sentence in the report that reads: "the scheduling of one of these... on the day of the week on which Remembrance Day falls". Superintendent Faber suggested that although she is not involved in calendar planning, this might be a mid point and an opportune time for a day to focus on professional development. Another Trustee suggested that it might be this way in order to have as few interruptions to student learning as possible, as stated earlier in the report.
- A Trustee noted a correction to page 7-33 in regards to the next Administrative recommendation for policy enhancement, it should read by December 31, 2010 not 2011.

MOVED by Trustee Lane:

THAT the Chief Superintendent has reasonably interpreted the provisions of *EL 6: Academic Success*, and the Board of Trustees finds the Chief Superintendent to be in compliance.

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

- An impressive, stimulating report. Impressed by point 11 regarding equitable access as well as the reconfiguration of walk zones that has been significant and successful.
- Point 8 regarding alternative programs has been an area of concern in past; it is a step in the right direction to utilize some outside of the Board consultants and advisors to ensure programs are doing what they are intended to do.
- This report demonstrates the complexity of the school system. Instructional programming is being designed to meet the needs of a very diverse student

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population. Innovation occurs constantly, there is a shift in focus in providing instructional programming to best meet the needs of students and will require ongoing professional development, and refinement of teaching strategies in order to meet student needs.

- What we see described in this report is one of the major reasons why we are seeing continued increase in achievement results; it is a commitment to recognize multiple strategies, and personalized learning imbedded throughout is very encouraging.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Dirks:

THAT the Board of Trustees commends the Chief Superintendent for the strong focus on the effective use of technology through initiatives such as digital citizenship, Connect 2010, the Mobile Learning Project, the inclusive Learning Technologies Initiative and the CBe-learn open enrolment process.

A Trustee commented in support of the motion that we are taking immense strides in addressing the effective use of technology system wide and in individual classrooms to provide access to all students both inside and outside the CBE. It is an impressive array, worthy of commendation.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Lane:

THAT the Board of Trustees commend the Chief Superintendent for implementing the system of walk zones.

A Trustee commented that utilizing natural barriers and major roadways is common sense and improves safety for students in getting to and from school.

The motion was
DEFEATED.

In Favour: Trustee Lane
Trustee Dirks
Trustee Kryczka

Opposed: Trustee Ferguson
Trustee King
Trustee Cochrane
Trustee Bazinet

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Recessed at 7:11 p.m.
Reconvened at 7:25 p.m.

8.0 POLICY DEVELOPMENT AND REVIEW

8.1 Ends 2 – Reasonable Interpretation

Chief Superintendent Johnson provided introductory comments. She noted that the writing of these reasonable interpretations has brought many senior staff together and it has helped to build team work within the organization. To determine what academic success is about in the Calgary Board of Education is about how we define academic success, how students academically demonstrate their achievements, how we measure that achievement and how we create a climate where personal achievement is paramount and students are effectively prepared for life, work and further learning.

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

- Chief Superintendent Johnson stated that each student is different and has different strengths; the goal is to know each student well enough to design appropriate instruction for each one. A positive, professional approach is required to ensure that we are inclusive of every student. Superintendent Faber added that it is important for students to recognize their own strengths in order to be successful and to optimize their learning.
- For complex learners, academic success is the acquisition of basic life skills. Superintendent Lewis stated that the number of awarded certificates of school completion reflect this. She noted that students who receive this certificate are fairly well defined, in that they have moderate cognitive delays and their program is highly adapted and focused on building life skills. Students would not get this certificate without this type of program.
- Superintendent Faber explained that this reasonable interpretation includes the extensive use of measures and expanded data sources in order to provide a wide range of measures in context as they are included in monitoring information. Chief Superintendent Johnson stated that the expanded measures being used measure more than reading, writing and arithmetic such as in the Accountability Pillar Survey. Comparative data from previous years or standardized data from the province or other Boards, have been included, i.e. the acceptable standard of excellence on provincial achievement tests and diploma exams. She noted that both external and internal measures are used and there will be an opportunity to look at progress over time.
- There was a lengthy discussion regarding the measures that are being used, internal and external. Superintendent Faber noted that they are going beyond the provincial exams and are looking at the provincial standard based on the raw data. Academic success will be addressed by looking at the Ends statements for measures. She noted that there are a variety of successful high school outcomes, not just high school completion. How

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students see success needs to move beyond this and into areas of being ready, resilient, responsible, reflective and resourceful to pursue academics.

At 7:54 p.m. Chair Cochrane received the consent of the Board to continue to the end of the Agenda.

- Director Mosher commented regarding the use of averages in the Fraser Institute report. The cut score for the acceptable standard and the standard of excellence varies each year. Cut scores allow relative comparison across time, but the use of averages within one year is more appropriate to compare school to school. She suggested that it may not be useful data for measuring across time.
- In response to a concern regarding the sentence that reads “The Chief Superintendent is authorized, by way of the Carver Model of Policy Governance, to develop reasonable interpretations of Board policies”, Chief Superintendent N. Johnson noted that this statement means that the Board of Trustees has adopted the Carver model of policy governance, and the Board of Trustees’ policies direct Administration to develop a reasonable interpretation. Trustees also noted that the word “monitoring” has different connotations. It is normally a word that is associated with the Board of Trustees monitoring of policies. It was noted that these reports are important communication tools and Administration agreed they will clarify these issues in future reports.
- School development plans and directions are set in alignment with the Ends statements of the Board and become a direct link from the school level to the Ends statements. The reasonable interpretation is also based on those Ends statements, directly connecting to the classroom.
- The Three Year Education plan is also connected to how the Ends are realized. Schools use the Three Year Education Plan strategies in developing their school development plans in order to successfully meet the Ends, aligning strategies, outcomes and Ends in the Three Year Education Plan as well as aligning with the Alberta Education requirements. This is a critical piece in how data is collected for this report.
- Mr. Davies noted that as schools build a data story regarding gap analysis, it is not in isolation of the big picture of the Ends statements. If particular strategies and actions are required in order to fill a gap, they consider it within the context of the Ends, and with the Three Year Education Plan.
- Superintendent Faber reviewed the adjustment cycle on the last page of the report noting that it is a high level adjustment cycle. This is how schools develop an action plan, it is a cycle of continuous improvement.
- Superintendent Faber stated that the inter-disciplinary relationship of learning is a key issue seen in the program of studies. For example, outcomes of math can be attained in variety of ways, through a variety of lenses, i.e. a science or music lens. Outcomes are clear for knowledge and skill; however how students demonstrate this is the shift that is taking place as learning is personalized. Students may demonstrate these outcomes by creating a project or giving an oral presentation rather than in a multiple choice test in order to optimize their ability to be successful. The context of

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learning is inter-disciplinary; it is about building rigor and to find ways to allow for more success for more students.

- A Trustee commented that although he appreciates the interdisciplinary aspect, there is danger of confusion in using resourcefulness, resiliency, and the creative spirit to create personal success. He noted that we do have an Ends statement that deals with this in terms of personal development, as well as a Mega End. He agrees that we can approach this with different lenses, but some of these are already included in other Ends, and will eventually be integrated into the whole.

MOVED by Trustee Bazinet:

THAT the Board of Trustees approves the Reasonable Interpretation, including Outcomes, Measures and Data Sources, provided in this report.

Trustee comments in support of the motion are as follows:

- A Trustee commented that we have a reasonable interpretation that will assist us to move from non-measureable to measureable outcomes.
- This report demonstrates that in Alberta we have a great number of sources for measures on this End.
- Targets would be preferred as a commitment to see reasonable improvement, to see what it means for students in schools and how we know we are getting to where we want to be, but understand that we decided we didn't want them in Ends 1.

MOVED by Trustee Dirks:

THAT the motion be amended by the addition of "subject to the Chief Superintendent identifying and including an appropriate measure that would demonstrate growth in basic life skills for complex learners."

In response to questions about the amendment, a trustee noted that the definition of a complex learner would be left up to Administration, and that the definition or set of skills that would fall under basic life skills includes the essential components for programming for students with moderate to low cognitive disabilities. There are specific skills identified that are measured against life skills. These students have complex learning needs that would not be measureable.

In response to a question regarding whether it is possible to collect data to demonstrate growth in basic life skills in a monitoring document, Chief Johnson agreed that we have been very clear that academic success is about each student; it is not only for students who complete high school. If we want to ensure they are making progress, we need to find a way to gather that data and decide what that measure will be.

A Trustee commented in support of the motion that he is pleased to see a reference to complex learners and academic success in basic life skills, as we have not left out a group of students and we have an obligation to ensure that we are providing an appropriate education for all. We need to know if we are doing anything effective.

Action By:

We need to be accountable to show that public dollars are being spent on something worthwhile with these complex learners. It sends a strong statement about their value to us as a Board.

Chair Cochrane called for the vote on the amendment to the motion.

The motion was
CARRIED UNANIMOUSLY.

Chair Cochrane called for the vote on the amended motion, which is provided below for clarification:

THAT the Board of Trustees approves the Reasonable Interpretation, including Outcomes, Measures and Data Sources provided in this report, subject to the Chief Superintendent identifying and including an appropriate measure that would demonstrate growth in basic life skills for complex learners.

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

9.1.2 Correspondence

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

- **Correspondence dated February 11, 2010 to Ms. Sandra Levesque, Principal, Falconridge School from The Honourable Dave Hancock, Minister of Education, extending congratulations on being recognized as one of Canada's Outstanding Principals for 2010.**
- **Correspondence dated February 17, 2010 to Board Chair Pat Cochrane, from Mr. Owen Tobert, City Manager acknowledging CBE notice of proposed school program closure regarding Chris Akkerman School, Kindergarten to Grade 6 Regular Program.**
- **Correspondence dated February 26, 2010 to Board Chair Pat Cochrane, from the Honourable Dave Hancock, Minister of Education, regarding receipt of a letter advising of the staged closure of the regular program at Dalhousie School and the closure of Queensland Downs School.**
- **Correspondence dated March 3, 2010 to Board Chair Pat Cochrane from Keray Henke, Deputy Minister of Alberta Education regarding approval of funding for the four per cent**

Action By:

lease administration fee for various Calgary Board of Education schools.

9.1.3 ASBA Liaison Report

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated February 11-12, 2010 be received for information.

9.2 Chief Superintendent Consent Agenda

9.2.1 2008-2009 Sustainability Report

THAT the Board of Trustees receives the 2008-2009 Sustainability Report for information.

The following item was pulled from the consent agenda.

9.1.1 Approval of Minutes

Regular Meeting held March 2, 2010

Ms. Barkway noted the following changes: Under "Administration in Attendance", Ms. Wasylyshyn and Ms. Kuester should be removed as they were not in attendance; on page 2 under the "Lord Beaverbrook High School Presentation", it should read "perform their play at the *Edinburgh Fringe Festival...*" rather than the *Edinburgh Tattoo*.

MOVED by Trustee Lane:

THAT the Board of Trustees approves the Minutes of the Regular Meeting held March 2, 2010 subject to the amendment as noted above.

The motion was
CARRIED UNANIMOUSLY.

Regular Meeting held March 16, 2010

Ms. Barkway noted the first sentence on Page 2 should read: "Trustee Bazinet and Trustee King declared a possible pecuniary interest with the Legal Issue private report, left the room and did not participate in any of the discussion or the decision-making related to this item."

MOVED by Trustee King:

THAT the Board of Trustees approves the Minutes of the Regular Meeting held March 16, 2010, subject to the amendment as noted above.

The motion was
CARRIED UNANIMOUSLY.

Action By:

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

Recessed at 8:39 p.m.
Reconvened at 8:48 p.m.

11.0 IN-CAMERA ISSUES

11.1 Motion to Move In Camera

MOVED by Trustee Kryczka:

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, March 23, 2010 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.

11.2 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.

MOVED by Trustee Lane:

BE IT RESOLVED THAT the Board of Trustees requests that the Chief Superintendent support the scope of work for the 125th Anniversary Project, as outlined in the report.

The motion was
CARRIED UNANIMOUSLY.

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 8:54 p.m.