

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, June 11, 2013 at 3:00 p.m.

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:

Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Ms. C. Faber, Superintendent, Learning Innovation
Ms. E. Gouthro, Acting Superintendent, Learning Services
Ms. D. Meyers, Superintendent, Finance and Supply Chain Services
Dr. C. Oishi, Superintendent, Human Resources
Mr. G. Francis, General Counsel, Legal Services
Ms. J. Barkway, Corporate Secretary
Ms. J. Manfield, Recording Secretary

Stakeholder Representatives:

Mr. R. Anderson, Canadian Union of Public Employees, Local 40
Ms. L. Robb, Calgary Board of Education Staff Association
Mr. E. Clayton, Alberta Teachers' Association, Local 38
Ms. L. Cooper, 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 O Canada was led by Bryant, a student from Central Memorial High School Performing Visual Arts Vocal Program.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

2 | CONSIDERATION/APPROVAL OF AGENDA

Ms. J. Barkway, Corporate Secretary, noted that one public comment would be given under Item 6.0.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of June 11, 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 Twelve Mile Coulee School – Results 2

Ms. J. Everett, Area I Director, introduced the presentation stating that academic success is integral to educating tomorrow's citizens today. Results 2 ensures that each student will achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application analysis, synthesis, evaluation and creativity across all disciplines. She noted that Twelve Mile Coulee School (TMC) is a new Grade 4-8 middle school named after a geographic feature in the community of Tuscany. Students embrace authentic learning by utilizing the natural surroundings of the community. She stated that the presentation will show how the students, staff and school community are aware of their legacy in learning, and how echoes of their actions lead to their academic success.

Principal E. Demcoe spoke of how it is not easy to talk about academic success, as achieving the conditions for academic success is a complex and multifaceted undertaking, and can be achieved from many vantage points. She stated that one year ago school staff met for the first time, and the question "*What are the echoes of our actions?*" emerged, which shaped conversations and directed their work professionally. Throughout the year teachers artfully mapped curricula in such a way that students were able to work through their own questions, in their own interest base and vantage point. The video titled "*Echoes of Our Actions*" showcased students outdoors around the community and around the school and illustrated purposeful learning that supports students to become literate and numerate, able to integrate and apply knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Learning Leader Ms. T. Coles added that using the program of studies as a lens, students were asked to think about issues, problems, and questions that matter, and that students are most engaged when they are co-designers of their learning. Goals are set for students based on evidence from the tasks they are involved in and where they would like to go next.

Students Cali and Maya shared thoughts on the values and legacy at the school. One value is the choice in how and what they learn, which allows them to choose a topic they connect with that matters and makes a difference in the world. They shared examples of their learning. They also told of how they use *Iris* to keep track of their learning, and how it is a way to let teachers see students' thoughts about their learning. As the first students in the school, they are focusing on what they want TMC to become, and the legacy they want to leave behind.

As trustee for Ward 2, Trustee Bowen-Eyre thanked the students for sharing about their learning about academic success, and how, through student voice, they can navigate the system to learn about what they want.

4.2 Results 5: Character – Annual Monitoring

The Corporate Secretary noted a correction on page 4-4 of the report. The third paragraph under the Board approved interpretation of 5.1 should be removed as it refers to a different results policy.

Deputy Chief Stevenson commenced by introducing Dr. Cheryl Oishi, Superintendent of Human Resources effective June 5, and provided a brief background of her past experiences.

Deputy Chief Stevenson stated this is the first monitoring report for Results 5, which provides evidence across the CBE of organizational success in ensuring that each student demonstrates good character. Students successfully demonstrate the character to do what is right, to act morally with wisdom, and to balance individual concerns with the rights and needs of others. He provided three descriptive examples of students' classroom learning experiences. He stated that Administration has met all targets for the 2011-2012 school year. There are a number of indicators that show results over 90%, and some with results above 95%. He noted that the results indicate strong levels of achievement and progress, and are a solid base on which to continue to build.

Chair Cochrane noted that trustees are to determine whether or not the report provides sufficient evidence that the CBE has made reasonable progress towards achieving the Result, and to build a portfolio of the Chief Superintendent's performance in the Results side of the Chief Superintendent's job expectations. The emphasis for monitoring results is not on compliance, but rather on reasonable progress.

The following is a summary of Administration's responses to Trustee questions:

- Administration clarified that the overall results are slightly lower than last year as the measures are new and students are coming to understand what they mean. Some fluctuation in the first few years was anticipated. Alberta Education considers 95% of a targeted result to be a met result. In the example provided in the trustee question on page 4-6, the 90.9% result is actually more than 98% of the 92.2% target reported for 2011.
- The categories shown in the table on page 4-8 are included on report cards from Grades 1-9. The categories are not used for core subject matter; they are used in

terms of measuring character, citizenship, and personal growth and are not a general statement.

- Administration stated that with the upcoming changes to report cards, they do not expect changes to the information provided in the report, and would continue to provide continuous data sets across years in a consistent way. The indicators for kindergarten will consistent with the new K-9 report card rather. Any change in terms of indicators would be connected to the new assessment framework from Alberta Education.

MOVED by Trustee Bowen-Eyre:

THAT the Board has reviewed the monitoring report on Results 5: Character and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy.

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

- A trustee stated the report shows strong evidence that students are demonstrating good character; through the school presentations it is evident that students are embracing character.
- A trustee felt the report is refreshing as it deals with subjective, qualitative concepts that do not lend to being measured in a quantitative sense.
- A trustee felt that even with the safety and security of students in schools, we have a learning environment that encourages students to take risks, to be themselves, and to find opportunities that are relevant to them. The results show how well the CBE is creating learning communities that allow students to be themselves and learn best.
- Character is important in students' behaviour as it affects the way people treat each other. It is important to express that as a value we teach students to be more caring and compassionate.

Chair Cochrane restated the motion and called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising

MOVED by Trustee Ferguson:

THAT the Board of Trustees commends the Chief Superintendent on the strong results and trends in student understanding on balancing their concerns with the rights and needs of others.

A trustee noted that commendation is important as the expectation is that the CBE will foster the type of characteristics that create an environment that supports children, and the type of students that understand the impact they have on other student behaviour. The report shows that a large majority of students recognize the impact that their

behaviour can have on others and are less likely to engage in behaviour that will be harmful to other students.

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 Trustee Taylor
Opposed:	Trustee Bazinet

Motion Arising

MOVED by Trustee Taylor:

THAT the Chief Superintendent informs the Board on proposed changes to report cards for the 2013-2014 school year by June 18, 2013.

Chair Cochrane called the motion out of order as it did not relate to the monitoring of results policies.

As a point of information, a trustee stated that a Trustee Inquiry has been put forward to Administration addressing the subject matter and that information could be expected in the near future.

Motion Arising

MOVED by Trustee Taylor:

THAT the motion to approve the Agenda be reconsidered.

Trustee Taylor stated it is her desire that the Board reconsider the Agenda in order to allow an item to be added under Item 7.1. She stated that principals have been informed of significant changes at a recent principals' meeting, and she has been approached with questions around the changes.

The motion was
DEFEATED.

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

4.3 Results 3: Citizenship – Annual Monitoring

Deputy Chief Stevenson introduced the report and stated that the report addresses the organizational performance of Results 3 during the 2011-2012 school year. The report provides evidence from across the CBE of success in ensuring that each student is a responsible citizen. Students successfully participate in the Canadian democratic society, understand the rights and responsibilities of citizens, respect and embrace diversity, and are responsible environmental stewards. The Executive Summary of the report shows that the CBE has met all of the targets established, noting a number of indicators with results over 90%, and 95%. He noted that an additional measure was identified in the accountability pillar survey administered at the end of 2012 where parents, teachers and students expressed significant confidence and satisfaction with the work of the CBE in helping students develop the attributes of informed and engaged citizens. The results were rated as “*very high*”, “*improved significantly*”, and “*excellent*”, which are the three ways that Alberta Education evaluates school jurisdictions.

Chair Cochrane noted that trustees are to determine whether or not the report provides sufficient evidence that the CBE has made reasonable progress towards achieving the Result, and to build a portfolio of the Chief Superintendent’s performance in the Results side of the Chief Superintendent’s job expectations. The emphasis for monitoring results is not on compliance, but rather on reasonable progress.

The following is a summary of Administration’s responses to Trustee questions:

- The 81.7% Overall Agreement shown in the table for Item 4 on page 4-24 should read 91.7%, and the target for 2013 is sustainability.
- The increase in the results for indicator 2 on page 4-18 could be attributed to the fact that students may have an increased understanding of what “*counts*” in terms of exercising democratic rights and responsibilities in the classroom and are recognizing their participation in new forms. A third year of data will show if this is a trend or an anomaly.
- The results have steadily increased for indicator 3 for students participating in community service, school service or volunteer work, as many schools engage their whole school community in participating in community work. Post-secondary institutions and employers also have a greater interest in welcoming students to their organization.
- The grades 1-9 results for indicator 1 on page 4-17 also show that students are building on their understanding and recognize how they participate, as they move towards high school. Teachers are not only assessing students but also teaching this attribute and building understanding.
- With the revised reasonable interpretation for this policy, Administration has consolidated information sets into a single measure for indicator 1 on page 4-20. The percentage shown consists of grades 1-6 report card indicators as well as high school awarded marks in social studies. The results are not self-reported; both the percentage based marks in high school and the numerical indicators for grades 1-6 are based on teachers’ professional judgement.

MOVED BY Trustee King:

THAT the Board has reviewed the monitoring report on Results 3: Citizenship and concludes that reasonable progress is being made toward the ultimate achievement of this Results policy.

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

- Students have many opportunities to exercise their democratic rights and it is evident that students are becoming good citizens in a democratic society.
- A trustee felt that the results show that students are becoming more “*global*” citizens rather than just aware of their own country and community. Students are becoming more conscious and accepting responsibility for the rest of the world.
- The indicators demonstrate understanding of citizenship in the outcomes in social studies, but also how they understand their responsibility of being a citizen in a local and national community.
- A trustee was pleased that students are talking about what a good citizen is. The presentation by Twelve Mile Coulee School is an example of how students are involved in the community.
- The report shows what schools, students, and teachers are doing to behave in ways that show citizenship. It is powerful to have written the words, and see what students are doing with them. In trying to determine how to measure citizenship, deliberate and intentional conversations about citizenship have occurred.
- A trustee expressed confidence that students are acting on behalf of themselves and others in the community, and contributed to events of common concern.

Chair Cochrane called for a vote on the motion:

The motion was
CARRIED UNANIMOUSLY.

5 | OPERATIONAL EXPECTATIONS

5.1 OE-1 – Global Operational Expectation – Annual Monitoring

The Corporate Secretary noted a correction on page 5-4 of the report. Item 1.c) in the Board-approved Indicators of Compliance on page 5.3 was not addressed in the Evidence of Compliance section on page 5-4. The following needs to be inserted on page 5-4, just prior to point 2.

- c) Confirmation of action on this indicator was received from superintendents and acting superintendents of Facilities and Environmental Services, Finance and supply Chain Services, Human Resources, Learning Services and Learning Innovation. The Chief Communications Officer, Director of Global Learning Services, General Counsel, Deputy Chief Superintendent and all five Area Directors also confirmed adherence with this indicator.

Supervisors in all areas of the Calgary Board of Education *did* ensure that employees were informed of the expectations for their conduct.

Deputy Chief Stevenson introduced the report and stated that OE-1, Global Operational Expectations touches every unit, department and school in the CBE which includes over 14,000 employees. The indicators in the policy are extensive, and not only act as an umbrella statement for organizational performance, but also encompasses the other 11 operational expectations policies.

Chair Cochrane noted that Trustees are to determine whether the Chief Superintendent is in compliance with OE-1: Global Operational Expectation, based on the Board's previously approved interpretation and indicators. She pointed out that any decision or comment of the Board of Trustees around non-compliance of the operational expectations, or any part of it, is in no way intended to be a vote of non-confidence for the Chief Superintendent.

The following is a summary of Administration's responses to Trustee questions:

- The Chief Superintendent's accountability process involves each superintendent developing a work plan aligned with and based on the *Three-Year Education Plan*. Each director and each superintendent develops in conjunction with their supervisor, key performance objectives that align with the work plan and the *Three-Year Education Plan*. The development of key performance objectives and progress is determined in an annual review for each superintendent, director, and all exempt staff.
- Monitoring employee conduct is an ongoing process. Some processes are reviewed annually; other issues are brought up at staff meetings, system leadership meetings, and through updates on the staff insite. Learning Services provides weekly reminders of Administrative Regulations or other issues that are brought to the attention of superintendents.
- The Public Interest Disclosure Act came into effect June 1, 2013. Administration is preparing for what impact it may have on our organization, and may be useful for reporting to the 2013-2014 Board of Trustees. A communication plan will be developed to ensure compliance.
- In regards to FOIP issues in the past year, there is a difference between having the systems in place to ensure compliance, and being 100% certain that processes are followed. There were specific incidents where individual behaviours violated expectations, and there are procedures in place to try and prevent them. It was stated that OE-7, Asset Protection, and/or OE-8, Communication with and Support for the Board encompass FOIP issues.

MOVED BY Trustee Ferguson:

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-1 – Global Operational Expectations.

Comments in support of the motion are summarized as follows:

- There is evidence in the report that there are processes in place which address expectations that the Board has made of the Chief Superintendent. The Board has not found the Chief Superintendent out of compliance on any of the monitoring reports for OE-2 to OE-12 and therefore the Board should support the motion.
- OE-1 is a global statement which encompasses all other operational expectations that allows the school system to operate.
- Given the interpretations provided by the Chief Superintendent on page 5-2, it was felt there is no reason to not support the motion.

Chair Cochrane called for a vote on the motion:

The motion was
CARRIED UNANIMOUSLY.

6 | **PUBLIC COMMENT**

6.1 Ms. H. Mowat, Member of the Public

Ms. Mowat introduced herself stating that she is a teacher, healer, and cares about humanity. She expressed how she wants freedom and creativity in the children of our future, and creative imaginative minds. She stated her opinion that that this organization does not really understand where we are going in the future. She stated its either "*die or have freedom*" and that you have a choice. The people in secret societies and not around the circle are hidden, are not voted on, and she knows what they want. She suggested that people do their own research and provided examples of web sites to visit. She stated that teachers seldom learn about the mind. Unless the mind is developed on both sides of the hemisphere, and there is a connection or bridge between the two, none of us can be co-executives of what we do or are not even aware of what we do.

7 | **MATTERS RESERVED FOR BOARD ACTION**

There were no items.

Chair Cochrane declared the items on the Consent Agendas to be approved as presented.

8 | **BOARD CONSENT AGENDA**

8.1 Approval of Minutes

- Regular Meeting held May 7, 2013

THAT the Board of Trustees approves the minutes of the Regular Meeting held May 7, 2013.

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 May 27, 2013 to Chair Cochrane regarding the new Public Interest Disclosure (Whistleblower Protection) Act [PIDA] that will come into force on June 1, 2013.

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.

10 | ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 4:50 p.m.