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 4, 2014 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. B. Grundy, Superintendent, Finance and Supply Chain Services
Dr. C. Oishi, Superintendent, Human Resources
Mr. D. Parsons, Superintendent, Learning Services
Mr. B. Brunton, 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. K. Lloyd, Calgary Association of Parents and School Councils
Ms. L. Nachtigal, Elementary School Principals' Association
Ms. E. Ward, Principals' Association for Adolescent Learners (PAAL)

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Taylor called the meeting to order at 3:02 p.m. and O Canada was led by two students from William Roper Hull School.

Chair Taylor welcomed members of the public, senior administration, staff and representatives from the aforementioned organizations.

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2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. Barkway, Corporate Secretary, noted that under Item 6.0, Public Comment there are two presenters, and that a new agenda item 8.4, ASBA Labour Task Force was added to the Board Consent Agenda.

MOVED by Trustee King:

> **THAT the agenda for the Regular Meeting of February 4, 2014, be approved as submitted, subject to the additions noted above.**

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were none.

4 | **RESULTS FOCUS**

4.1   School Presentation – William Roper Hull School – Results 3

Ms. S. Smith, Area V Director, provided a brief introduction of the presentation, noting that members of the William Roper Hull School community will demonstrate how they work together to ensure that each student becomes a responsible citizen. She explained that the school is one of the CBE's unique settings that is operated in partnership with Hull Services and provides highly specialized, personalized and therapeutic programs that address the needs of the 100 complex grade 1-12 students from across the City.

Principal C. Forbes stated that she has the privilege of being involved daily with some of the most dedicated and committed professionals she has ever worked with. She acknowledged the staff participation of Assistant Principal, Ms. S. Taylor-Tran, Teacher Ms. L. Stevenson, Drama and Drumming Instructor Ms. J. Steele, and Teacher Mr. J. Thorne in the preparation of the presentation. She stated that the school strives to create opportunities for students to become responsible citizens who actively participate in the school and in the community, and that the students will present on what citizenship looks like for them.

Ms. L. Stevenson introduced a student who shared his experiences during a typical day at the school. With the aid of a PowerPoint presentation, Ms. Stevenson provided details of the many ways students interact in the community and noted that this year students have chosen to work with the Animal Welfare Society through the school's Generosity Club. She added that students from different grades are able to mingle and help each other, which provides a great opportunity to work together. She invited trustees to join in a drumming performance which is one of the school's self-regulating activities, led by Ms. J. Steele.

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On behalf of the Board of Trustees, Trustee Taylor thanked Principal Forbes, staff and students for their presentation, and added that the school is an amazing facility and students really benefit from the very innovative work that is done there.

4.2   Results 3: Citizenship – Annual Monitoring

Chief Superintendent Johnson noted that this monitoring report is for the 2012-2013 school year. The report provides evidence of each student understanding and acting as an informed and responsible citizen. CBE students successfully participate in our Canadian democratic society, understand the rights and responsibilities of citizens, respect and embrace diversity; and are responsible stewards of the environment. She added that 11 of the 12 targets set were met for 2012-2013 and that Alberta Education's Accountability Pillar notes citizenship within the CBE to be *"very high"*, *"improved significantly"* and *"excellent"* overall. She introduced students Mathew, George and Sartak, members of the Student Advisory Group, to speak to how they live out the Board's vision and values for citizenship.

Grade 11 student Sartak, who attends Henry Wise Wood High School, told of how he discovered through his journey that it is critical to find a personal connection that fuels the driving force, other than through textbooks alone. In his pursuit of research on brain repair and spinal cord, he found he hadn't had any real exposure to the implications of the work he was doing. He told of how he found a personal connection through volunteering for the MS Society where he was matched with a patient. Through this journey he learned about the resilience and continuous persistence of how individuals overcome the atrocities of the disease.

Student George who attends John G. Diefenbaker High School and student Mathew who attends Queen Elizabeth High School spoke on how they see it is as their responsibility to contribute to the civil and democratic principles that define society. In an effort to engage students in their own education, George stated that he created a model for student voice within his school to involve students. Mathew added that after learning of George's work, he thought his ideas could benefit other schools as well; together they developed a framework for Principal's Advisory Councils that is flexible enough for schools to implement for their particular learning environment. They hope that the framework will spread awareness and motivate schools to implement their own Principal's Advisory Councils. Through these efforts, they feel they upheld their responsibilities as Canadian citizens.

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

- The 2014 target of 92% for subsection 3.2 on page 4-8 is lower than 2013 as Alberta Education recommends that it is best to focus on trend targets rather than year to year targets. There are only two years of data, and Administration is trying to maintain the profile across time; next year there will be an expanded data set which will include junior/middle students, and they are trying to maintain a sustainable result.

- Administration speculated that the 2013 results for student participation in community service, school service, or volunteer work are lower than in 2012 due to the fact that it

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was a different group of students that may not have had support from their families to participate. The 2014 target of 66% is more in-line with the trend.

- Citizenship in the classrooms is shown by the way students treat each other, how well they work together, whether or not they persevere with their work, and how they interact with others through sports. It is broad in learning and is a way of living as opposed to an individual act. Indicators that teachers are looking for are contributing to events of common concern, advocating for self and others in a common good, and taking responsibility in actions.

MOVED by Trustee Bowen-Eyre:

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:

- There have been good demonstrations of citizenship in the students' presentations which show examples of the final product of the investment in education. Education is not just about math and language arts, it is about the whole package.

- We monitor because we believe that public education is important for the health of our democratic and diverse society. The results in the report show that we are doing an excellent job of teaching and helping children to understand what it is to be a good citizen.

The motion was
CARRIED UNANIMOUSLY.

<u>Motion Arising</u>

MOVED by Trustee King:

THAT the Board of Trustees commends the Chief Superintendent for embracing a variety of opportunities for students to have influence and for student voice to be heard in matters that allow them to truly demonstrate citizenship locally and globally.

The motion was
CARRIED UNANIMOUSLY.

Agenda Item 4.3, Board Development Session, had a set time for consideration at 5:00 p.m. Chair Taylor received the consent of the Board to move Item 6, Public Comment forward at this time, and prior to consideration of Item 5.1 as a courtesy to the two speakers present as their topic relates to Item 5.1. The discussion that took place for Items 5.1 and 6 are recorded following the Board Development Session.

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4.3   Board Development Session: Assessment

Chair Taylor welcomed invited guests to the session. Chief Superintendent Johnson provided a brief introduction to the presentation. She stated that former Minister Hancock posed the question *"What does an educated Albertan look like in 2030?"* This initiated a discussion around the idea of *"competencies"* that includes skills, attitudes, knowledge and values and resulted in a review of the CBE's assessment and reporting practices. She stated that assessment is a key strategy in all of our classrooms in order to know our children well. Personalization in learning and communicating to parents is a key part of the work of teachers and part of the CBE's commitment to students and their families. The presentation is comprehensive and will inform Trustees on how student learning is assessed, how evidence of student learning is organized, how we grade students accurately, and how student levels of proficiency is reported.

The following presentation was provided by Ms. Angela McPhee, Ms. Erica Rae, and Ms. Kristen Dahl in PowerPoint and video formats:

In the Calgary Board of Education, when talking about outcome-based assessment and reporting we are talking about assessing students understanding of what they know and are able to do against the outcomes of the Alberta Programs of Study. The Alberta Program of Studies, or subjects as they are commonly referred to, for example Math, English Language Arts, Science, Social Studies, Physical Education, Music are our provincially mandated curriculum. Teachers use this document to plan and guide learning.

For example, the English Language Arts program of studies consists of five general student outcomes which identify the knowledge, skills and attitudes that students are expected to demonstrate Kindergarten through Grade 12. At each grade level these general student outcomes include specific outcomes that students are to achieve by the end of each grade. Our report card outcomes or stems, or what a parent would see on a report card for a subject area, represent a synthesis of that program of studies.

A student in the CBE is assessed and evaluated in English Language Arts on the extent to which they can write to develop, organize and express information and ideas. In grade 1 this might look like experimenting with letters, sounds, words and word patterns to learn new words. In grade 5 it may include a student who is revising their writing to add and organize supporting details. In Grade 9 it may look like a student experimenting with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters.

Kindergarten outcomes or stems represent the Kindergarten Program Statement which describes the learning, the knowledge, skills and attitudes, that is appropriate for young children that prepare them for subsequent learning. A kindergarten student engaging with text to explore, construct and express information and ideas might speak to the extent to which they can connect oral language with print and pictures.

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Chief Superintendent Johnson spoke to our evolution in assessment and reporting practices in relation to the provincial direction in *Inspiring Education* and the *Ministerial Order*. The *"why"* in terms of what current research tells us is best practice, is that assessing student learning in relation to known outcomes is most supportive of student learning, and gives the most accurate picture of what a student knows and can do. The people best able to speak about the benefits of outcomes-based assessment and reporting are the students, teachers and parents who are experiencing quality assessment and reporting practice every day.

Assessing students in relation to known outcomes provides a more comprehensive picture of what a student knows and is able to do. Teachers make outcomes known to students in a variety of ways such as *"I Can"* statements, or involving students in developing the criteria by which they will be assessed. In this way students are able to reflect and set learning goals, monitor their progress towards their goals, understand their areas of strength and possible areas of learning that they might need support for - they are better able to understand themselves as learners.

Teachers speak to the value of assessing student learning in relation to known outcomes in terms of being able to gather evidence, whether from an observation, a conversation, a student's reflection, a test, or in the case of an online quiz tool, the teacher is able to determine what individual students and the class as a whole knows and can do and respond accordingly. Having known outcomes and being able to see a child's learning reported against these on the report card gives the parent information about which areas of learning their child is doing well at and which areas might require ongoing support. They have more specific information about their child's learning to be able to ask questions and support their child's progress. Assessing and reporting student learning in relation to known outcomes not only supports students, teachers and families in helping students improve, it also generates a more accurate picture of a student's level of proficiency - what a student knows and is able to do in relation to the Alberta Program of Studies.

The evidence of student learning is not distorted by non-academic factors, whether that be extra credit or late penalties. In math, for example, a student's ability to measure and record capacity in milliliters and litres is not distorted by the fact that they handed in two homework assignments late or got bonus marks for coming in at the noon hour to help set up math stations. Outcomes-based assessment and reporting is about levels of proficiency, accurate information, and a reorganization of evidence.

Non-academic factors such as meeting deadlines, attitude, work ethic, and initiative, for example, are important and while assessed in and through the everyday learning experiences of students, these non-academic factors are reported within the context of our Results for Character, Personal Development and Citizenship. In this way the grade a student receives, for example, in science against the report card outcome *uses scientific reasoning to analyze and solve problems accurately* communicates that student's ability to construct objects that will float on and move through water, and evaluate their various watercraft designs.

For students, teachers and parents to have more information to make learning decisions, many classrooms are using strategies that make known the intended outcomes. The Alberta Education guide to Education tells us that outcomes are most clear when the means of determining student progress are identified, and exemplars are provided and communicated to all involved.

"I Can" statements take the intended outcome for an activity and put it into student-friendly words. A teacher teases out responses that align with the outcomes from the Programs of Study from the students and helps them build the responses into *"I Can"* statements. These then become targets for students as they work through the learning process.

Another strategy that teachers and students often use to support making outcomes or targets visible is a rubric. Depending on the activity, a rubric might be teacher created, or teacher and student created; it might be created specifically to the activity, or might be more generic to an activity or subject area. The primary user of a rubric is the student. The student uses it before they begin their work to plan and develop, they use it during their work as a point of reference, to adjust what and how they are doing their work, and they use it when they are finished their work, to reflect on what went well, what goals for next time might be, and what to ask for support with. Teachers also use rubrics before, during and after an activity. Before an activity begins, building or sharing a rubric with students makes the outcomes or targets for the activity known and ensures that the activity is aligned with the programs of study. During the activity a rubric can allow a teacher to focus instruction on discreet skills or concepts with small groups of students. After an activity is completed, teachers are able to reflect on their practice – what went well, what did students pick up on quickly, what could I have done differently, what concepts or skills do I need to revisit. Parents are the first and ongoing educators of their children. Rubrics support parents in connecting the work of the classroom with ongoing conversation and support that occurs at home and help parents answer the questions: *What does my child understand, what doesn't my child understand, and how can I help them?*

"I Can" statements and rubrics are just one example of how teachers and students make targets for learning outcomes visible. It is important to note, that many of the processes used in K-12 classrooms are also being used in post-secondary environments as well. Rubrics give students more information to make decisions with, teachers have more information to make decisions with, and parents have more information to support their child's learning.

A typical junior/middle school report card includes the subject and an overall grade. The comment area is really the only place to develop context for what the grade represents. An outcome-based report card has a subject heading, and then breaks the subject down into more specific aspects of that subject. It has 4 major parts, so there are 4 outcomes. While all parts of a subject are inter-related, a student receives a grade, or evaluation against each of the outcomes. Over the course of an activity, a unit and a reporting period, a student would have multiple opportunities to develop understanding in relation to each outcome. Students would also have multiple opportunities to demonstrate their understanding of each outcome. Activities and

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assessment are aligned to outcomes, feedback is aligned to outcomes, grading is aligned to outcomes, and the report card is aligned to outcomes.

For many years, several indicators, 1-5, 1-4, ABCD and percentages, have been used by schools. The CBE is on a pathway to arrive at a single indicator scale for K-9 schools. No decision has been made. This year, schools are using the indicator scale that they have used previously, or an existing scale that supported the work in their school. The vision of an outcomes based report card is that students have information to act upon, teachers have information to act upon, and parents have information to act upon.

Multiple processes are at play at the provincial, system, school and classroom levels in relation to assessment and reporting. Knowing how all classroom, school, community and system level processes work together is critical in order to best understand how the priorities of Albertans that have been articulated at a provincial level are lived out within the context of the Calgary Board of Education. The vision of education in our province is clear. It has grown out of a multi-year, wide scale consultation process with Albertans. The *Speak Out* student engagement initiative continues to engage the youth of Alberta through discussion forums, social media, yearly conferences and the Minister's Student Advisory Council. The input of thousands of Albertans is the foundation for these documents.

The changes in assessment and reporting have been long underway, and live in different ways in our classrooms, schools and within our system. To see how this vision lives at a classroom level, we need to look to our students and their teachers. We need to know more about how teachers and students become aware of learning and progress and how it is best communicated to multiple parties. The primary purpose of classroom assessment is to inform teaching to improve learning. Students, teachers, and families need clear and unambiguous evidence of student learning. A varied and reliable data set of student learning is a priority for understanding each student's unique strengths and challenges. The purpose of gathering student assessment evidence is to identify patterns of strength and areas for growth in order to best support moving learning forward for that learner.

Assessment evidence can take many forms, including the following: observations, checklists, reflections, performances, interviews, tests, and quizzes. All of these different kinds of evidence provide us with multiple data points. The type of assessment involved follows the path a student takes through learning. An adequate sample size of multiple assessment information contributes to a holistic, reliable and accurate picture of a student's learning.

Students also play an important role in gathering assessment evidence. They do so in order to make important decisions about what comes next in their learning. They are responsible to ask, *"where is my work strong?"* and *"where does my work need to improve?"* *Iris* is a digital environment where students can work towards this end. The Student Learning Plan is a visible intersection of the work of the student and their teacher. Parents, with their children, can also gather the evidence in a learning plan to gain insight into a student's learning. Within the Student Learning Plan, students

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articulate their thinking about who they are as a learners and gather artifacts of their learning in real time that provide evidence of working towards learning outcomes. With input from teachers and their families, students are able to set goals and articulate learning strategies. The magic of the Student Learning Plan is that students, teachers and families have real time access to ongoing moments of learning both at school and at home.

Tests, quizzes and exams remain an important source of evidence of student learning. Teachers provide written information to the student, identifying what they got wrong and how they could seek the information to support themselves in answering the question correctly. It provides students and teachers information about where they did not succeed, along with the expectation to work further with the material that the student hasn't yet mastered.

Communicating student progress is an ongoing conversation between the teacher, student and family throughout the school year. It takes place in many forms, but its primary purpose is the same. The ultimate goal is to support and improve student learning. At present in the CBE, there are multiple and varied ways that students and families can seek information about how a learner is doing at any point in time. Regardless of the form, communication about student learning is an ongoing, reciprocal process.

Ongoing communication and reporting of student learning is evolving, and transitions towards a K-9 report card are underway in every K-9 school in the CBE. This communication is taking many forms such as interviews, parent nights, surveys, and individual and group meetings with teachers. The majority of our schools have recently reported and parents should have an example of what this year's report card looks like for their child. Many of our schools already have a version of an outcomes based report card. Of our 191 K-9 schools, approximately 70% of them currently have some form of an outcomes based report card. Feedback is being gathered from students, parents, teachers, administrators and other stakeholders at the school level. This feedback is being used to inform changes in report cards at the system level. The feedback processes at the school level will, and must, look different, as it responds to the context of the school learning community.

Every school in our system has a school development plan that includes both an instructional and achievement goal. These goals outline priorities for learning within a school and provide a clear plan to increase the achievement of all learners. As well, every school in our system, K-9, has an articulated plan for reporting and communicating student learning. In addition, each of our classrooms have processes in place to support ongoing communication of student learning along with reporting student achievement through a report card.

Ongoing communication has been happening in many ways, including: school websites newsletters, parent information nights, conversations with classroom teachers, school councils, visual displays, and the CBE Website. We are in the process of gathering feedback from leaders, teachers, students and their families,

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

- The stems are directly attributed to the Program of Study and are the expectation for all Albertans. Alberta Education has a parent resource which outlines each of the grade expectations and can be used to compare the outcomes of the stems.

- The CBE will maintain its website with updated information regarding assessment when available to allow parents to stay informed.

- The new outcomes-based report cards will utilize descriptive comments related to each student's personalized learning.

- The feedback process that has existed has been an on-going dialogue between communities, administrators, teachers and students, and has created a more concrete data poll. As report cards have recently been sent home, Administration expects to receive more feedback and will continue the conversation. Administration is allowing schools time to get to a standard report card and eventually every K-9 school will have a common report card.

- Transition between middle/junior schools to high school comes from knowing the children as they move from grade 9 to grade 10. Meetings are held with teachers to talk about students' strengths and their placements. High school reporting is not changing at this time and Administration is working to build transition across the school system so that students are appropriately placed in high school programs that focus on their skills, strengths and academic ability.

- The CBE will be participating in the online Student Learning Assessment tool that will begin to be piloted this September together with Alberta Education. The online environment will allow a different type of assessment with a different type of feedback, and a different way of understanding student learning at a personalized level. Assessment will be continuously changing as the curriculum changes and as our students change.

At 6:00 p.m. Chair Taylor received the consent of the Board to continue to the end of the Agenda.

- Assessment is some of the most complex work that teachers do and there has been a variety of feedback. Teachers are receiving support from the principals through this.

- Administration is currently working on making *Iris* available for an additional 20 schools, and will be bringing it to other schools as quickly as possible. There is a challenge around the number of specialists that we have to support the staff during implementation. The end goal is to give all schools access.

- For parents to understand the outcomes of stems on the report cards, they should refer to the comments that exist on the report cards. There are comments both in the context of the academic subject areas and in the context of Results 3, 4, and 5. Alberta Education has a resource called *My Child's Learning* that breaks down the specific aspects of learning for a particular grade level.

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Recessed: 6:14 p.m.
Reconvened: 6:33 p.m.

Agenda Item 6, Public Comment was moved to take place prior to consideration of the proposed change to OE-11. These minutes reflect that change.

6 | PUBLIC COMMENT

6.1   Ms. A. Currie, Parent

Ms. Currie stated that she is here to represent pre-kindergarten children in West Springs School walk zones, and to voice opposition to the proposed changes to the lottery system. She represents a group of parents who are just becoming aware of the accommodation challenges at the school, and the way it will affect this and future year's kindergarten students. She commented that when they purchased their home, their main criterion was that it be close to a school. She feels that kindergarten students in the neighbourhood are being sacrificed to make room for kids outside the walk zone and to make room for students in grades 5 and 6. She stated that changing the lottery violates many of the CBE's guiding principles for accommodation planning. The school was designed and built as a K-4 school less than four years ago, and when found to be under-utilized, grades 5 and 6 were phased in. Parents who have purchased homes near the school would have to shoulder the cost of transportation and noon supervision fees if the policy changes.

6.2   Mr. G. Leusink, Parent

Mr. Leusink also represents parents in the walk zone at West Springs School and shared comments about the proposed changes to the lottery process. He has lived in the community for nine years and now has a child who hopes to attend the school in 2015. He is of the belief that prioritizing siblings of existing students over walk zone kids would not serve the best interest of the community's young children across the school system. He provided a scenario where in the future parents will find themselves walking their 5-year olds past the school and the busses to put them on another bus to head halfway downtown for a half-day of kindergarten. He stated that the CBE's guiding principles of effective use of resources, fiscal responsibility, and keeping our youngest closest to home are not served if this happens. He believes that proximity to schools should be the fundamental decision maker when deciding which students attend their community school.

5 | OPERATIONAL EXPECTATIONS

5.1   Impact of Proposed Policy Change to OE-11

Superintendent Coppinger stated that in response to the Board's request, planning staff have prepared information on six major areas of impact. He stated that the guiding principle is to have students attend a school as close as possible to home, and effective use of resources.   There are currently 16 schools in the lottery and will likely increase by 10 to 20 schools next year.   He noted that the lottery process has involved

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discussions with Superintendents, Directors, Principals, individuals, staff, and parent councils who have all had input into developing the impacts in the report.

Chair Taylor expressed appreciation to Superintendents and staff for the effort that went into preparing the report.

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

- Students in alternative program schools listed in the table on page 5-13 are already being bussed; some alternative programs are capped and flow into overflow facilities. The policy change would have less impact on existing bussed students but would impact children in the walk zone.

- Information on schools that would implement a lottery in the Priority 2 category is not available at this time as registration began mid-January and will continue until mid-March.

- Families with children who would be split up can choose to attend the overflow school to ensure that their children stay together.

- Two of the schools listed on page 5-14 are already designated as overflow schools; one Area will require a second overflow school in the near future.

- There is a possibility that the French Immersion program could be capped while there is a space crunch. Any decisions would have to be brought to the Board for discussion.

- Keeping siblings together would increase transportation costs as we would be bussing more students; students that would generally walk could be designated to an overflow school which would increase the number of students riding the bus. There is also a concern that we may have a shortage of bus drivers as we are losing some to the City of Calgary transit department.

- The CBE currently provides more service than we are funded for. If the Board changed the walk zones to the provincial limits of 2.4 kilometres, Administration anticipates that we would be conveying fewer students on busses as there would be more students walking. If the school is at capacity, we would still be bussing students.

- The lottery dates that are in place are in alignment with school projections and with spring staffing and resource allocation for school funding in the fall. Pushing the dates back would start pushing back operational dates and decisions for all schools.

- Prior to the development of the current lottery process there was no systemic process for admittance to schools. Discussions with Area Directors and principals took place around what process were being followed. Input was then sought from senior administration for input on what would be the fairest most democratic practice. Principals then went to school councils and communities to share the information and collect feedback.

- A trustee noted that the enormous amount of emails received regarding the lottery process has been coming from one community.

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- Discussion has taken place regarding reconfiguring K-6 schools to K-4 for example. Some schools are built to flex and change as the population changes. With more than 3,000 students anticipated this September and in the following year, Administration will need to undertake an exercise to determine the extent of lotteries, capping, boundary changes, grade configuration changes that will need to take place.

MOVED by Trustee King:

> **THAT the Board of Trustees receives the report for information.**

The motion was
CARRIED UNANIMOUSLY.

<u>Motion Arising</u>:

MOVED by Trustee Hurdman:

> **THAT Policy OE-11:   Learning Environment/Treatment of Students be amended to insert a new subsection 11.6 as follows:**
>
> ***"Ensure that in cases where lotteries are required for school enrolment, that siblings are prioritized, followed by new students living closest to the school,"***
>
> **and to renumber the existing 11.6 accordingly.**

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

- The community that is having issues with the lottery process may be only because they are the only community that may be having a lottery for Priority 2 students. There may be some financial factors that could provide a reason why walk zone students should be prioritized above bus zone siblings. There may be an impact on educational factors which were not included in the report. There is also increasing awareness in the educational community about the importance of strong school communities.

- A trustee stated that the current policy adequately addresses the Board values regarding programs and transportation. The lottery process is a strategy to address accommodation challenges. She noted that valuing siblings attending school together is being respected in the lottery process as much as possible and that families with more than one child will eventually be attending different schools. She added that transportation costs would also increase significantly.

- The issue is we cannot accommodate all of our students in their local school and we are in a situation where we need to have lotteries in place. The Board needs to look at the whole system and it is their duty to make sure we have an effective use of resources and are fiscally responsible. Accommodations are made to keep siblings together in an overflow school.

- A trustee expressed concern that a school belongs to a community and we are giving students living within the walk zone who do not have a sibling the same priority as students living outside the walk zone who do have a sibling.

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- We have quickly come from a school system that had space to a system that has run out of room. Lotteries are just the beginning for how we are going to address this problem; there may be capping, and changing grade configurations and boundaries more and more in the future.

- The motion was put forward because it would strengthen communities. The new *Education Act* and the *Ministerial Order* is about working strongly with our communities. As funding is cut, parents are doing more and more within our schools and our school communities will be weakened if we do not try our best to keep families together.

The motion was
DEFEATED.   In favour: Trustee Hurdman
                                                                          Trustee Stewart
                                                                          Trustee Taylor

.   Opposed: Trustee Bowen-Eyre
                                                                          Trustee Ferguson
                                                                          Trustee Hehr
                                                                          Trustee King

7 | MATTERS RESERVED FOR BOARD ACTION

7.1   Strategic Dialogue and Public Engagement Committee

Trustee King introduced the report and noted that the minutes of the meetings of the committee were attached to the report. The minutes include details of recommendations to increase the Board's public engagement with specific stakeholders. The committee recommends a meeting with the Board and Chief Superintendent's Student Advisory Council in the Spring, and also to arrange an additional meeting with the Council of School Councils in February for a presentation on Assessment.

The following is a summary of responses to Trustee questions:

- The committee is not intending to make recommendations on the recruitment of a new Chief Superintendent.

- Out of the need of the information on assessment going to parents the committee felt that having a Council of School Councils meeting would inform parents.

- The committee would welcome direction from the Board as to what work they would like the committee to undertake. It was not the intention of the committee to come forward to the board with specific topics.

- The committee members will meet with the student advisory group to find out how representation is chosen, how they share information with other students, student representation on school councils, and how being a member of the group supports their student voice at the school level.

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MOVED by Trustee King:

> **THAT the Board of Trustees approves the recommendations of the committee as contained in the report.**

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

- Trustees were pleased that we have the opportunity to support school councils in this manner. Student voice is something the Board has discussed for years and this will help us move forward with that.

- More direction should be given to the committee around our priorities on engagement so that we can hear from the public and ensure that what we are hearing is informing our work and that it is a two-way dialogue.

- Future meetings need to be framed with the role of the Board in building trust, engaging with the public and ensuring understanding.

The motion was
CARRIED UNANIMOUSLY.

Chair Taylor declared the items on the Consent Agenda to be approved as presented, as follows:

8 | **BOARD CONSENT AGENDA**

8.1   Approval of Minutes

- Regular Meeting held January 7, 2014
- Regular Meeting held January 21, 2014

THAT the Board of Trustees approves the minutes of the Regular Meetings held January 7, 2014 and January 21, 2014, as submitted.

8.2   Correspondence

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

- **Letter dated January 23, 2014 from Board Chair S. Taylor to Honourable J. Johnson, Minister of Education regarding the transfer of CBE school properties to charter school authorities.**

- **Letter dated January 24, 2014 from Chair Taylor to the Honourable Jeff Johnson, Minister of Education, and Ric McIver, Minister of Infrastructure regarding the recently announced modernization projects.**

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8.3   Trustee Liaison Report – Alberta School Boards Association (ASBA) Board of Directors

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated December 12-13, 2013 and January 2014 be received for information.

8.4   ASBA Labour Task Force

THAT Trustee Ferguson be appointed as the CBE Board of Trustees representative to the ASBA Labour Task Force to examine a new bargaining model.

9 | **CHIEF SUPERINTENDENT CONSENT AGENDA**

9.1   Chief Superintendent's Update

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

9.2   Locally Developed Courses

THAT the Board of Trustees approves the following newly acquired for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools:

English (AP)
Level: 35   Credits: 5   Expires: August 31, 2016

Recessed: 6:53 p.m.
Reconvened: 7:31 p.m.

10 | **IN-CAMERA ISSUES**

10.1   Motion to Move In Camera

MOVED by Trustee Ferguson:

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 4, 2014, 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.

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10.2   Motion to Revert to Public Meeting

MOVED by Trustee Hehr:

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

The motion was
CARRIED UNANIMOUSLY.

10.3   Motions to Action In-Camera Recommendations

MOVED by Trustee King:

> **THAT the Board of Trustees approves the formal summative statement of the performance evaluation of the Chief Superintendent for the 2013 calendar year, as documented in the letter, as discussed and Attachment I; and**

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

The motion was
CARRIED UNANIMOUSLY.

11 | ADJOURNMENT

Chair Taylor declared the meeting adjourned at 7:44 p.m.

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