

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, March 8, 2022 at 12:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

Mr. C. Usih, Chief Superintendent of Schools
Mr. R. Armstrong, Superintendent, Human Resources
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. K. Fenney, General Counsel
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. J. Pitman, Superintendent, School Improvement
Ms. A. Holowka, Superintendent, School Improvement
Ms. T. Minor, Corporate Secretary
Ms. M. Broda, Board Administrator

Stakeholder Representative:

Mr. B. Cocking, Alberta Teachers’ Association, Local 38

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

Chair Hack called the meeting to order at 12:03 p.m. and O Canada was led by David Thompson School Choir Club by way of pre-recorded video.

Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

The Chair welcomed staff, public members, and union representatives participating in the Board of Trustees’ public Board meeting in person, as well as Superintendent Breton who was attending virtually through Microsoft Teams. She also welcomed staff and the public joining through the livestreamed meeting.



2 | CONSIDERATION/ APPROVAL OF AGENDA

Ms. Minor, Corporate Secretary, noted the following agenda change requests were made:

- For item 9.1 2022 ASBA Edwin Parr Teacher Nominee to be moved under item 3.0 Awards and Recognitions; and
- That Item 10.2.1 Chief Superintendent's Update be removed from the Consent agenda.

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the agenda for the Regular Meeting of March 8, 2022, subject to the changes noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

3.1 2022 ASBA Edwin Parr Teacher Nominee

Chief Superintendent Usih introduced the report, speaking about the history of the award created by the Alberta School Boards Association (ASBA) to recognize excellence in first year teachers who contribute to public education.

Superintendent Armstrong continued, stating that each year school principals are asked to nominate exceptional first year teachers to a committee which chooses one to bring forward as the CBE representative. The successful nominee is awarded a continuous contract with the CBE and their name is put forward to the ASBA Zone 5 Chair for consideration as zone nominee.

Mr. R. O'Shaughnessy, Consultant, Talen Management, spoke about the selection of the 2022 outstanding first year teacher nominee. After reviewing the information and thorough discussion, the committee unanimously agreed on the chosen nominee, Ms. Safiya El Ferro.

Mr. M. Bester, Principal at John G Diefenbaker High School spoke about Safiya, stating that after she graduated, she maintained a connection with the school by volunteering there while attending university, and even completing practicum at the school. The school had an opening when she graduated from university, allowing her to stay. Mr. Bester described Safiya as intelligent, caring, giving, and determined to serve her students. He congratulated her on being the 2022 ASBA Edwin Parr Teacher nominee for the CBE.

Ms. Safiya El Ferro expressed honor from receiving this nomination. She spoke about her passion for the job and the sense of fulfillment she feels. She shared the two things she loves most about her job: that she works with students every day; and the people she works with. She also shared some experiences with colleagues that helped shape who she has become today. She thanked the many people who have helped to further her growth and learning, including her parents.



MOVED by Trustee Bolger:

THAT the Board of Trustees approves that Safiya El Ferro is the Calgary Board of Education nominee for the 2022 Alberta School Boards Association (ASBA) Edwin Parr Award.

Trustee Dennis declared pecuniary interest in accordance with Section 88(1) of the *Education Act* and recused herself from the discussion and voting on the matter.

In debate of the motion, trustees made comments on: being proud to have a graduate of the CBE as the nominee; the joy of meeting the Edwin Parr nominees and following their careers; this being the favorite part of the job; Safiya's passion for the students and teaching being appreciated; the advocacy she did for students to have a prayer room; the contributions she is making every day to the students, the school culture, and all the relationships being built; the full circle of graduating from John G Diefenbaker High School and going back there to begin her career; being thankful for good teachers like her; valuing her compassionate and caring nature; Safiya being a collaborative team player; and her being an asset to the CBE.

Chair Hack called for a vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

Abstained: Trustee Dennis

4 | **RESULTS FOCUS**

4.1 Simon Fraser School Presentation

Ms. P. Randhawa, Area one Education Director, introduced the video presentation from Simon Fraser School focusing on Results 3: Citizenship. She provided some context about the school, stating it is a thriving grade 5-9 school in the community of Brentwood. School staff focus on a clear theory of action that states "if teachers design rich trans-disciplinary tasks, then students' ability to create, communicate, and evaluate knowledge will improve."

The video was played, sharing the experiences of staff and students at Simon Fraser School relating to Results 3: Citizenship. Some highlights include: the work done by the student Diversity Council advocating for inclusion through weekly announcements and presentations on a variety of topics; building the student code of conduct into the curriculum; the work of the school's political party finding out what it means to be a citizen and determining what the students want; and students practicing social emotional literacy through moozoom which teaches about conflicts and how to find resolutions. The school also found that there is a stronger class dynamic and that students are more willing to take risks, and explain and share concepts and lessons with peers if they trust their classmates more, and also have more trusted classmates. There were various strategies discussed on how the school is improving communication and collaboration between students in order to build more trust and community.



On behalf of the Board of Trustees, Trustee Hack thanked Simon Fraser School for the wonderful video showcasing the student led initiatives and celebration of learning in support of Results 3: Citizenship.

4.2 Results 3: Citizenship – Annual Monitoring

Chief Superintendent Usih introduced the report, stating the results outline CBE's goal as an organization in ensuring that CBE students become responsible citizens. Of the twelve indicators used to measure progress, four use report card data and eight use student survey data.

Superintendent Holowka provided further context of the evidence in the report. Due to the onset of the global COVID-19 pandemic in March 2020 and the shift to online learning, report card data for Results 3, 4, and 5 are based on only 65% of the school year and therefore is not directly comparable to other years' evidence. There was also no student survey administered in that year. Due to this, trends are provided with caution.

Administration responded to trustee questions on matters including: the student survey questions pertaining to volunteering; how the Chief Superintendent Student Advisory Council relates to citizenship; the concept of volunteerism; maximizing limited resources through internal shifts in practice; leveraging more partnerships; community partners assisting in strengthening language skills through the welcome centre; Truth and Reconciliation commitments for each school; use of the City's White Goose Flying report as part of the Truth and Reconciliation commitments; enrolment increasing in programs where inclusive resources have been purchased; and where Aboriginal Studies is taught.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for Results 3: Citizenship to the Corporate Secretary and to trustees by noon, Thursday, March 24, 2022. She stated the item will be placed on the March 29, 2022 agenda for consideration.

5 | **OPERATIONAL EXPECTATIONS**

5.1 OE-7: Communication With and Support for the Board - Annual Monitoring

Chief Superintendent Usih introduced the report, stating evidence shows that all nine scheduled Operational Expectations monitoring reports were presented, consistent with the Board of Trustees policy GC-6E: Annual Work Plan. Due to the COVID-19 pandemic and ultimate disruption to learning, the Board of Trustees suspended monitoring of Results 4: Personal Development and Results 5: Character. Results 3: Citizenship was presented to the Board but did not have sufficient evidence.

Administration responded to trustee questions on matters including: the pandemic creating extra communication requirements and extra work; and if additional staff were hired to support communication needs.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-7: Communication With and Support for the Board to the Corporate Secretary and to trustees by noon, Thursday, March 24,



2022. She stated that if no motions come forward, the item will be placed on the March 29, 2022 consent agenda with a motion that the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-7: Communication With and Support for the Board.

6 | PUBLIC COMMENT

There were no public comments.

7 | BOARD DEVELOPMENT SESSION

7.1 K-12 Mathematics and Literacy Frameworks

Chief Superintendent Usih introduced the presentation, stating that the Education Frameworks are directly linked to the CBE Education Plan through the goal of learning excellence. Two key outcomes of the learning excellence goal were identified as: students will achieve excellence in mathematics; and students will achieve excellence in literacy. The development and implementation of the Mathematics Framework and the Literacy Framework are pivotal in achieving these outcomes.

Superintendent Pitman continued, stating the frameworks are based on extensive research, consideration of current practice, and historical strengths as well as required future changes to practice. The frameworks are intended to set the foundation across all schools for core instruction in the two essential areas of student achievement.

Ms. L. Copper, Area 7 Education Director and Ms. A. Ard, Area 5 Education Director spoke about literacy and mathematics being foundational building blocks of learning, existing across all subjects and all grades. The frameworks are research informed and will endure over time, setting the foundation for pedagogy and instruction across all grades. Each framework contains three large organizational elements: environment; teaching practices; and assessment. The frameworks will be used as the guide through which decisions are made in the design of instruction and the delivery of grade level curriculum outcomes. Greater detail was provided for both the Mathematics Framework and the Literacy Framework, which included the internal accompanying documents, and the implementation plans. Use of the frameworks will provide opportunities for educators to bring their expertise and knowledge into new learning and further the success for literacy and mathematics. The internal implementation plan document, created to support the use of the frameworks, prioritizes system supports for professional learning, the use of local measures to assess impact, and provides direct links for schools to account for the school community context. The plans remain agile and responsive to system need.

Administration responded to trustee questions on matters including: using the frameworks to help leverage the learning disruption grant funding; the development of resources to support teachers and learning given the implementation of the new provincial curriculum; flexibility of the learning implementation plans; and the literacy framework's approach to learning.

Recessed: 2:17 p.m.
Reconvened: 2:30 p.m.



8 | **MATTERS RESERVED FOR BOARD INFORMATION**

8.1 **Three-Year School Capital Plan 2023-2026**

Chief Superintendent Usih introduced the report, stating that Alberta Education requires school jurisdictions to assess their needs for modernization of existing schools and construction of new schools, and to submit a prioritized list annually.

Superintendent Breton continued, stating that the capital plan is determined based on objective data that is processed using the Board of Trustees approved prioritization criteria. The capital plan does not reflect the recently announced provincial funding for the new middle school in Evanston. It focuses primarily on modernizations as 55% of CBE schools are 50 years or older, with another 14% being between 40-49 years old.

Administration responded to trustee questions on matters including: the information that is submitted to Alberta Education; editing the capital plan submission after hearing of the provincial funding announcement for a new middle school in Evanston; the provincial process of ranking the submissions; ranking of new school requests for new communities and combining communities to move them higher up the ranking; moving year 5 and 6 schools in the plan up to year 1; the CBE's ability to advocate to speed up site readiness for new school developments; the year delay between submission and funding announcements; public private partnership (P3) delivery model of building new schools; risk of not getting funding if submit projects as design only; impact from receiving modernization approval amounts on deferred maintenance costs; risks and value of building using the P3 model; high school ranking being different from elementary and middle schools; how the new Alberta Infrastructure 20 year plan will influence the CBE capital plan; the updates being made to the Joint Use Agreement (JUA) with the City; and eligibility of the CBE for the provincial collegiate model funding or waiting list funding.

Chair Hack stated that this item will be placed on the March 29, 2022 public agenda for consideration.

9 | **MATTERS RESERVED FOR BOARD DECISION**

9.1 **Proposed Amendments to GC-5E: Strategic Dialogue and Public Engagement Committee Terms of Reference**

Chair Hack stated that this report is on the agenda to consider revisions as part of ongoing work of the Board.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the amendments to GC-5E: Board Committees – Engagement Planning Committee Terms of Reference, Attachment I to the report.

In debate of the motion, trustees made comments on: key change being the committee membership of three trustees instead of a committee of the whole; support from the board



being critical and appreciating all the hard work; changes helping to clearly define the role; and stakeholder advocacy being important.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

10 | **CONSENT AGENDA**

10.1 Items Provided for Board Decision

There were no reports or presentations.

10.2 Items Provided for Board Information

10.2.1 Chief Superintendent's Update

Administration responded to trustee questions on matters including: how the high school assessment analytic tool SmarterMarks differs from other programs such as google classroom and d2L; utilizing the System Student Accommodation Plan (SSAP) dashboard for dialogue with stakeholder groups to gather feedback; and the ongoing communication of student progress and achievement between schools and parents.

10.2.2 Correspondence

Chair Hack noted that the Board would meet in-camera following the public portion of the meeting to discuss, one legal, two labour, two land, and two strategic planning matters. She noted the next public Board meeting is scheduled for Tuesday, March 29, 2022.

Recessed: 3:57 p.m.
Reconvened: 4:15 p.m.

11 | **IN-CAMERA SESSION**

Mr. B. Grundy, Superintendent, Finance/Technology Services joined the in-camera portion of the March 8, 2022 Regular Meeting of the Board of Trustees.

Superintendents Grundy and Breton confirmed they were alone and in a location that no other person could hear them or any part of this meeting.

Motion to Move In-Camera

MOVED by Trustee Bolger:

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 8, 2022 be considered at an in-camera session; therefore, be it

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



The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee May:

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

The motion was
CARRIED UNANIMOUSLY.

Motion to Action In-Camera Recommendations

MOVED by Trustee Close:

THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Education as discussed in-camera.

The motion was
CARRIED UNANIMOUSLY.

12 | ADJOURNMENT

The meeting adjourned at 6:25 p.m.

Attachment:

- GC-5E: Engagement Planning Committee Terms of Reference



GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

Engagement Planning Committee**Purpose/Charge:**

The purpose of the Engagement Planning Committee (the "Committee") is to assist the Board of Trustees to:

- a) Develop the Board's engagement strategy to fulfil the inter-governmental advocacy priorities and positions set by the Board;
- b) Develop the Board's strategy to increase confidence and build the CBE's reputation as an effective, efficient, economical, responsible and high-quality, education provider, employer, and community citizen; and
- c) Strategically prepare the Board for participation in engagement opportunities with parents, students, school councils, community including local business community, community serving organizations, post-secondary, and government.

Membership:

1. The Committee shall be comprised of:
 - Three trustees, one of whom will serve as Chair of the Committee
 - Chief Superintendent, or designee
 - Chief Communications Officer, or designee
 - Corporate Secretary, or designee
2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.

3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:

The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: March 8, 2022

Appendix I
Engagement Planning Committee
Roles and Responsibilities Calendar

√ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
1. Prepare draft engagement plans.		√	
2. Prepare draft engagement materials.			√
3. Review the Board's flatsheets.		√	
4. Plan for and track elected officials meetings.		√	
5. Plan for school councils engagements including COSC meetings.			√
6. Review the Engagement Planning Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	