

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held on Tuesday, April 27, 2021 at 12:00 p.m. through Microsoft Teams

MEETING ATTENDANCE (Virtual)

Board of Trustees

In Attendance:

Trustee M. Dennis, Chair
Trustee A. Adams
Trustee M. Bradshaw
Trustee R. Hehr
Trustee T. Hurdman

Absent:

Trustee J. Hrdlicka

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
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. J. Pitman, Superintendent, School Improvement
Ms. D. Unruh, Acting Superintendent, School Improvement
Ms. T. Minor, Corporate Secretary
Ms. M. Broda, Board Administrator

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Dennis called the meeting to order at 12:00 p.m. and O Canada was led by students from Fish Creek School by way of pre-recorded video.

Chair Dennis 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.

Chair Dennis welcomed staff, public members, and union representatives participating in the virtual Board meeting.

2 | CONSIDERATION/APPROVAL OF AGENDA

Ms. Minor, Corporate Secretary, noted there were no requests for agenda changes.



MOVED by Trustee Hehr:

THAT the Board of Trustees approves the agenda for the Regular Meeting of April 27, 2021 as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

There were no awards or recognitions.

4 | RESULTS FOCUS

There were no reports or presentations.

5 | OPERATIONAL EXPECTATIONS

There were no reports or presentations.

6 | PUBLIC COMMENT

There were no public comments.

7 | BOARD DEVELOPMENT SESSION

7.1 Equity Index

Chief Superintendent Usih introduced the presentation, stating that in order to address the learning needs of the CBE's diverse student population, resources must be allocated strategically. Further, in order to improve student outcomes, the allocation of resources must be intentional to support learning, achievement, and well-being. The focus of the board development session is to provide a high level overview of how the equity index works and is used to determine a portion of the Resource Allocation Method (RAM) funding.

Superintendent Pitman provided greater detail, stating the session focus is on: how the equity index will support CBE's mission; and how the data variables within the index strategically inform both individual schools and the entire system focus to effectively utilize funds in support of student success. The equity index backgrounder 2021-22, found on the CBE public website, provides additional detail on each variable within the index, as well as past, current, and future plans for the index.

The 2020-23 Three-Year Education Plan established a focus on advancing equity through the personalization of learning across the system. Student, school, and census variables that might negatively impact the realization of CBE's mission were considered and how resource allocation could be applied strategically to address inequities and impede student's ability to access curriculum at their grade level. The examination of variables lead administration to develop an equity index, which in turn caused them to consider the



Resource Allocation Method (RAM) differently. RAM is comprised of: base funding, which is equal across schools and is determined on a per school, per student allocation based on enrolment; equity index funding, which allocates funds in a manner that reflects student need; and program funding, which is specific to unique settings, complex needs classes, and programming such as high school career and technology studies.

Superintendent Pitman provided highlights of the student, school, and census variables that make up the equity index, including their weighting, and how the funds are allocated. Equity funds are allocated in three ways. First to all schools according to their index score on a per student basis. The second layer of funding provides additional funds to schools identified as being in the top one-third of the equity index. The third layer provides further targeted funding from the context of early intervention to elementary schools with the highest overall equity index scores.

The equity index can be used for more than just funding allocation. The data can be used to support decisions on staffing, providing learning supports, how to support the students, and what methods may be utilized. Low equity index schools can learn how to best target and understand the areas where supports are needed. The equity index is not prescriptive, but allows for additional data that can be used to support prioritization decisions in school development plans. The equity index is currently being used to determine RAM funding, school development plans, and allocations of targeted system supports for where to focus supports and interventions.

Administration responded to trustees questions on matters including: relevancy of high school completion rate variable for an elementary school index; the decision on the final variables; fairness and reasonableness of the variables; responsibility to complete the index, school staff or centrally located system staff; anticipated impact from the added funding; importance of student movements and transitions; monitoring of the effects and effectiveness of allocating funding this way and how to adjust as needed; making sure schools with lower equity scores don't get labelled in negative ways or lower expectations of achievement; and providing schools access to the data when completing school development plans.

8 | MATTERS RESERVED FOR BOARD INFORMATION

There were no reports or presentations.

9 | MATTERS RESERVED FOR BOARD DECISION

9.1 Proposed Amendments to OE-2: Learning Environment/ Treatment of Students

Chair Dennis introduced the report, stating the proposed amendments received first reading on October 22, 2019. The impact statement requested by the Board was received from administration at the April 28, 2020 Board of Trustees meeting. The report is now before the Board for the second and final reading.



MOVED by Trustee Hurdman:

That the Board of Trustees gives second reading, and thereby final approval, to the amendments of Operational Expectations 2: Learning Environment/Treatment of Students, provided in Attachment I to this report.

In debate of the motion, trustees made comments on: the first reading being a while ago with a lot of other work going on at the time, but the second reading is necessary prior to the election to finish off the current Boards' work; seeing increasing levels of concern and issues in society about the well-being of youth, especially as it pertains to issues of racism and discrimination; wanting schools to be places where students feel they belong; major change being made to bullet 2.5 ensuring breaches to the student code of conduct are dealt with appropriately; concerns being raised over how breaches are acted on and these changes ensuring the trustees will be monitoring this on an annual basis; importance of including self-expression; and well-being goal in school development plans will serve students very well.

Chair Dennis called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

9.2 Results 4: Personal Development and Results 5: Character

Chief Superintendent Usih introduced the report stating that on March 15, 2020 in school classes were cancelled and remote learning took place. This transition impacted the gathering of evidence used for monitoring Results 4: Personal Development and Results 5: Character. With the newness of online learning, the focus was placed on student learning and support. The evidence for Results 4 and 5 is therefore incomplete and the Chief Superintendent is unable to make any determination on reasonable progress.

Superintendent Pitman provided additional detail stating that, while there is some data available, it only accounts for 65 per cent of the school year and is not comparable to the previous year's data. Even with disruptions to learning this school year, there will be compete data sets for evidence and reporting in the 2021-2022 school year.

MOVED by Trustee Bradshaw:

THAT the Board of Trustees suspends monitoring of the 2019-20 Results 4: Personal Development and Results 5: Character, due to insufficient evidence being available as a result of the COVID-19 pandemic.

In debate of the motion, trustees made comments on: not being able to measure the results due to lack of data; and being glad monitoring will take place for the 2020-21 school year.

Chair Dennis called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.



10 | CONSENT AGENDA

10.1 Items Provided for Board Decision

10.1.1 Office of the Board of Trustees 2021-22 Operating Budget

THAT the Board of Trustees approves the 2021-22 budget for the Office of the Board of Trustees of \$1,571,891 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

10.1.2 OE-2: Learning Environment/ Treatment of Students – Annual Monitoring

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/ Treatment of Students.

10.2 Items Provided for Board Information

Chair Dennis noted that the Board would meet in-camera following the public portion of the meeting to discuss one legal and three labour matters. She noted the next public Board meeting is scheduled for Tuesday, May 18, 2021.

Recessed: 1:10 p.m.

Reconvened: 1:32 p.m.

11 | IN-CAMERA SESSION

All Trustees and Superintendents 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 Bradshaw:

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, April 27, 2021 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.

Trustee Bradshaw departed a portion of the meeting due to a declared pecuniary interest in accordance with Section 88(1) of the *Education Act*.



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.

Motion to Action In-Camera Recommendations

MOVED by Trustee Hurdman:

THAT, the Board of Trustees approves disposition of the Rosscarrock School property; and

THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education pertaining to sale of the Rosscarrock School property.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Adams:

THAT, the Board of Trustees authorizes the correspondence regarding the Annual Summative Evaluation of the Chief Superintendent be placed on the May 18, 2021 Regular Meeting consent agenda.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bradshaw:

THAT, the Board of Trustees directs the Chief Superintendent to explore the land matter as discussed in-camera and report to the Board of Trustees.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hehr:

THAT, the Board of Trustees authorize the Chair to correspond with the Minister of Health as discussed in-camera.

The motion was
CARRIED UNANIMOUSLY.



12 | ADJOURNMENT

The meeting adjourned at 5:18 p.m.

Attachment:

- Amended Governance Policy OE-2: Learning Environment/ Treatment of Students



Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS
OE-2: Learning Environment/Treatment of Students

Monitoring Method: Internal Report
Monitoring Frequency: Annually

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is safe, welcoming, caring, and respectful in order to promote the wellbeing of each student.

The Chief Superintendent shall:

- 2.1 Provide a safe and healthy learning environment.
- 2.2 Promote social and emotional wellbeing.
- 2.3 Foster a sense of belonging.
- 2.4 Encourage respect for diversity and self expression.
- 2.5 Respond appropriately to student code of conduct breaches.

Adopted: April 27, 2021

