

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, May 6, 2014 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

In Attendance:

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

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, 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. G. Francis, General Counsel, Legal Services
Mr. B. Brunton, Chief Communications Officer
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. F. Bruseker, Alberta Teachers' Association, Local 38
Mrs. K. Lloyd, Calgary Association of Parents and School Councils
Mr. K. Bauer, Elementary School Principals' Association
Mr. B. Hiebert, Elementary School Principals' Association
Ms. C. Reed, Principals' Association for Adolescent Learners (PAAL)
Mr. M. Nelson, Principals' Association for Adolescent Learners (PAAL)
Mr. S. Klukas, Principals' Association for Adolescent Learners (PAAL)

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Taylor called the meeting to order at 3:01 p.m. and O Canada was led by students Rattanbir, Simran, and Weslieanne from Ted Harrison School.



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

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. J. Barkway, Corporate Secretary, noted that under Item 6.0, Public Comment there were two requests for a presentation, under Item 8.1 for the minutes of the Regular Meeting of April 1, 2014, Mr. B. Brunton, Chief Communications Officer should be added to the attendance list, and the removal of Item 9.1, Chief Superintendent Update from the Chief Superintendent Consent Agenda.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of May 6, 2014, be approved as submitted, subject to the revisions noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were none.

4 | **RESULTS FOCUS**

4.1 **School Presentation – Ted Harrison School – Results 5**

Ms. J. Johnson, System Assistant Principal noted that Ted Harrison School is located in the community of Taradale and has been in operation for 2 years. She stated that the students at Ted Harrison see themselves as developing strength of character to do what is right locally, nationally and globally, and that the presentation will demonstrate their ability to act morally with wisdom, in an age appropriate way.

Principal F. Altieri commented that character is shaped by childhood and that the school's role is to contribute to the continued growth of character by providing the environment and experiences which offer the students the tools to make informed decisions in relation to living with others.

Ms. Marchuck, Grade 9 Learning Leader, stated that one way teachers at the school work to establish students' character is to embrace controversial issues, and how to respond to circumstances in ways that are ethical but true to their individual character. She introduced a video which spoke to how the school is addressing character. She then introduced student Anamika who came forward to share a poem that she wrote on character, and student Chaltu who shared her thoughts about how character is shaped by experiences at home as well as at school.

As trustee for Ward 3, Trustee Ferguson extended her heartfelt thanks from the Board of Trustees for the presentation, and stated that it is important to hear from students about



how outcomes from Results 5 are being implemented in schools and how it impacts students' learning.

Agenda Item 4.2, 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.

6 | PUBLIC COMMENT

6.1 Mr. F. Bruseker, President, Alberta Teachers' Association Local 38

Mr. Bruseker stated that he attended a meeting in Edmonton for the report of the Task Force on Teacher Excellence which was also attended by several CBE representatives. He drew attention to Section 9, *Assuring Teaching Excellence Analysis and Recommendations* and specifically on page 52, where he believes there is a serious error. He quoted the following excerpt from the report as follows: "*On average there are 70 complaints of unprofessional conduct brought to the ATA Executive Secretary or the Registrar of Alberta Education each year. Of that number about one quarter are referred to a Professional Practice Review Committee.*" He stated that the correct number is 0, and that unprofessional conduct cases always go to the *Professional Conduct Committee*. He clarified that the professional conduct review process is legislated in the *Teaching Profession Act*; and was approved in Bylaws by former Minister of Education Dave Hancock. He believes that the Minister did not appoint anyone on the Task Force that understood that they are two distinct practice review processes and as a result 30% of the report is wrong.

6.2 Ms. H. Mowat, Member of the Public

Ms. Mowat stated that she cares about humanity, does not play roles, is free to be herself and that she is practical and pragmatic. She stated that she has deconstructed her beliefs, has studied history and is aware of what is going on in this world. She does not like what she sees, but cannot change people; they need to change themselves. She believes people live in fear and do not trust who they are, and that people mask themselves with game playing, roles, deceit and deception. People who are still thinking in the left or right paradigm are lost causes. Regarding education, she stated that the populace will not be allowed to know how its convictions were generated, and that when the techniques have been perfected every government that has been in charge of education for our generation will be able to control its subjects securely without the need of armies or policemen. The scientific rulers will provide one kind of education for ordinary men and women, and another for those who are to become holders of scientific power; ordinary men and women will be expected to be docile, industrious, punctual, thoughtless and contented.

At this time the Board commenced consideration of agenda item 7.1, 2014-15 Operating and Capital Budgets. The full discussion of this item is recorded following the Board Development Session, in order to provide continuity to the minutes.

Prior to the Board Development Session, the meeting recessed from 4:51 to 5:04 p.m.



4.2 Board Development Session: Student Voice

Chief Superintendent Stevenson introduced the report and stated that the presentation would inform on how learning has incorporated student voice to optimize the Results outcomes. It will feature examples of student voice in the classroom and highlight how students are engaging on a local and global scale. Personalized learning requires that teachers and students agree to be influenced by one another. Through this interaction students come to see that their actions and their voice have influence on the structure and processes of learning. As teachers gather knowledge, instructional decisions are continually reviewed and adjusted.

Superintendent Faber commented that student voice is present and visible in the *Ministerial Order on Student Learning, Inspiring Education*, the CBE Results statements and the *Three-Year Education Plan*. *Inspiring Education* guidelines state that education should bring the voice of students into their learning. There are elementary divisions and principal advisory groups at the junior and senior high school divisions that have shifted from being extra-curricular into the curricular aspects of student outcomes. The Chief Superintendent's Advisory Councils are examples of how we bring student voice to life at the system level. Students are selected by their school administration and teachers, and ensure a diversity of student representation. Members are often members of school councils and leadership groups.

Ms. D. Bradbury, Student Learning Teacher, came forward and provided comments with the aid of a PowerPoint presentation. She stated that student voice is viewed as part of the learning agenda in the CBE. Senior high students can achieve credits toward high school completion. She provided details of examples of what is occurring at various schools across the system. Student voice has guided decisions at many levels in the CBE, provincially, nationally, and in an international context. The *Student Voice Symposium* has provided a forum for thousands of students to engage in results focused conversations that create positive, innovative, and systemic change in their education. Feedback from the symposium is used to inform the work of various stakeholders and service units, and to the Board of Trustees. Students have conversations with Learning Innovation, Learning Services, and Global Learning around curriculum, assessment and reporting of student learning, technology, and international opportunities.

In the Curriculum Development Prototyping process, students are one of the stakeholder groups. Students also travel to Edmonton each year to take part in Alberta Education's Speak Out conference, which allows students to share their experiences, thoughts and ideas to help those who make the decisions about their schools understand the issues that are important to them. Students have also participated in the *Canadian Education Association*, *The Learning Partnership*, and the *Business Education Task Force*. Students across the CBE are also making an impact with their voice on a global level through their work with the *Free the Children* organization.

Principal L. Youck-McGowan shared brief comments about the student voice program at Mount Royal School. She stated that the objectives of the program were to give the students a voice in the decisions that affect them, to have influence in their learning environment and school culture, and to promote the CBE Results of Character, Personal

Development, and Citizenship. She explained that students from each home room meet once a month to discuss topics proposed by students and the principal and set goals for the group.

Grade 9 Sir John Franklin School Arts Centred Learning student Jules shared comments on student voice. She stated that giving students a chance to voice their opinions is important because they are the ones doing the learning, and should be able to help shape their learning and assessment. She stated that she is a member of the Junior Advisory Council and is able to bring thoughts and ideas back to classmates and teachers, and that it has given her the confidence and skills to be a better student as well as a leader in her school.

Grade 10 Sir Winston Churchill High School student Hillary stated that student voice is about improving ways of learning as the thoughts and opinions of students are the truest form of feedback to show what works and what doesn't. Students benefit when they have voice and choice in their learning; as students know first-hand what happens in schools and are eager to share their ideas. She stated that students are motivated to work when they enjoy what they are learning and involved in how learning happens. She told of a cross-curricular project that she did last year that demonstrated what she knew in various core subjects and was able to work with her teacher to co-create her project which made her learning relevant and allowed her to form her personal interest while learning the curriculum. She stated that after completing the project she told her principal of how it was a great way to learn and that all of her classmates were totally engaged; that this way of learning has the potential to be powerful for all students and should be continued.

Parent C. Basey was present and shared comments about her daughter Anika who has represented A.E. Cross School on the Chief Superintendent Junior Student Advisory Council, and Ernest Manning High School on the Senior Advisory Council. She told of how Anika has embraced student voice opportunities and through her involvement has helped set up a student leadership group, and has mentored her younger sister and other students at A.E. Cross; these activities have made a difference for her school and for her classmates. She stated that she believes student voice creates a sense of belonging in schools and gives students the opportunity to help guide decisions that affect their learning.

Superintendent Faber concluded the presentation by stating that student voice will continue to be built throughout the organization. This work will be expanded in the fall to include elementary students.

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

- There are many ways which information is brought back to schools. Members of the Chief Superintendent Student Advisory Councils are often also members of a principal's advisory group or a student government. They also have one on one conversation with members of their administration and convene conversations in a



- leadership class or in the school hallways with friends to get feedback from the general student population and share that information.
- Current CBE governance policies do not support the role of student trustees. The Results policies indicate the importance of student voice and perspectives and ask for clear evidence of student engagement. Administration is open to whatever level of student involvement trustees may want. Across Canada there are increased opportunities for student involvement in curricular co-creation.
 - With respect to diversity, all CBE junior and senior high schools are involved in the advisory councils including those environments that are supporting students with special needs. There is a diversity of learners, personalities and leadership styles represented on both councils.
 - The Student Voice Symposium was recently held for CBE students from grades 7-12 to attend and provide voice. Other such opportunities include the *International Youth Leadership Summit* that was held at Robert Thirsk High School for grades 9-12 students, *We Day* where 1,200 CBE students attended, and the *My World* conference for junior high students.
 - Credits are not considered to be the only motivating factor for students' involvement on the advisory councils.

Recessed: 5:53 p.m.

Reconvened: 6:03 p.m.

At 6:04 p.m. Chair Taylor received the consent of the Board to continue the meeting to the completion of the agenda.

5 | **OPERATIONAL EXPECTATIONS**

There were no items.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **2014-15 Operating and Capital Budgets**

Chief Superintendent Stevenson introduced the report and stated they have chosen the title "*Values and Choices*" to reflect the development of the budget. Difficult choices had to be made and values have been the compass for making choices; those values are students come first, learning is our central purpose and public education serves the common good. The budget depletes the operating reserves and enables the CBE to come close to sustaining 2013-14 services levels for 2014-15. There remains a significant funding gap and the document recommends addressing the gap by no longer allocating instructional dollars to subsidize fee based services not funded by Alberta Education. He stated that the CBE is an educator first and that resources must be sustained in classrooms to support learning. Administration is aware of the concerns of parents, and the budget ensures there is support for parents who will struggle with the increased financial burden.



Superintendent Grundy commented that funding from Alberta Education has continued to decrease on a per student basis over the last four years and that had we been funded at 2011-12 levels there would not have been a need to use the \$21.7 million in operating reserves. He stated that in balancing the budget, choices have been made which have consequences and provided details of the various decisions that were made. The budget proposes to maintain the ratio of students to school based staff at very near 2013-14 levels with the investment of \$743.5 million directly in schools and will allow the hiring of approximately 180 additional school-based staff. The proposed budget increases fees to fully cover direct program costs and reduces to zero the contribution the core budget made to fee-based programs; as a result, \$8.9 million is available for core program services and supports for all students. He stated that no child within the CBE will be denied access to public education by the inability to pay a fee, and that the CBE will continue to offer a comprehensive fee waiver program. He noted that Administration will not be able to support the commissioning of the 12 new schools which is estimated to be between \$14-18 million, nor will they be able to deploy *Iris* to all schools, replace hardware, or continue the transition of libraries to learning commons. He concluded by stating that this is not the budget we want, but it is the budget we have, based on our values, choices and fiscal reality.

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

- The effect of the budget should have little impact on the staff to student ratio at the system level overall; however, each year brings different complexities and there is no such thing as status quo. Individual schools may have many differences depending on students and enrollment. Reference was made to page 10 of the budget regarding impacts on student learning and to page 33 regarding the student to staff ratio. Administration was unable to restore funding to any particular division for the cuts that were made last year.
- Administration explained that amortization is the allocation of costs to the years in which the asset is being used.
- There are costs involved with new school commissioning that are unfunded by the province which the CBE is responsible for.
- In developing projections for 2015-16 and 2016-17 on page 12, Administration made a status quo roll forward; there are no assumptions about program adjustments or modifications, or the level of funding from Alberta Education. The deficit shown for those years is an indication of the additional revenue required or program reductions we may be faced with if funding remains at current year levels.
- Administration was unable to significantly enhance any programs that were identified from public input about the budget; they were able to maintain the differentiated rate of funding to the K-3 division due to the impact of class sizes at those grade levels.
- The full-day kindergarten program is targeted towards students whose needs, if met early in their educational experience, translate into those students achieving much better and requiring less support. There are currently 17 schools that offer full-day kindergarten that assess the readiness of children in October; appropriate



- programming is then developed and children are reassessed in June to determine their readiness to enter grade 1.
- It is difficult to contemplate what the effect would have been if the Board had decided to maintain the 1% level of operating reserves; without the full allocation of reserves we would be at 1.4% short of status quo rather than 0.7%.
 - The definitions and guidance provided by Alberta Education state that the administrative costs for staff directly supporting transportation must be allocated to the transportation block.
 - Administration is in the process of examining each bus route to determine the number of students at each bus stop and their proximity for each family, and will then make decisions about congregated bus stops. The implementation of congregated stops would apply to all programs with the exception of at risk or special needs students. Administration anticipates saving 30 to 40 bus routes per year at a cost of \$55,000 each by moving to more congregated stops. Monthly meetings are held to review performance issues with bus service providers.
 - If the CBE changed the walk limit to the provincially funded 2.4 km, there would still be some level of a transportation fee, although it would be less than is proposed.
 - There are currently two floors of the Education Centre that are rented to help mitigate the cost of the lease. Administration is actively marketing any other unused space.
 - There are inconsistencies between schools in terms of the level of service provided for lunch room programs due to challenges with space. There are over 1,350 lunch room supervisors serving over 41,000 K-6 students. Noon-hour supervision services are income tax deductible. Administration is open to the possibility of working with other ministries that may assist with costs for noon-hour supervision fees.
 - There is no consistent staff to student ratio for noon-hour supervision across the system.
 - There were no specific program cancellations made to reduce expenses. The implementation of *Iris* has been slowed down, and we will not be replacing technology as fast which means schools will be using older technology for longer. Many projects have been slowed down or spread over a longer period of time.
 - Administration does not anticipate that transportation fees would be reduced by the opening of the 12 new schools in 2016 due to the increase in enrollment.
 - The School Act requires the principal to ensure that there is adequate supervision of students in the school; the primary factor is the age of the students. The cost of noon-hour supervision fees are the direct costs of the program.
 - The forecasted level of waivers and bad debt are an estimate based on the past and Administration will be monitoring this trend. Administration is cognizant that waivers may be a difficult decision for parents to consider. Principals have Administration's support to waive fees without a formal process if they believe it is unreasonable for the parent to pay.



- Parents have the opportunity to pay fees online in full, or can make 10 monthly installments in order to moderate the impact of fees. The maximum daily amount a parent would pay for a child in grade 1-6 who has five days of noon supervision, takes the bus, and includes ISM fees is \$3.46 per day.
- Fee waivers and uncollectable accounts are considered to be costs of the program; the cost of uncollectable fees is distributed across the system to the parents that are able to pay. It is difficult to ascertain the reason behind why an account may be uncollectable. Uncollectable accounts may result in credit rating implications. The number of parents who choose not to pay but can afford to is likely very small.

MOVED by Trustee Ferguson:

THAT the proposed 2014-15 Budget and projections for 2015-16 and 2016-17, as presented in Attachment I of the report be received for information.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising

MOVED by Trustee Hurdman:

THAT the cost of waivers and bad debt be excluded from the calculation of transportation, noon-hour and Instructional Supplies and Materials (ISM) fees for the 2014-15 school year.

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

- The removal of \$3.9 million in waivers and uncollectable accounts from the calculation of fees would still result in a fee increase. A trustee indicated her belief that parents are willing to pay fees; however, they do not want to be paying for parents who cannot pay or will not pay. It was believed that the impact would be less system-wide than it would be for individual families.
- The per student grant continues to be reduced and as a result we cannot provide the same level of service to students. More information is required to understand the impact this might have on the budget and other services.
- We have continually reviewed figures to find efficiencies and reduce costs. Paying for transportation or noon-supervision fees should not be done by taking dollars away from learning conditions in the classroom. We are already using reserves to cover the shortfall, and have given schools just enough money to maintain staffing. The government needs to cover the cost of students being bussed to and from school, building new schools as needed and funding school boards so students can learn with the supports and resource each student needs.
- We are under pressure to find ways to close the funding gap but it should not be funded on the backs of parents. Many parents do not qualify for waivers.
- Comments were made that education is a social responsibility and perhaps parents could contact MLA's to discuss the expectations they have for their public education



- system. Parents need to be aware of the difficulty that the CBE is facing because of the funding shortfall.
- Reference was made to page 8 of the proposed budget in the *Implications of the recent provincial budget* paragraph and the related chart which shows funding per student declining for the past four years. A belief was expressed that some charter schools charge \$800 for transportation and we are only raising fees \$0.51 per student per day.
 - It was noted that the motion does not suggest that we abolish all fees.
 - The transportation regulation of the *School Act* states that we should only charge for the estimated cost of transporting students and a trustee noted her opinion that bad debt and waivers are not a cost of transporting students.
 - A trustee expressed her opinion that it was not about finding \$3.9 million of cuts elsewhere in the budget but rather, whether it was the right thing to do, and if it was right to ask parents to pay for those parents who cannot or will not pay; almost 1 in 5 parents do not or cannot pay their noon-hour supervision fee.

The motion was
DEFEATED.

In favour: Trustee Hurdman
Trustee Stewart
Trustee Taylor

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

A trustee expressed her desire to request Administration to provide an impact statement on the effect of excluding the \$3.9 million in the cost of fees; since the motion was defeated, it was deemed to be unnecessary.

Chair Taylor reminded the Board that Item 9.1 was removed from the Consent Agenda. All other items under Section 8 and 9 are considered approved with the agenda, as follows:

8 | **BOARD CONSENT AGENDA**

8.1 Approval of Minutes

- Regular Meeting held April 1, 2014
- Regular Meeting held April 15, 2014
- Regular Meeting held April 22, 2014

THAT the Board of Trustees approves the minutes of the Regular Meeting held April 1, April 15, and April 22, 2014, as circulated, subject to the correction noted earlier in the meeting for the April 1, 2014 minutes.



8.2 Correspondence

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

- Email dated April 30, 2014 from the Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone and Charter Schools, and Presidents of Stakeholder Associations regarding a National Day of Honour on May 9, 2014 to commemorate the service of the men and women of the Canadian Armed Forces during Canada's mission in Afghanistan.
- Email dated April 15, 2014 from the Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone and Charter Schools, and Presidents of Stakeholder Associations regarding the April 14, 2014 teleconference with parent councils and parents across Alberta.
- Email dated April 17, 2014 from the Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone and Charter Schools regarding Education Week 2014 Activities.

9 | CHIEF SUPERINTENDENT CONSENT AGENDA

9.2 Construction Projects Status Report

THAT the Board of Trustees receives the report for information.

The following item was removed from the Consent Agenda:

9.1 Chief Superintendent's Update

Ms. J. Barkway, Corporate Secretary noted the following corrections to the report:

- On page 9-2, the first paragraph should read: "On November 26, 2013, the Board directed Administration to provide an estimate....."; and
- On page 9-2, the bottom chart should read "4,333 employees x \$30 per PIC".

The following is a summary of the discussion:

- A trustee requested information on why the report proposed that police information checks be done every three years rather than five years which is a typical standard. Administration stated that three years is a standard used for child welfare in Alberta and was simply provided as information, and not to suggest any particular standard.
- The costs shown for police information checks for 13,000 employees on page 9-2 is a conservative estimate which did not taken into account the cost increase the police service may charge over time, the cost of relevant employees' salary grid increases, or any cost that may be incurred due to the volume that the police service would be required to go through.



MOVED by Trustee Bowen-Eyre

THAT the Board of Trustees receives the report for information.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Stewart:

THAT the Board of Trustees gives first reading to amend Policy OE-4: Treatment of Employees, by amending section 4.1 to add “and ensures that all employees undergo a police information check every 5 years”; and

THAT the Board requests that the Chief Superintendent provides an impact statement regarding this proposed change prior to June 30, 2014.

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

- The June 30, 2014 deadline gives the board time to consider the impact statement without feeling pressured by the requirement to have a budget submitted at the May 20, 2014 Board meeting.
- It was believed that we do not need to institute and pay for police checks every five years for employees. All new employees are screened through references and police checks. Employees are required to report any charges laid against them and there are disciplinary practices to ensure compliance. Calgary Police Service keep us informed when an employee is charged with an offense. There is no evidence to indicate that 5-year police checks will be effective to ensure student safety.
- Given the previous debate between protecting the learning environment for students and increasing the fees to parents, spending additional dollars on police checks for staff that committed their lives and careers to students is not something we should consider in our current fiscal reality.
- There was a concern expressed about whether we would be informed of employees who may be charged with an offence out of the country. It was stated that self-reporting would not increase public confidence and that many organizations have regular police checks.
- The impact statement would assist trustees in making an informed decision. The information would include all other employees and not just teachers. There are close to 3,000 employees who have never had a police check and we need to ensure that we have these checks in place across the system.
- Concern was expressed that a June 30 deadline would be unreasonable; this is not an urgent matter and could be delayed due to other emergent issues.

MOVED by Trustee Bowen-Eyre:

THAT the motion be amended to delete “June 30, 2014” and to replace it with “October 31, 2014”.



The amendment was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Hehr
Trustee Hurdman
Trustee King
Trustee Stewart
Trustee Taylor

Opposed: Trustee Ferguson

- With reference to a comment made that the discussion around police checks referred to teachers only, it was noted that there is limited engagement with students from employees in other departments.
- A trustee stated we cannot exercise the kind of control over volunteers that we do over employees, and that this is not an effective method to ensure and increase student safety.
- Although this is a challenging budget, this is not an area we should do without. The policy should state the values to be reflected within the organization and not the means by which the values are executed. The impact statement would explore different options to execute the values. Requesting a police check is no longer an accusation of criminality in the way it may have been viewed previously.

The motion, as amended, was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Hurdman
Trustee Stewart
Trustee Taylor

Opposed: Trustee Ferguson
Trustee Hehr
Trustee King

Recessed: 7:45 p.m.
Reconvened: 8:07 p.m.

Trustee Hurdman did not return to the meeting following the recess.

10 | **IN-CAMERA ISSUES**

10.1 **Motion to Move In Camera**

MOVED by Trustee Bowen-Eyre:

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, May 6, 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.

Absent: Trustee Hurdman

10.2 Motion to Revert to Public Meeting

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Hurdman

10.3 Motions to Action In-Camera Recommendations

MOVED by Trustee King:

THAT the Board of Trustees authorizes the Chair to correspond with the Ministers of Education and Infrastructure as discussed.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Hurdman

Chair Taylor declared the items on the private consent agenda to be approved as presented, as follows:

THAT the Board of Trustees receives the correspondence attached to the private report of May 6, 2014 for information and for the record.

THAT the Board of Trustees approves the appointment of Mr. Greg Francis as Governor of EducationMatters for a three-year term effective April 15, 2014, ending April 15, 2017; and

THAT the Board of Trustees accepts the resignation of Mr. David Stevenson as Governor of EducationMatters effective April 10, 2014.

11 | ADJOURNMENT

Chair Taylor declared the meeting adjourned at 9:20 p.m.

