

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 20, 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:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. F. Copping, 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. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees, Local 40
Mr. F. Bruseker, Alberta Teachers' Association, Local 38
Ms. L. Cooper, Elementary School Principals' Association
Ms. K. Lloyd, Calgary Association of Parents and School Councils
Ms. L. Robb, Calgary Board of Education Staff Association

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 Eun-Seo, a student at Captain John Palliser School.

Chair Taylor acknowledged and welcomed representatives from the aforementioned organizations.



2 | **CONSIDERATION/APPROVAL OF AGENDA**

Chair Taylor noted that one public comment would be provided under Item 6.0.

MOVED by Trustee Bowen-Eyre:

THAT the Agenda for the Regular Meeting of May 20, 2014 be approved as submitted.

The motion was

CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 **Lighthouse Award**

Superintendent Faber introduced the Lighthouse Award recipient as United Association (UA) Local 496 / Piping Industry Training School. UA Local 496 is one branch of over 300 across North America that promotes careers in the pipe trades, representing some of Western Canada's Steamfitter-Pipefitters, Plumbers, B-Pressure Welders, Medical Gas Installers and HVAC technicians. UA Local 496 has a history of working with the CBE with a goal to ensure that students are successful in their educational endeavors in the pipe trades and that they are able to explore their interests and passions in this field. They deliver an exploratory off-campus program where students from CBE high schools are able to attend a training school to access instruction from industry experts. Devin, a student at Lord Beaverbrook High School and Austin, a student at James Fowler High School, shared their personal learning experience and achievements from their studies at the Training School.

Mr. D. Metcalfe, Training Co-ordinator, gave remarks in appreciation of the recognition and commented on the working environment at UA Local 496 and the learning environment at the Piping Industry Training School. He and Mr. K. Jones, Business Manager, accepted the Lighthouse Award on behalf of UA Local 496.

Chair Taylor expressed comments of appreciation for the partnership with UA Local 496. She noted that giving students options for completing high school is a big mandate for the Board and that it is programs such as this that are fine examples of making that happen and for inspiring education. She thanked Devin and Austin for their presentations.

4 | **RESULTS FOCUS**

4.1 **Captain John Palliser School Presentation**

Ms. E. Gouthro, Director of Learning Services, provided opening remarks, noting that less than 1 percent of the students enrolled in the CBE are blind or visually impaired. She introduced and called forward Ms. A. Leavens, Vision Specialist to give the presentation.



The presentation was aided by a PowerPoint and video clips of blind and visually impaired students in their learning environments and using assistive technology including: closed circuit television, magnifiers, braille notetakers, braille embossers, software, large screen monitors, iDevices and talking calculators. Within the CBE, students who are blind and visually impaired and their teachers are supported by a team of 1 vision specialist, 3 vision strategists, 1 vision program teacher, 1 orientation and mobility instructor, 15 braille assistants, and 1 deaf-blind intervener. The CBE is dedicated to maximizing the inclusion of students with visual impairments and helping to guide them to lead fulfilling lives and supporting a strong sense of self and the determination to persevere when faced with challenges.

Creating experiential opportunities and social interactions are made possible through the collaboration with outside agencies such as the Alberta Sport and Recreation Association for the Blind, Alberta Society for the Visually Impaired, the Canadian National Institute for the Blind, and Alberta Education. An expanded core curriculum includes nine distinct areas of disability-specific skills incorporated into program planning: compensatory or functional academic skills; orientation and mobility skills; social interaction skills; independent living and personal management; recreation and leisure skills; career and life management skills; assistive technology; visual efficiency skills; and self-determination.

Ms. Leavens noted that Olivia, a Grade 2 student at Captain John Palliser School, was unable to attend the meeting as a presenter today. She shared Olivia's notes about how Braille has enabled her to achieve academic success. Eun-Seo, a Grade 5 student at Captain John Palliser School, shared her personal experiences with learning to use a white cane for independent travel.

On behalf of the Board, Trustee Hurdman thanked the staff and students for their presentation and noted it was very inspirational.

4.2 Board Development Session: Curriculum Development Prototyping

Superintendents Parsons and Faber provided opening comments, noting that this is the second session to the Board on the topic of curriculum development prototyping. The first session was presented to the Board on March 4, 2014. Today's presentation explains where and how curriculum prototyping connects our work in instructional design and assessment, resource development, professional learning, school planning, infrastructure support, in-services, and student and community voice.

Directors G. Fijal and D. Roulson presented verbally and through a PowerPoint slide show. Brief highlights were made of the presentation given to the Board on March 4, which was an outline of the shifts in policy and pedagogy, and an explanation of what curriculum development prototyping is – it is the process of designing new ways for curriculum to be developed in years to come.

The CBE's contract is not to write curriculum, but to find new and better ways for Alberta Education to do so. On the Alberta Education website there is extensive information

about *Inspiring Education* and the Ministerial Order, the curriculum redesign process, curriculum development prototyping and the work of the various school jurisdictions involved, timelines, deliverables and updates. There are new discussion forums and other ways that members of the public can have a voice in the curriculum redesign process.

A broad look at the curriculum redesign shows that the Ministerial Order on Student Learning connects to the following steps:

- new programs of study developed by Alberta Education based on the deliverables for the prototyping process;
- completing the development of the Career and Technology Foundations program;
- developing the student learning assessments to replace provincial achievement tests; and
- the development and refinement of a number of other initiatives, including online assessment, the provincial resource strategy, a review of high school credentialing, and the dual credit strategy.

The work that highly connects with the network of school districts and partners includes the literacy and numeracy benchmarks, and the competency indicators, which are now in draft form. Alberta Education is in the process of sharing these pieces with educators around the province for further refinement. It is this work from Alberta Education that informs our work with our education partners as we collaboratively develop new images and models of curriculum throughout the curriculum development process.

Each of the programs of study was developed at a different time, has a different structure, and reflects slightly different thoughts and values about teaching and learning. A review was made of the varying structures and the years in which each program of study was implemented. Several challenges were noted in this approach to curriculum development. When Alberta Education says there has to be a better way to develop curriculum, we absolutely agree.

The CBE's contract for this work is to prototype possible learning outcomes, scope and sequence, classroom based assessments, and teaching and learning resources for Grade groupings 4 to 6, 7 to 9, and 10 to 12 in six subject areas: Mathematics, Sciences, English Language Arts, Social Studies, Arts Education, and Wellness. Part of what makes this work so significant is that it asks us to seek out images of innovative practice – to notice and share what is working for students; it includes the voice of parents, students, 17 other school authorities, external advisory groups (First Nations, Métis and Inuit partners, and Francophone partners), and community voice (post-secondary, health and human service organizations, arts and community organizations, and corporate). The hub for this community engagement process is online at www.inspiredcurriculum.ca. On this site is information about curriculum redesign and the prototyping process; there are images of curriculum that speak to the practices we value; there are responses to the some of the common myths that seem to surface in media reports about this work; there is a blog where the work that is undertaken together is being documented in a public manner, and where updates on timelines and face to face engagement opportunities are being shared. Teachers can log in and join a discussion



forum with other educators, upload artifacts of their work, and enter insights about curriculum development prototyping. There is also a space for anyone in the community to have a voice, through the *Convening Guide for Conversations with the Community*.

Administration addressed a number of questions posed by trustees, which are summarized as follows:

- It was noted that the Career and Technology Studies, Career and Technology Foundations and Second Languages have not been identified as part of the prototyping at this point in time.
- Teachers are being asked to identify instructional practices that they believe are working well for students in helping them reach the outcomes identified. Topics have also been designed that people are encouraged to convene, inviting each to imagine possibilities beyond what currently exists. A convening guide for educators is available online. It puts forward research that identifies some questions and leads through a process; there is also a parallel process and a convening guide for the community that sets out questions and a process that people can review and contribute their thoughts.
- It is expected that the information and the convening conversations that are shared online will expand between now and the end of January, 2015, and it is a part of the strategy to continue this work beyond the completion of the contract.
- A steering committee for this work meets every 2 weeks. Representatives, superintendents or designates, look at how to move this work forward from a governance perspective. The steering committee, on behalf of the 17 school authority partners, unanimously adopted the convening guides that were developed by the CBE and adopted the inspired curriculum website.
- The timelines for this work are tight - the first set of deliverables is due June 13, 2014. All 7 communities have been engaged in initial conversations to date, and with the launch of the website this work will accelerate.
- The numeracy and literacy benchmarks have been created for us by Alberta Education. The competencies, as outlined in the Ministerial Order, are not yet in draft form. We are to do this work in relation to the literacy and numeracy benchmarks across curricular competencies and can offer ideas about how to shape them differently, but we are not creating them.

On behalf of the Board, Chair Taylor thanked Chief Stevenson and CBE staff for their work in preparing this presentation.

Recessed: 4:24 p.m.

Reconvened: 4.41 p.m.

Chair Taylor received the consent of the Board to move Item 6.0 to this point in the meeting, but it is recorded in chronological order for continuity to the minutes.



5 | OPERATIONAL EXPECTATIONS

5.1 OE-5: Financial Planning – Annual Monitoring

Superintendent Grundy provided details of how the CBE's 2014-15 Budget is directly related to the four pillars of the Three-Year Education Plan. The four pillars are personalized learning, building professional capital, engaging the public, and stewarding our resources.

Superintendent Grundy stated that this Budget does not place the CBE in fiscal jeopardy. The financial plan for 2014-15 is balanced and there is almost no risk that the CBE will be unable to meet its financial obligations, even with the allocation of all available reserves to assist in balancing the budget. The projections for 2015-16 and 2016-17 are estimates only, based on best assumptions and assuming no material management action. There is great uncertainty related to the level of funding that will be made available beyond 2014-15. A small 3 percent increase in per student funding from Alberta Education would completely eliminate the projected deficit.

Chair Taylor noted that trustees are to determine whether the Chief Superintendent is in compliance with OE-5: Financial Planning, based on the Board's previously approved reasonable interpretation and indicators. She pointed out that any decision or comment of the Board of Trustees around non-compliance of the operational expectations, or any part of it, is in no way intended to be a vote of non-confidence for the Chief Superintendent.

Administration's responses to trustee questions are summarized as follows:

- The reasonable interpretation of a balanced budget is that the funding from Alberta Education plus other sources of funding, including the use of reserves, is included in the determination.
- With respect to a question of what the plans are for mitigation and fiscal soundness in future years, Administration noted that in determining the revenue for 2015-16 and 2016-17 the only information we have is that which is currently available to us. It is a difficult task in the absence of information. If the per student funding from Alberta Education were to increase by 3 percent, the projected deficit for 2015-16 would disappear.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.

MOVED by Trustee Hurdman:

THAT the motion be amended to include "with the exception of policy subsection 5.1."



Trustee comments in debate of the amendment are summarized as follows:

- A trustee expressed her belief that the linkages between the budget and the Results priorities were not made clear. She felt there was not sufficient evidence provided in either of the Budget or the Budget Assumptions Report to indicate the underlying values of the decisions made.
- Opinions shared by a couple of trustees were that the three values of the CBE, that students come first, learning is our central purpose, and public education serves the common good are reflected in this budget. Collectively, the budget document is supportive of the relationship between the Results priorities and the Operational Expectations.
- It was shared that this budget, in comparison to past years, speaks much more to some of the difficult decisions that had to be made, and why; however, the values are quite broad and that can make it difficult to understand how the choices are made.
- A concern was shared by a trustee about the wording “Operational Expectations goals” because she does not think of them as goals.
- Concerns were noted with respect to the proposed increase in fees to parents, and the requirement under OE-3: Treatment of Owners, to include people in decisions that affect them, not being met.
- A trustee noted that the three values of the CBE are not written in the Results priorities or in the Operational Expectations and do not fit with what is stated in OE-5: Financial Planning, subsection 5.1. She noted her belief that we need to be working towards budget documents that include clear strategies that are aligned with clear end goals that align with our values; the linkages have to be very clear to show exactly how we have prioritized those values to show that it is the best possible results for our students.

Chair Taylor called for the vote on the amendment motion.

The motion was
DEFEATED.

In favour: Trustee Hurdman
Trustee Taylor

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

MOVED by Trustee Hurdman:

THAT the motion be amended to add “with the exception of policy subsection 5.5.”



Trustees debated the amendment and their comments are summarized as follows:

- A couple of trustees shared that they do not see a financial plan for the future to be in place, nor how the projected deficits in 2015-16 and 2016-17 may be dealt with. A trustee commented that while there is a measure of uncertainty in provincial funding, that does not allow us to abdicate the responsibility to plan for future fiscal soundness.
- A belief shared by a trustee was that as a result of the financial planning that Administration undertook, the CBE is in a much better place now than previously anticipated.
- Some trustees made the point that the Board directed the Administration to deplete the CBE's reserves – that Alberta Education told school boards that they should utilize their reserves to avoid any cuts within their school system this year.
- A few trustees shared their belief that it is difficult to plan for fiscal soundness when looking at the projections of this magnitude and without knowing what the funding, revenues and expenditures will look like in the future.
- Administration has pointed out that if adequate funding is not sustained for next year, the CBE will be faced with having to make some difficult decisions, at which time it will open the doors to public engagement sessions to discuss values and how a budget might look.
- A trustee pointed out that the budget is a working document, and she felt that it is important to trust the leadership of our Administration in its planning for fiscal soundness. She noted that the trustees are meeting with local MLAs to discuss educational issues that are both good and not so good.
- It was noted by a trustee that ninety-two percent of CBE's funding comes from the provincial government and we have been clearly told that we are not in fiscal jeopardy because we are at little risk with that provincial funding, and that we have an ability to work with Alberta Education on this. She questioned why we would commit resources to discuss plans for fiscal soundness until we are more aware of or in control of what the provincial budget will be in the coming year.
- A trustee commented that we have seen for the past four years no sustainable funding from the province, and she felt that we need to anticipate future years of the same.
- A trustee shared her understanding that there have been ongoing conversations between Administration and CBE parents about the protection of class sizes, and that the budget indicates that it may be necessary to have discussions about possible cuts to programs, and not just to services.
- The belief of a trustee was that it is incumbent on the Board to utilize the funds that we have available each year on the students and the schools that we have in place now. We must think about what it is we are looking for when we utilize our dollars, and in our system we are looking for success for each and every student, and she held the belief that this budget plans for that.



- A trustee agreed it is evident that Administration is planning for the future, but she did not believe the budget document outlines the plans for fiscal soundness in future years.

Chair Taylor called for the vote on the amendment motion.

The motion was
DEFEATED.

In favour: Trustee Hurdman
Trustee Stewart
Trustee Taylor

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

MOVED by Trustee Hurdman:

THAT the motion be amended to include “with the exception of policy subsection 5.8.”

In debate of the motion, the following comments were made:

- A trustee pointed out that the Board’s policy does not state that this policy subsection is only in effect if the government provides predictable funding. This policy subsection is asking Administration to make some conservative projections and then plan for that. The trustee noted that this was not done for two of three years in this three-year plan. If the Administration does not believe that it can plan for the future due to the uncertainty in provincial funding, then that should just be acknowledged by finding this subsection out of compliance.

Chair Taylor called for the vote on the amendment motion.

The motion was
DEFEATED.

In favour: Trustee Hurdman
Trustee Stewart
Trustee Taylor

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

The main motion that was moved by Trustee Bowen-Eyre was back on the table for the Board’s consideration, and for clarity it is noted as follows:

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.



In debate of the motion the following comments were made:

- A trustee shared her belief that a budget is a tool and it is ever evolving. The budget planning assumptions document gets to the heart of matters and helps inform the budget planning that goes on within the CBE. She felt that the budget is exemplary in its clarity and readability, and it focuses on students.
- A trustee concurred with the above comments and she thanked Administration for keeping trustees apprised through ongoing conversations about what is going on throughout the system on behalf of students.

Chair Taylor called for the vote on the motion.

The motion was
CARRIED.

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

MOVED by Trustee Ferguson:

THAT the Board of Trustees commends the Chief Superintendent for the expanded new budget format.

The motion was
CARRIED UNANIMOUSLY.

6 | **PUBLIC COMMENT**

6.1 **Ms. K. Lloyd, President, Calgary Association of Parents and School Councils (CAPSC)**

Ms. Lloyd shared information about an initiative that CAPSC is undertaking to give recognition to school volunteers. She pointed out that the work provided by school volunteers is tremendous and results in numerous benefits to both our school staff and students. This recognition and awards event for school volunteers will take place on June 18. CAPSC would appreciate having at least one volunteer from each of our schools nominated for this recognition. Nominations may be made online at capsc.ca/volunteer-awards/ or a scan copy of the nomination form may be sent by email to info@capsc.ca or fax to 403-271-6709. Nominations are due June 7, 2014. A hard copy of the nomination form was distributed to trustees and superintendents.



7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Proposed 2014-2015 Budget with 2015-16 and 2016-17 Budget Projections**

Chief Superintendent Stevenson provided introductory remarks, noting that the budget report 2014-17 was first presented to the Board on May 6, 2014. The budget document reproduced for this meeting is unchanged. He noted that the Board made the difficult decision to direct Administration to use all available operating reserves to help balance the budget. This budget comes very close to sustaining 2013-14 service levels in 2014-15. The recommendation in this budget is to stop the practice of using instructional dollars to subsidize fee-based services not funded by Alberta Education. This recommendation has been made in order to use resources to support classrooms, learning and students. Chief Stevenson pointed out that no child will be denied services because of any issue related to fees - that the CBE has a waiver system to support parents and ensure that will not happen. This budget has succeeded in sustaining important programs and initiatives for the coming year. Administration is looking ahead to potential funding gaps in 2015-16 and 2016-17, and is planning to work in the fall to engage the public and consult with parents and stakeholders on this important work.

Superintendent Grundy noted that the second recommendation put forward in the report from Administration is redundant because the Board approved the planned use of operating reserves in 2014-15 totalling \$21.7 million on May 6, 2014.

Chair Taylor suggested that the recommendation for the Board's consideration be changed to read "That the 2014-15 Budget be approved as presented and submitted to Alberta Education, as required."

Administration's responses to trustees' questions are summarized as follows:

- The public feedback forum that was posted on the CBE's website on May 6, 2014 received approximately twenty responses. The majority of the responses suggested that the fees should not be increased; there was a minority who spoke to a desire to see an increase to the fee for Instructional Supplies and Materials; and an individual indicated being happy to see the subsidies for transportation and noon supervision come to an end.
- Administration holds to its previous assumption of hiring 180 additional school-based staff to address enrolment growth, and noted that the actual numbers will be defined in the near future.
- With respect to the degree of increase to fees, Superintendent Grundy stated that the budget assumptions report presented on April 1, 2014 indicated Administration's plan to eliminate the subsidy that was provided from the instructional budget to those fee programs. The fees presented in this budget result from that decision. If the fees were to be phased in, that subsidy would have to continue and cuts elsewhere in the budget would be necessary.
- Administration noted that following the Board's consideration of the budget, communications will be made by school principals to parents about fees and waiver



applications. A package of information detailing the processes of payments and applications will be made available, and Administration is working towards having that information prepared in numerous languages.

- Appendix A, Budget Report for Alberta Education Submission, page A-9, shows projected staffing statistics for full time equivalent personnel. The numbers reflected in this appendix show a comparison to our 2012-13 fall update – not the approved budget.

At 6:04 p.m. Chair Taylor received the consent of the Board to continue the meeting past the stated end time, to the completion of the agenda.

- Administration spoke to a question of a possible impact on fees and costs if the walk limit was changed from the current 1.2 kilometres for CBE students, to the provincial walk limit of 2.4 kilometres. It was noted that there are many complexities with the different formulas used, which also are based on the needs of students.
- With respect to the resource allocation method rolled out to schools, the funding was 0.7% less than what would be required to fully fund status quo, and that equates to \$7 to \$8 million.
- A number of increases to the central administration budget relate to a shift from the instructional budget to the central administration. In terms of the service unit budgets a review is made of the prior year actual expenditures and a number of those cost increases are associated with utilities, insurance, licensing software, and collective bargaining increases.
- There has been no reduction to the services in support of students with special needs, but there was a reorganization of the provision of some of those services, which were detailed by Administration. The majority of the services and supports come through the CBE.
- Administration confirmed that it will engage with parents in discussions on values and what the service levels are now and what they could be in the future.

MOVED by Trustee Ferguson:

THAT the 2014-15 Budget be approved as presented and submitted to Alberta Education, as required.

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

- A trustee commented that the good news of this budget is that the schools are the least impacted; the bad news is that this is the fourth year in a row that CBE per student funding has decreased. She noted that the transportation budget is the money received in subsidies from the provincial government, balanced against the cost of service delivery. The shortfall can be covered by fees, subsidized by learning dollars, or by service cuts. She shared her belief that the majority of parents – those of the 84,000 students who do not ride the bus – expect the Board to put learning first, and to not subsidize the transportation budget by taking dollars from the classroom. By providing higher levels of service to meet our parental expectations, our transportation costs are higher. In addition, we must bus students whose



communities do not yet have public schools. She expressed her belief that as a public education system we must provide equity of access to those students who can't afford fees but need the services.

- It was noted that the provincial government tells us that Albertans value opportunities, choice, fairness, diversity, citizenship and excellence in their public education system. A trustee felt that if we value those things, then the province needs to re-examine its funding formulas, provide for those costs created by implementing those values, and fund school boards to be able to meet the expectations of our citizens.
- A trustee expressed her appreciation that the numbers of our teaching staff are keeping pace with the growth in our system.
- A few trustees shared their appreciation for the format of this budget and the breakdown of fees and expenditures.
- A trustee shared that she is very concerned about the increases in the Administration budget and the increase in fees to parents. She felt that this will be a huge hardship for parents and it will come as a shock for those who are not prepared for it.
- A concern shared by a couple of trustees was that the status quo for school-based budgets was not maintained.
- A trustee noted her disappointment that only 20 people provided an online response to the proposed budget.
- A few trustees acknowledged that our parents want and value quality levels of service from the CBE, and that will be especially so in light of increases to fees.
- It was noted by a trustee that for the past few years the Board has had conversations pertaining to fees and increases being inevitable.

Chair Taylor called for the vote on the motion.

The motion was
CARRIED.

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

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 May 6, 2014

THAT the Board of Trustees approves the minutes of the Regular Meeting held May 20, 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 May 2, 2014 from the Honourable Jeff Johnson, Minister, Alberta Education, to Board Chair Sheila Taylor, giving approval for the disposition of a CBE school site to Calgary Catholic School District.
- Letter dated May 7, 2014 from Chair S. Taylor to the Honourable Jeff Johnson, Minister of Education and to the Minister of Infrastructure regarding the opening of Eugene Coste School for a Spanish Bilingual program.

8.3 EducationMatters Financial Statements

THAT the Board of Trustees receives the financial report for EducationMatters for information and for the record, in the form as submitted.

8.4 Trustee Liaison Report: Board Policy Alignment with imagineCalgary Targets

THAT the Board of Trustees receives the report for information.

Recessed: 6:51 p.m.

Reconvened: 7:10 p.m.

9 | **IN-CAMERA ISSUES**

During the in-camera portion of the meeting, trustees only were in attendance from 7:10 p.m. to 7:55 p.m.

9.1 Motion to Move In Camera

MOVED by Trustee Stewart:

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 20, 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.

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

Opposed: Trustee King

Recessed: 7:55 p.m.

Reconvened: 8:00 p.m. All trustees returned to the meeting and were joined by Chief Superintendent Stevenson and General Counsel, G. Francis. Vice-Chair Bowen-Eyre assumed the Chair.

9.2 Motion to Revert to Public Meeting

MOVED by Trustee Ferguson:

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

The motion was
CARRIED UNANIMOUSLY.

9.3 Motions to Action In-Camera Recommendations

MOVED by Trustee Taylor:

THAT the Board of Trustees directs General Counsel to review the use and cost of Navigator Ltd., by the Calgary Board of Education, as discussed in camera, and report back by June 10, 2014.

The motion was
CARRIED.

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

Opposed: Trustee Ferguson

10 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 8:45 p.m.

