

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8th Street SW, Calgary, Alberta on Tuesday, September 4, 2012 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet (departed at 6:22 p.m.)
Trustee J. Bowen-Eyre
Trustee L. Ferguson
Trustee P. King
Trustee G. Lane
Trustee S. Taylor

Administration:

Ms. N. Johnson, Chief Superintendent of Schools
Mr. D. Stevenson, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Ms. D. Lewis, Superintendent, Learning Services
Ms. D. Meyers, Superintendent, Finance and Supply Chain Services
Mr. K. Peterson, Acting Superintendent, Human Resources
Mr. R. Peter, Chief Communications Officer
Ms. L. Safran, Acting General Counsel
Ms. J. Barkway, Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

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

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 3:00 p.m. and O Canada was led by students from Brentwood School by way of a DVD recording.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. Barkway noted the proposed changes to the Agenda included the addition of two speakers under Item 6.0, Public Comment, and the removal from the Consent Agenda of Item 8.3, Reclassification of Trustee Remuneration Policy Exhibit, and Item 8.4, Trustee Liaison Report re: Calgary Association of Parents and School Councils, for consideration immediately following the Consent Agenda.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of September 4, 2012, 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 **Working With Data for Student Results: A Systems Perspective**

Chief Superintendent Johnson provided a brief introduction to the presentation. Superintendent Lewis introduced the following co-presenters, and a PowerPoint presentation was given as an aid to the audience:

- Superintendent C. Faber, Learning Innovation
- Dr. P. Kover, System Assistant Principal, Learning Innovation
- Dr. M. Bastock, System Assistant Principal, Learning Services
- Ms. S. Leech, Specialist, Learning Services
- Mr. C. Scout, Specialist, Learning Services
- Ms. J. Green, Supervisor, Learning Services

Superintendent Lewis noted that this presentation is about student learning results and some of the processes used in the Calgary Board of Education to understand, respond to and impact the achievement of our students. With a focus on responding to results, it highlights our orientation to continuous improvement and brings to light some of the work that occurs between the annual monitoring reports that are brought to the Board of Trustees. With an additional focus on anticipating instructional needs, it also provides an example of our work to obtain information about student learning indicators as early as possible and to respond to that information as we plan and organize for instruction. A data orientation is evident throughout our Three-Year Education Plan – from how we respond to and create learning for students and staff, to how we organize for instruction, and how we inform and are impacted by our internal and external publics.

The adjustment cycle, developed by researchers at Harvard University, is a commonly understood and useful process for working with all types of data within our organization.

There are a number of steps within this cycle, shaped around the ideas of preparing, inquiring and acting. The adjustment cycle is meant to be recursive. Decisions and actions are revisited and adjusted as new data comes to light in an ever changing landscape. As we work through the adjustment cycle, new information may alter the next step. Everyone plays a part in this data story. In a large organization such as ours, trustees, government, senior leadership, service units, areas, schools, staff, parents, students, partners, and the general public all contribute data and help shape our responses. They also have a role in our actions. Due to the fact that we have many publics, with varying perspectives, there will always be tension with regard to feasible actions and responses.

The remainder of the presentation, given by the co-presenters, illustrated the various processes that the data teams have worked through in analyzing and acting upon student learning, including:

- the essential forms of collaboration;
- the preparation and building assessment literacy;
- the network of information systems to support planning for instruction, responding to results, and further inquiry;
- the “inquire” phase and the acting phase of the adjustment cycle;
- two examples, which included further details of inquiring into student achievement in Knowledge and Employability courses, and taking action; and inquiring into student achievement for First Nations, Métis and Inuit Learners; and taking action for success of these students; and
- the introduction of the Early Years Evaluation – Teacher Assessment (or the EYE-TA) to plan for their instruction.

Superintendent Faber concluded the presentation with remarks about our commitment to continuous improvement, based on our Three-Year Education Plan, our School Development Plans, and the work of our service units. She quoted a comment made by Canadian researcher Ben Levin:

“We do not know the limits of human capacity to improve; all we know is that we have not reached those limits yet.”

She stated that we do not know the limits of what our students can do. We do not know the limits of what we ourselves can do. We do however recognize the work of continuous improvement as part of the work of realizing the moral imperative of public education, of ensuring that all students, not just some, achieve deep learning across a wide range of outcomes that matter for both the short and long term.

We recognize too that our work to gather, analyze and act upon student learning data is subject to its own adjustment cycle; that it too must continuously improve. We continuously question how our information systems can improve, how our collaborative work can be strengthened and how we can enhance our assessment capacities so that our data better becomes evidence on which we can act. We critically reflect upon our processes and on the impact of our work to ask how it could be stronger.

The examples of working with student learning information at a system level illustrate a foundation on which we will continue to build as we continuously improve in all facets of

our work, intentionally moving beyond reporting results and deeper into understanding them.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **Operational Expectations 3: Treatment of Owners – Reasonable Interpretation**

Chair Cochrane reminded the Board that criteria against which the Board is to judge this report is whether the Board is satisfied that the Chief Superintendent has conveyed that she reasonably understands the values underlying this Board policy. She noted that any decision or comment of the Board of Trustees around non-approval of the reasonable interpretation, including the indicators, is in no way intended to be a vote of non-confidence for the Chief Superintendent.

Trustees posed questions, to which Administration responded and a summary of the discussion follows:

- The Records Management timeline is the equivalent of a high level project plan of tasks and activities that seek to bring the records management program of the CBE in compliance and consistent with generally accepted recordkeeping principles.
- In terms of confidentiality, the generally accepted recordkeeping principles do not speak explicitly or specifically to confidentiality in terms of organizational standards, but it does address some of the aspects related to confidentiality, such as accountability, integrity, transparency, protection and availability, in relation to archiving and artifacts. Over the next 30 months Administration will bring forward a series of next steps in the quarterly reports to the Board that will outline the kinds of information that will be available; and Administration will also seek to clarify the types of information that the Board requires. The monitoring report for OE-3 will include the achievement of the various targets and will determine whether Administration is on track.
- With respect to policy subpart 3.2, indicator 2, Administration chose to target 10 percent because this is the first year for measuring this particular indicator. The vast majority of concerns for our system come in at the school level or at the service unit level, and then may go up to a central level, in which case a record is kept for the purpose of tracking and monitoring.
- Regarding policy subpart 3.3, indicator 6, it was noted that Alberta Education sets standards that say “consistent year by year” and pre-determined categories are “very low, low, intermediate, high, and very high”. That is the information that we receive and that we believe would be important to measure our own achievement against. Intermediate is actually 74.6 percent to 78.5 percent, and in that regard a correction to the indicator of compliance should be noted as “The CBE annual Parental Involvement result is intermediate (78.5 percent) or higher...”.
- It was noted that the indicators of compliance for policy sub-part 3.2 mostly reflect the response time as a measure, and it was questioned what kinds of indicators were looked at as being available to measure satisfaction with how the complaint was resolved. Chief Superintendent Johnson stated that when we do have complaints, those are followed up until resolution. She was not sure how you could measure the satisfaction level in general, other than to measure one by one.

- With respect to policy subpart 3.2, indicator 1, Administration chose not to set the target at 100 percent because there are certain days in the year, i.e., during the summer months and winter-break, when there is not always somebody accessible. It was felt that 90 percent was a reasonable target to use. It was further noted that at the beginning of any school year, the number of transportation issues that immediately arise are significantly higher than two weeks down the road, and oftentimes it is not possible to respond to the quantity of issues within two business days.
- A concern was noted about there being no indicators for effectively handling complaints that may come from our owners about our external partners or third party contractors. Chief Superintendent Johnson noted a challenge is that we can't require our external partners to be compliant with our Board policies. However, we can and do vigorously follow through on those particular complaints as they are made by our owners.

MOVED by Trustee King:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-3: Treatment of Owners, including but not limited to the indicators provided in the report.

Trustees debated the motion and comments in support included:

- the report is well formatted and gives clear definitions and the indicators of compliance are well within the Board's needs;
- the Chief Superintendent has done a reasonable job interpreting the Board values and has specifically looked at how we treat our owners in terms of respect, dignity and courtesy, as well as the handling of confidentiality, concerns, communication and ensuring that our students are safe.

A trustee noted a concern with respect to policy subpart 3.2, sharing the belief that when we form contracts and relationships with external parties, that to the public they don't really differentiate between an external party and the Calgary Board of Education, but rather they see it as one organization providing a service to them and their children. A trustee expressed her hope that in those business arrangements that we do have measures of success and satisfaction; that we are ensuring that our public is well served; and that we have adequate information to protect the interests of our owners.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

5.2 Operational Expectations 9: Communicating With the Public – Reasonable Interpretation

Chief Superintendent Johnson provided a brief introduction to the report, noting that in addition to the publication of an annual report, the indicators for this policy focus on interaction or two-way communications, on asking for feedback, in paying attention to

that feedback, on being open to questions and providing answers, and to listen actively and with attention to voices of support and voices of dissent.

Chair Cochrane reminded the Board that criteria against which the Board is to judge this report is whether the Board is satisfied that the Chief Superintendent has conveyed that she reasonably understands the values underlying this Board policy. She noted that any decision or comment of the Board of Trustees around non-approval of the reasonable interpretation, including the indicators, is in no way intended to be a vote of non-confidence for the Chief Superintendent. A correction was noted with respect to the sequence of the pages in the report, in that page 5-15 should follow page 5-16, as it is the interpretation of policy subpart 9.2.

Trustees posed questions of clarification, which were addressed by Administration. It was noted that the annual progress report to the public would contain the same level of detail as in past reports of the revenues, expenditures and a review of the organization's financial condition.

MOVED by Trustee Bowe-Eyre:

THAT the Board of Trustees approves that the Chief Superintendent has reasonably interpreted the provisions of OE-9: Communicating With the Public, including but not limited to the indicators provided in the report.

The motion was
CARRIED UNANIMOUSLY.

5.3 Operational Expectations 2: Temporary Chief Superintendent Succession – Monitoring

Chief Superintendent Johnson provided opening remarks. She recommended that this report be considered under the Consent Agenda in the next monitoring cycle.

Chair Cochrane noted that Trustees are to determine whether the Chief Superintendent is in compliance with OE-2: Temporary Chief Superintendent Succession, based on the Board's previously approved interpretation and indicators. She pointed out that any decision or comment of the Board of Trustees around non-compliance of the Operational Expectation, or any part of it, is in no way intended to be a vote of non-confidence for the Chief Superintendent. Regardless of the action, the result of the Board's vote will inform the Board discussion during the Chief Superintendent's summative evaluation.

MOVED by Trustee King:

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Temporary Chief Superintendent Succession.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 4:27 p.m.

Reconvened: 4:37 p.m. Trustee Bazinet did not immediately return to the meeting.

6 | **PUBLIC COMMENT**

6.1 **Mr. J. Bowes, President, Calgary Association of Parents and School Councils (CAPSC)**

Mr. Bowes applauded the Calgary Board of Education's engagement strategy to seek multiple channels to reach parents. CAPSC believes the resources of the Alberta School Councils' Association (ASCA) in helping set up and govern school councils will be a boon to schools forming and strengthening school councils. CAPSC requests that when forming an agreement with ASCA, the CBE stipulate that the resources available to individual school councils also be made available to CAPSC. In regards to the council of school councils, CAPSC supports efforts to diversify channels of communication and expresses the desire to be an official participant in those meetings. Mr. Bowes emphasized that CAPSC performs a unique role as the only parent organization focussed solely on local CBE issues, and that it looks forward to a continued partnership with the CBE.

6.2 **Ms. H. Mowat, Member of the Public**

Ms. Mowat shared comments about a book entitled *Behold A Pale Horse*, written by William Cooper and suggested that everyone read it. She shared her belief that we are not giving students the right tools to think critically and to develop their divine essence. She stated that when people do not stand up for truth, there is no consciousness within and people just sell their souls to the devil.

Trustee Bazinet returned to the meeting.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Engagement Strategy – School Councils and Parents**

Trustee Bowen-Eyre provided highlights of the contents of the report. She noted that the Board of Trustees would meet with each and every school council chair to form a council of school councils, which would meet at minimum twice a year. Attached to the report is a School Council Handbook, which is a working document only as it may change over time as circumstances deem necessary.

The following is a summary of the discussion and questions by trustees:

- The first meeting of the council of school councils would hold discussions about the details of the strategy and how those meetings are envisioned on a go-forward basis, i.e., how school councils would like to be communicated with; what would work best for them; how often might they like to meet; what agenda topics interest them; and how would they see communication increasing between the Board and school councils.
- It was confirmed that all of our high schools are expected to have a student representative on their school councils.
- The Key Communicator dialogues with CBE administration compared to this strategy, which is a direct link between the school council representatives and the Board of Trustees. Chief Superintendent Johnson noted that the Key Communicator role needs

to be reviewed. A concern was shared that if the recommendation in the report is approved, there may be an issue with respect to the role of Key Communicators, as noted in the last paragraph on page 7-11 of the School Council Handbook.

- This engagement strategy has been fashioned after best practices of other Alberta school boards.
- This structure is simply a proposal at this point, and the Board needs to find out from parents and school council representatives how they would like to see the communication and engagement moving forward.
- Consideration could be given to holding these meetings electronically, i.e., via webinar format.
- It was clarified that should the recommendation be approved, the Board would be approving the engagement strategy – the strategy of creating a council of school councils; a strategy of increasing our communications support between the Board and each of the CBE school councils; to hosting, at minimum, two meetings each year; and accepting the handbook as a communication tool, to help school councils function effectively.
- With respect to financial implications, the resources may change as the needs change. The report quotes \$500 for the printing and circulation of the 2012-2013 School Council Handbook, and that was based on the provision of two handbooks per school. The online version of the handbook would be the most up-to-date, with live links available to various resources. Some benefits may be realized with increasing the number of printed copies to be made available to schools, including the use of the handbooks as a recruitment tool, and the availability of a hard copy to school council representatives who do not have access to a computer.

The Communications Service Unit received cost estimates for printing various numbers of the handbook and there are efficiencies with printing a higher volume, which would be in the range of approximately \$1 per copy. It was felt that based on the composition of the school council and recruitment, consideration should be given to printing 10 copies of the handbook for each school. A printable version of the handbook has been created by Communications that includes all of the content to all of the links in an integrated PDF format. The financial costs associated with this communication and engagement strategy have not been fully fleshed out as yet because this is basically a concept plan at this point in time.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves proceeding with a communications and engagement strategy for school councils, effective the 2012-13 school year, pursuant to the details provided in the attachment to the report.

In debate of the motion, trustees expressed overall support. It was noted that this is a good beginning and trustees are excited for it to move forward. It was noted that this is an outline plan, and it was agreed that the handbook would be very helpful for our schools. A trustee cautioned that there is a need to be sensitive around costs associated with this, and felt that actual costs should be known before undertaking any strategy.

Acknowledgement and appreciation was expressed to Chief Superintendent Johnson, Director R. Peter, Ms. J. Barkway and Ms. B. Selanders for their assistance on this work over the summer months.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

7.2 Engagement Strategy – Alberta School Councils' Association (ASCA)

Trustee Cochrane provided a brief overview of the contents of the report. She noted that the cost of \$9,000 to sponsor each CBE school council for a two-year membership in Alberta School Councils' Association would come out of the Board of Trustees' budget. The ASCA is a provincial organization that has been given substantial provincial funding to create training manuals and modules for school councils.

MOVED by Trustee King:

THAT the Board of Trustees approves the sponsorship of each CBE school council for a two-year membership (2012-13 and 2013-14 school years) in Alberta School Councils' Association, at a cost of \$40 per school council, for a total cost of approximately \$9,000.

Trustees debated the motion, expressing overall support and noting that this is a great opportunity for new and existing school councils.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8 | BOARD CONSENT AGENDA

Chair Cochrane declared the following items to be adopted as submitted.

8.1 Approval of Minutes

- Regular Meeting held June 19, 2012
- Regular Meeting held June 26, 2012

THAT the Board of Trustees approves the Minutes of the Regular Meetings held June 19, 2012 and June 26, 2012, as submitted.

8.2 Correspondence

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

- Letter dated June 13, 2012 from the Honourable Ric Mclver, Minister of Transportation, to Board Chair Pat Cochrane, regarding his election win to

become the MLA for Calgary-Hays and then being named Minister of Transportation.

- **Letter dated June 14, 2012 from Chief Superintendent Naomi Johnson, to the Honourable Jeff Johnson, Minister of Education, informing him of the appointment of Ms. Janice Barkway to the position of Corporate Secretary of the Calgary Board of Education, effective July 1, 2012.**
- **Letter dated July 16, 2012 from Dr. Neil Fenske, Executive Director, Assessment Sector, Alberta Education, to Board Chair Pat Cochrane, containing a signed copy of the joint protocol between the Alberta School Boards Association and Alberta Education regarding the annual release of 2011/2012 provincial achievement test and diploma exam results.**
- **Letter dated July 20, 2012 from the Honourable Jeff Johnson, Minister of Education, to Board Chair Pat Cochrane, regarding her participation in his meetings with school board chairs and superintendents.**
- **Letter dated July 20, 2012 from the Honourable Jeff Johnson, Minister of Education, to Trustee Carol Bazinet as Zone Chair to ASBA, regarding her participation in his meetings with board chairs and superintendents.**

9 | CHIEF SUPERINTENDENT CONSENT AGENDA

Chair Cochrane declared the following item to be adopted as submitted.

9.1 Chief Superintendent Update

THAT the Board of Trustees receives the report for information, as submitted.

The following items were pulled from the Consent Agenda.

8.3 Reclassification of Trustee Remuneration Policy Exhibit

A trustee shared the belief that the policy exhibit as attached to the report differs from the old GP-12E and requested that the changes be reviewed at this time. Chair Cochrane pointed out that the Board of Trustees approved information in this policy exhibit on May 1, 2012, to be effective September 1, 2012.

A question was asked of the reference to technology to be provided to trustees, noted on page 8-28, C.1, given that this issue is subject to a separate technology review at this time. Chair Cochrane reiterated that the wording of the policy exhibit was approved last May, at which time it was confirmed, by Board motion, that there would be a review of future technology needs, and that a report was to come to the Board by September 15, 2012. She confirmed that a report will be brought to the Board on September 18, 2012.

Chair Cochrane noted that the Board is not reviewing the content of the policy exhibit at this meeting; it is only reviewing the aspect of reclassifying the policy exhibit to fit in the framework of the current governance policies.

A trustee noted that the policy exhibit GP-12E that is online is significantly different from the exhibit that is attached to the report of September 4, 2012. Chair Cochrane pointed

out that the only change to the policy exhibit that was approved May 1, 2012, was that the annual taxable transportation allowance for each Trustee be increased by \$500, to \$4100, effective September 1, 2012. She shared the belief that the revised policy exhibit, with the revised transportation allowance, would be posted online following the Board's decision today on its reclassification; that the policy exhibit that was amended on May 1st was not posted earlier because the particulars of the revision were to be effective September 1, 2012.

A trustee questioned why the specifics of the content of the policy exhibit could not be considered at this point in time. Chair Cochrane noted that one of the recommendations approved by the Board on May 1, 2012 was that the Board consult with the Aspen Group regarding the most appropriate placement of GP-12E in the governance framework. This report today comes out of that work. At that same meeting, the Board determined that the issue of technology for trustees be addressed by a working group of the Board of Trustees, and to report back to the Board by September 15, 2012. This work is in process. A further recommendation that was approved by the Board on May 1, 2012 was that the Remuneration Committee makes a recommendation to the Board by October 31, 2012 regarding an in-depth comparative review to be done in the 2012-2013 year; and that such review will include but not be limited to the four metro boards and the City of Calgary Councillor comparators.

Point of Order

A trustee questioned what procedure bars discussion of an agenda item that is on the floor.

Chair Cochrane pointed out that the work pertaining to trustee remuneration has been delegated to a committee of the Board to be brought back to the Board at appropriate times. This work on the Agenda today is simply a housekeeping matter to reclassify the policy exhibit. In response to questions of procedure, Chair Cochrane stated that the Board Meeting Procedures and the Board policies state that the Board can and has delegated this work to a particular committee. The Board has stated by motion that this committee work needs to come to the Board for consideration at a certain point in time, with a full review.

She ruled that it is not appropriate to have a conversation and review of the contents of the policy exhibit at this time.

A trustee questioned what specific line of the Board Meeting Procedures the Chair was referring to.

Chair Cochrane quoted from page 5 of the Board Meeting Procedures, Application sections (1) to (4). She noted further that the *School Act* states that the Board may delegate its power and decision making to any committee, which the Board has done, and she was of the belief that the *School Act* would take precedence over a decision of the Chair.

MOVED by Trustee Taylor:

THAT the decision of the Chair be overruled.

The Chair restated her decision noting that the intent of this report is to reclassify the policy exhibit GP-12E into the governance culture policies in place. Under the *School Act* the Board has the authority and has taken the authority to delegate the work of reviewing the content of the policy exhibit to a committee. There is a motion on the books asking that the Trustee Remuneration Committee come back to the Board with a recommendation of what a full review of the policy exhibit would be. She restated that it would be unnecessary for the Board to discuss the contents of this policy exhibit at this time, given the nature of the report before the Board today, and given that the work has already been delegated to return to the Board at a specific time.

Chair Cochrane called for the vote on the motion.

The motion was
DEFEATED.

In favour:	Trustee Taylor
Opposed:	Trustee Bazinet
	Trustee Bowen-Eyre
	Trustee Cochrane
	Trustee Ferguson
	Trustee King
	Trustee Lane

MOVED by Trustee Lane:

THAT the current *GP-12E: Trustee Remuneration* be renamed as *GC-2E: Trustee Remuneration*, as attached to the report dated September 4, 2012, to be effective immediately.

Trustees debated the motion, which is summarized as follows:

- This is a simple matter of housekeeping, to appropriately place the policy exhibit within the current governance policies.
- A trustee noted her disappointment that the content of the policy exhibit was not up for discussion at this meeting. It was felt that trustee remuneration, trustee expenses, and trustee professional development are very hot topics and of great interest to our public.
- A point was made in response to a trustee comment that the policy exhibit proposed as GC-2E differs from the content of GP-12E. It was confirmed that the trustee was mistakenly comparing the attachment to an old 2009 version of the policy rather than comparing to the updated May 2011 and May 2012 Board approvals. It was further confirmed that the policy exhibit that is currently online is the version that the Board approved on May 17, 2011, and that the only difference between the report attachment and the online version is that the report attachment has been updated with the annual transportation allowance of \$4100 that the Board approved on May 1, 2012, to be effective September 1, 2012.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

6:01 p.m. Chair Cochrane received the consent of the Board to continue the meeting to the completion of the Agenda.

8.4 Trustee Liaison Report – Calgary Association of Parents & School Councils (CAPSC)

Trustee King explained her reason for having this item pulled from the Consent Agenda, which initially was to allow for debate of the recommendation, in light of the Board's approval for a two-year sponsorship for the Alberta School Councils' Association (ASCA).

MOVED by Trustee Bazinet:

THAT the Board of Trustees approves the funding request for the Calgary Association of Parents and School Councils for the 2012-13 school year, in the amount of \$7,800.

Trustees debated the motion, which is summarized as follows:

- The funding for CAPSC has been approved by the Board for a number of years, as the mandate of CAPSC is believed to be of importance for the CBE.
- CAPSC specifically looks at local issues relative to the CBE, whereas the Alberta School Councils' Association is about resourcing support and the provincial mandate for advocacy. It is believed the two would offer different roles and different communications and liaisons.
- A trustee noted appreciation that there are more opportunities for parents to make connections and to come together for decision making.
- A trustee expressed concern that a very low number of schools and parents from her wards are actively involved in CAPSC.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 6:07 p.m.
Reconvened: 6:20 p.m.

Trustee Taylor did not immediately return to the meeting.

10 | IN-CAMERA ISSUES

10.1 Motion to Move In Camera

MOVED by Trustee King:

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, September 4, 2012 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 Taylor

During the in-camera session, Trustee Bazinet declared a pecuniary interest with the agenda item and left the meeting. Trustee Taylor rejoined the meeting at 6:25 p.m.

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 Bazinet

MOVED by Trustee King:

THAT when this meeting adjourns, it adjourn to meet at the call of the Chair.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bazinet

10.3 Motions to Action In-Camera Recommendations

MOVED by Trustee Ferguson:

THAT the Board of Trustees receives the correspondence attached to the private report dated September 4, 2012, for information and for the record.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bazinet

11 | **ADJOURNMENT**

Chair Cochrane declared the meeting adjourned at 6:53 p.m.