

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, April 16, 2013 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees

Present:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
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
Mr. G. Francis, General Counsel, Legal Services
Ms. E. Gouthro, Acting 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. 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. E. Demcoe, Principals' Association for Adolescent Learners (PAAL)
Mr. R. Petrowitsch, Principals' Association for Adolescent Learners (PAAL)
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 3:03 p.m. and O Canada was led by Hannah, a grade 11 student from Western Canada High School.

Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

2 | CONSIDERATION/APPROVAL OF AGENDA

Ms. J. Barkway, Corporate Secretary, noted that Item 8.1, Minutes of the Regular Meeting held March 19, 2013, were removed from the Consent Agenda because of their late circulation, and they would be considered following Item 9.2.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of April 16, 2013 be approved as submitted, subject to the above-noted revision.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

3.1 Lighthouse Award

Ms. M. Levy, System Principal, introduced Decidedly Jazz Danceworks (DJD) as the recipient of this month's Lighthouse Award. DJD has been offering Arts in Education opportunities to Calgary schools for over 2 decades, including Artist in Residency programs, workshops, teacher professional development workshops, student dress rehearsals, and in-school performances. For 20 years DJD has been the dance company in residence at Connaught School, which is a small inner-city school that serves students from 53 countries and currently 46 languages are represented in their population. Each week DJD dancers come to the school to teach 30-minute sessions to their students. Over the course of a school year all of the students will have participated in these classes and learned many new skills; the students are engaged, take risks, and build self-esteem.

The partnership with DJD provides authentic opportunities for Calgary Board of Education students to achieve the outcomes of our Results statements. Using the language of dance, rhythm and vibrant personalities, DJD dancers demonstrate their gifts through volunteering their time and talents to enhance our Physical Education program and encourage personal development. The students also see that good citizenship is demonstrated by the support from the community to fund this program. The residencies, performances, and scholarships to Connaught students are provided at no cost to students or the school. This year DJD has also offered performances to three elementary schools with total funding of \$2400 provided by a community business sponsor.

Ms. K. Sundstrom, General Manager, Decidedly Jazz Danceworks, came forward and shared words in appreciation of the partnership, and she thanked Ms. F. McGilvray Cook, Principal, Connaught School, for nominating DJD for the Lighthouse Award. She stated that their work with students at Connaught School for the past 20 years has been very special and fulfilling. The philosophy of DJD is that dance should be part of everyone's life every day. Ms. Sundstrom noted that DJD is a non-profit organization

and she thanked their corporate sponsor and donors, TransCanada and an Anonymous Fund at The Calgary Foundation, for making this work possible.

On behalf of the Board, Chair Cochrane expressed gratitude for the Calgary Board of Education's partnership with Decidedly Jazz Danceworks, and for their sharing of beauty, joy, fun and many gifts that Dance and the Arts present in a person's life, which our students have identified with.

4 | RESULTS FOCUS

4.1 Area III Aboriginal Team and School Community

Dr. D. Yee, Area III Director, introduced the presentation noting that it showcases Results 5: Character, and the collective work in honouring our Aboriginal students and families in the learning communities of Falconridge, Grant MacEwan, and O.S. Geiger Schools. This work is in support of students, to strengthen their own character in deepening their sense of identity and belonging as an Aboriginal student within their school communities. She stated that students have the responsibility for balancing their rights with the needs of others, and this allows each student to be accountable for his or her own actions and words. This aligns very much with the traditional teachings of First Nations, Métis and Inuit peoples. Dr. Yee introduced the following presenters and key people to this work, as follows:

- Ms. C. Gourdeau, Learning Leader, Aboriginal Education, Area III
- Ms. G. Manitopyes, Diversity and Learning Support Advisor, Aboriginal Education, Area III
- Ms. K. Moore, Cree Métis Elder
- Savannah, Grade 1 student from O.S. Geiger School
- Shalome, Parent
- Victoria, Grandparent
- Ms. L. Cooper, Principal, O.S. Geiger School
- Ms. B. McPherson, Principal, Grant MacEwan School
- Ms. P. Numan, Principal, Falconridge School
- Ms. A. Robinson, Learning Leader, Area III (currently Acting Assistant Principal, Chris Akkerman School)

Ms. Manitopyes stated that character, from a First Nations, Métis and Inuit perspective is grounded in the teachings of the Medicine Wheel. The need to develop, nurture and ensure the balance and connectedness of one's physical, emotional, intellectual and spiritual wellbeing is the heart of what guides the work of making connections. Ms. Gourdeau shared comments about connections that are being made to bring together the families of First Nations, Métis and Inuit peoples and the school communities to support and enhance the educational journey of the children. She said it is about creating multiple opportunities for authentic engagement with opportunities for reciprocal understandings where we build capacity, advocate and enhance learning by strengthening relationships, which is being achieved through family nights; traditional protocols; ceremonies; in teachings; newsletters; learning opportunities for all students; and professional development for staff that has extended into the classroom and the school. A video was shown of this work.

Ms. Moore shared that to build character within our communities of the Aboriginal people and all students takes both internal and external motivation. She commented on how those connections are made to help students become successful academically, and how internal success is achieved through an understanding of the cultural identity, through prayers, ceremonies, and mentoring.

Through video presentations Principals Cooper, Numan and McPherson shared details of how their students are learning and becoming more engaged through meaningful connections and deeper understandings of Aboriginal life, cultural and heritage. Teachers' perspectives were shared about how to bring this type of learning into their classroom, and they shared some of the success stories of individual students who have become much more involved through this form of learning. The personal experiences, values and respect that evolved from this work were shared by Savannah, Shalome and Victoria.

On behalf of the Board and as ward trustee, Trustee King expressed appreciation for the presentation and for the connections being made through this work. She reiterated a comment made earlier in the presentation, that it takes a community to raise a child, and she remarked on the importance of the support that is given to our students by the Aboriginal community and families.

4.2 Results 2: Academic Success – Languages – Presentation and Discussion

Deputy Chief Superintendent Stevenson provided a brief introduction to the presentation, noting that it highlights the successes and results that our students are experiencing as they take up multiple opportunities offered in the Calgary Board of Education second language and cultural programs. The Calgary Board of Education offers second language learning in French, Spanish, Chinese, German, Cree, Blackfoot, Korean and Punjabi. He introduced and called forward Ms. S. McLeod, Director, Global Learning, to give the presentation.

Director McLeod provided details of the availability of French, second language and cultural learning to Calgary Board of Education students, aided by a PowerPoint presentation and video clips. A personal educational experience was shared by Melanie, alumni of the Calgary Board of Education's French Immersion program, and by Emily, a student of the Spanish bilingual program at Senator Patrick Burns School. Highlights of the presentation are as follows:

- 40 years (1973-2013) of French Immersion in the Calgary Board of Education
- Promoting the values of language learning and cultural understanding
 - Calgary Board of Education Three-Year Education Plan 2012-2015
 - Alberta Education: International Strategy; Inspiring Education 2010
 - The Canadian Council of Minister of Education (CMEC) 2011
- Including all students in second language learning
- Reflecting community values through language programs
 - The Alberta Education *Impact of Second Language Education* study affirms the importance of second language education on intellectual potential, scholastic achievement, first language skills, citizenship and the economy.

- Choices in languages and learning models
 - Continuing immersion and late immersion: 7,494 French Immersion Students
 - German, Spanish and Chinese Bilingual: 3,361 Bilingual Students
 - 28,137 second language students
- Grades 3, 6 and 9 French Language Arts Provincial Achievement Test Results
- French Language Arts 30-1 Diploma Exam Results
- Providing access to international language credentials
 - Student and teacher participation in Chinese, French, German and Spanish language credentialing is growing steadily
- Supporting learners through global partnerships and community collaboration
- Instructional leaders impact student success
- Impacting student learning through professional growth
- Engaging students in cultural experiences and meaningful language interaction
 - French as a Second Language Student SEVEC Exchange 2013 – Arbour Lake School with Louiseville, Quebec
 - 2013 Spanish Bilingual Grade 9 Study Tour Albuquerque, New Mexico
 - Intensive French (Nose Creek School) – A new model for French as a second language
 - Intercultural exchange: Besançon/Calgary Project and school twinning
 - Students of Dalhousie School create *La Violeta* school project
- Innovating to increase choice and access
 - Desire2Learn – A blended platform for language learning
 - Calgary Board of Education is engaging in the future of language learning

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

- International credentialing is optional for both teachers and students. It falls outside of what is required by Alberta Education. It is seen as an enhancement.
- Intensive French is not a program, but it is a set of strategies that focus on the development of literacy in the language, and it is offered to Grade 5 or Grade 6 students as a one-year course, after which students may move into a French program. Teachers use the Intensive French strategies in the regular French as a second language classroom.
- Information was shared with respect to the current prototype for Punjabi and Arabic language learning, and the proposed teaching and learning prototype.
- Our attrition rates in French Immersion (Grade 9 to Grade 10) are surprisingly low, at about ten percent. We are also seeing this with the Spanish Bilingual program that is now in high schools.
- Our numbers indicate that the immersion programs and the bilingual programs both continue to grow.

On behalf of the Board of Trustees, Chair Cochrane expressed appreciation for the presentation and to all involved in its preparation.

4.3 Results 2: Academic Success – Reasonable Interpretation, Baseline and Targets

Chief Superintendent Johnson provided a brief summary of the contents of the report. She noted that this reasonable interpretation for Results 2: Academic Success is a consolidated version of the reasonable interpretation presented and approved by the Board in May 2012. It also recognizes a change in our provincial context with the withdrawal of Alberta Education's previous student learning framework and the ongoing work being done by Alberta Education in the area of curriculum redesign. Chief Superintendent Johnson pointed out that the complexities with introducing a new reasonable interpretation at this point in the year include that a number of data sets have been presented previously, some targets have already been established, and other baseline information is still being calculated.

Chair Cochrane reminded the Board that it is the Board's responsibility to confirm that the interpretation of the Board's policy language is reasonable and that the indicators and targets selected by the Chief Superintendent are reasonable. This first step will set the stage for effective and efficient monitoring of actual organizational performance, which is the second step of the Results monitoring process. She reminded trustees that the purpose today is to determine whether the Chief Superintendent has reasonably interpreted the Board's words in this Results policy.

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

- Measuring and reporting on student achievement in the fine arts programs will be specifically included in the monitoring of policy subsection 2.1. This academic discipline becomes a part of the choice agenda for students in secondary schools, and the achievement levels will be measured of only those students participating in the programs.
- Administration shared comments about monitoring and ensuring that our students use digital tools ethically. It was noted that bullying and cyber-bullying are worldwide concerns and the Calgary Board of Education is diligently working on those issues. The idea of safety within the academic success context has been interpreted to be about the process of meaning that students go through, i.e., what they believe is true; how they critically assess whether or not information is correct, or whether someone is trying to manipulate their thinking; and in terms of the general sense around the ethical perspective. There is an indicator in Results 5: Character that speaks very specifically to students using technology responsibly and with integrity.
- A number of the questions for the Grade 12 Student Survey have been reworded. The question related to mathematics has been contemplated by Administration as to whether or not the change in the wording actually has impacted the change in the result. Administration noted that the rephrasing of the questions has moved closer to asking about actions taken by students. A number of questions from the student survey and some of the results will be taken to upcoming student symposia for feedback.
- Administration stated that literacy is built into the English Language Arts program of studies and it will have a number of measures in that general indicator that will include

data gathered from report cards throughout the grades as well as through specific courses in high school. The broader concept of literacy will have indicators included in the program of studies and the success of students with their learning programs will show in those results. Data gathered from the report cards will also report on reading comprehension.

- With respect to the reporting going forward, Administration noted the belief that the monitoring report that is scheduled for June 2013 will show all of the data from the 2011-2012 school year, and there will be a consistent set of targets for the 2012-2013 school year that will become part of the next monitoring cycle.

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the Chief Superintendent's revised reasonable interpretation of Results 2: Academic Success, as presented, including but not limited to the indicators and targets included in the report.

In debate of the motion, Trustees expressed support for the revised reasonable interpretation, noting that it reflects what the Board requires. Appreciation was expressed for the academic disciplines being reported on individually, and for the manner in which this report was written, in that it is easy to read and to understand.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 4:40 p.m.
Reconvened: 4:52 p.m.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **OE-7: Asset Protection – Reasonable Interpretation of Policy Subsection 7.5**

Superintendent Meyers provided brief highlights of the contents of the report.

Chair Cochrane reminded the Board that it is the Board's responsibility to ensure that the Chief Superintendent reasonably understands the values underlying this Board policy, to confirm that the interpretation of the Board's policy language is reasonable and that the indicators selected by the Chief Superintendent are reasonable.

MOVED by Trustee Taylor:

THAT the Board of Trustees approves the revised reasonable interpretation for Operational Expectations 7, policy subsection 7.5, as presented.

The motion was
CARRIED UNANIMOUSLY.

5.2 Operating and Capital Budget Assumptions Report

Chief Superintendent Johnson shared some key points surrounding the Operating and Capital Budget Assumptions report. The provincial budget was announced on March 7, 2013, and the impact on our students and our school system will be significant as the Calgary Board of Education faces a budget shortfall of \$62 million for 2013-2014. For the current year, the province required 96% of school district operating budgets to go to schools, with no more than 4% spent on administration. The Calgary Board of Education is already more efficient than the province requires. In the current year, we are spending 15% less on administration than the limit. In our system that 15% difference results in additional \$7 million that has been sent to classrooms. Chief Superintendent Johnson provided highlights of the Budget Assumptions report, explaining the strategies Administration proposes to balance the budget and the impact of those strategies. In summary, our priority is student success and student safety; school based budgets, called the Resource Allocation Model (RAM), will increase by 2%; the administrative budget will be cut by 12.5%; vital programs for students will be maintained, even those without provincial funding; and transportation fees will not increase for students who have to travel to and from school on yellow buses and Calgary transit.

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

- There was discussion about the purpose of a budget assumption report. Administration noted that the Board of Trustees has an opportunity to provide general guidance in the budget building process. The Board is expected to debate the 2013-14 Operating and Capital Budget on May 28, 2013. There will be two public engagement sessions held by Administration prior to the end of May.
- Reference was made to page 5-16 of the report and Administration pointed out that with respect to the elimination of memberships, the referenced memberships are provided as examples only. If a decision was made to eliminate the Alberta School Boards Association (ASBA) membership, then it would be for the future budget year. This is a three-year budget plan. With respect to the Alberta School Employees Benefits Program (ASEBP), Administration noted there are opportunities to maintain our membership as an employer participant in the plan without being a member of ASBA.
- In regard to the management of the year-over-year reduction of Plant Operations and Maintenance (PO&M) funding and the provincial cut of \$4.2 million, Administration noted that the decision was made to keep that budget whole and the strategies outline the other areas that are impacted by doing so.
- It was noted that the structural deficit is the use of one-time funding and it is not included in the \$62 million projection. Administration has not looked at revising the Calgary Board of Education's structural deficit plan, as they had planned for that with the three-year funding plan that was previously approved by the province. The details of the elimination of the structural deficit will be outlined in the Operating Budget.
- The 2% RAM rate increase has been on an absolute dollar basis, compared to last year's RAM allocation, and it is not on a per student basis.

- Administration commented on a variety of manual processes that are being automated to reduce the administrative burden on teachers and principals.
- The \$62 million shortfall is the difference between the funding we will receive for 2013-14 and the current 2012-13 budget, modified for the increase in our anticipated enrolment, plus any known, fixed increases and decreases.
- It was noted that each service unit of the Calgary Board of Education will be impacted by this budget.
- Reserve money will be used to supplement any deficit in the transportation budget. It is not possible at this time to know whether additional funding will be required from the global budget in order to freeze current student transportation fees. Administration concurred with a trustee reflection that the government had eliminated the fuel grant, effective April 1, 2013, and expenses incurred from that would have to be recovered from the 2012-13 budget.
- Administration noted that teacher retirements in the Calgary Board of Education would not reduce the projected \$10 million increase in costs for the grid movement for teachers, but it would reduce the Calgary Board of Education's overall average salary costs. The number of teacher retirees will not be known until the end of May.
- Clarification was provided on the \$20.6 million anticipated funding available for board-funded capital. To the extent that the Calgary Board of Education has amortization expense, it becomes available for capital funding, except to the extent that a decision is made to leave those funds available for use in the operating side. Over the next few weeks, Administration will be reviewing what projects might be carried over to the next year in order to accomplish this 2013-14 budget.

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

- In response to questioning about EducationMatters, Administration noted that they have not done an analysis of what the impacts might be on students should the Calgary Board of Education's contribution of \$.75 million be eliminated from the 2013-14 Budget.
- Administration confirmed that class sizes will remain close to the provincial class size averages. The Calgary Board of Education's class size averages currently are: Kindergarten to Grade 3 – 19.3 students; Grades 4 to 6 – 22.5 students; Grades 7 to 9 – 25 students; Grades 10 to 12 – 26.8 students. With the expected increase in Calgary Board of Education's enrolment of approximately 3,000 students, there are predicted impacts on the Grade 4 to 12 class sizes.
- It was clarified that cuts to centralized support services will affect support to teachers and to students. The Administration block does not include centralized support services. The allocation of funds to the Administration block is based on guidelines from Alberta Education, and it is allocated based on the function of the expense. Those guidelines indicate that it includes costs related to Board governance, and costs associated with the overall management and administration of the organization.
- Discussion took place about the Career and Technology (CT) strategy. Administration pointed out that this is a provincial curriculum and the Calgary Board of Education is obligated to provide the curriculum for Grade 5 to 12 students. The CT

centre is supported by Calgary Board of Education funds as well as through funds provided by many outside partnerships. In regards to \$47 million for the continuation of small-class supports in Kindergarten to Grade 3 and high school CTS, Administration noted that comes from Alberta Education as a complete funding envelope, and approximately \$2 to \$3 million from that envelope will be allocated to the CT strategy.

Recessed: 6:56 p.m.

Reconvened: 7:15 p.m.

MOVED by Trustee Ferguson:

1. **THAT the Operating Budget Assumptions be received for information and for the record; and**
2. **THAT the Capital Budget Assumptions be received for information and for the record.**

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

- Trustees concurred that this is going to be a very difficult budget year and the process is going to be very difficult for the system overall.
- Trustees expressed their appreciation that the budget assumptions report clearly identifies that every effort is being made to restructure the conditions of the budget to protect our students in the classroom.
- A trustee shared her belief that the provincial budget was not flat and that it did not protect Kindergarten to Grade 12 students in classrooms. There was an announcement of a 0% grant rate increase, followed by decreases in many areas. She noted that tough choices have to be made, and she was appreciative of Administration's recognition of that in the budget assumptions report.
- Remarks of appreciation were shared by a trustee for the creativity of the report. She noted her concern that the process is not clear about the Board's role at this stage and the Administration's role. With respect to going forward, she expressed her belief that our public want to see more of a focus on the basic core education for their children.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Bowen-Eyre:

THAT the Chief Superintendent prepares a report regarding the 2013-14 budget for the Office of the Board of Trustees, pursuant to the following guidelines:

1. **The proposed budget incorporates the budget assumptions as they relate to the Office of the Board of Trustees' budget; and**
2. **includes the outcome of any decisions related to the Board's consideration of Trustee Remuneration; and**

THAT the report be scheduled for the Board of Trustees' consideration in a public session at 11:00 a.m. at the April 23, 2013 Board meeting.

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

- A trustee noted that it would be helpful to have this information in advance of the Board's debate of the budget, to determine where appropriate areas may exist to cut the Trustees' Office budget by 10%.
- A trustee expressed support, noting her agreement that it is important that the budget assumption and any impacts be included in the proposed budget that comes from the Office of the Board of Trustees.
- Support for the motion was expressed, with comments shared by a trustee that she was hopeful it would be left somewhat open for Administration to have some flexibility. She pointed out that over the past three budget years the trustees' office has operated with surpluses in excess of 10%.
- Several trustees agreed that the cuts to be proposed to the Trustees' Office budget should be 10% at a minimum.
- It was noted that earlier in the discussion the Chief Superintendent commented that any clarity from the Board pertaining to the budget assumptions report would be welcome. It was pointed out that there are some costs in the Trustees' Office budget that are increasing, including the election costs for the City of Calgary; some costs are fixed; and all of that needs to be narrowed down.
- A trustee shared her recognition that the timeline is short for Administration to do the follow-up work, but she felt it imperative that the Board has a clear detailed picture in order to make informed decisions.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees requests that the Chief Superintendent prepares a report regarding the potential consequences, including legal liabilities, to the Calgary Board of Education of eliminating funding to EducationMatters.

A trustee questioned whether a timeline for this information was attached to the proposed motion. Trustee Bowen-Eyre noted that her intention was to have a presentation or a report to the Board prior to May 28, 2013, which is when the Board will debate the budget.

Chief Superintendent Johnson stated that because of the nature of the organization, there are many things to untangle, and the impact on this may take a year or two. She noted that Administration could work with EducationMatters. Chief Johnson advised that it would not be possible to have a report to the Board by May 28, 2013.

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

- A few trustees expressed their belief that it is important to know the details surrounding potential legal liabilities and the impacts this could have on students if the funding to EducationMatters were eliminated.
- A trustee shared her belief that there is a cost benefit to having this organization, and she felt it is her fiduciary responsibility to have this report come forward.
- A trustee noted that the Board of Trustees has approved funding for EducationMatters in the past, and that the creation of the organization was by the approval of the Board. She expressed her belief that this consideration should be in the domain of the Board.
- The belief was shared by a trustee that by bringing forward this motion, it is providing guidance to Administration around the Board's intentions, and it provides guidance to the Board to make an informed decision.
- A trustee pointed out that the budget assumptions report does not speak to closing down the organization, but it addresses the elimination of funding for one year, and she felt there was no need for a report in respect of that. She agreed that EducationMatters does good work for our students, but she believed that Administration has looked at the cost benefit of everything that they have considered in this budget assumptions report.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

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

Motion Arising:

MOVED by Trustee Taylor:

THAT the Chief Superintendent prepares a detailed report regarding the 2013-14 budget showing:

- (1) revenues and expenses for all fees by category, and**
- (2) expenses for Administration.**

Trustee Taylor provided clarification to questions raised by trustees. She stated her expectation that the details of the report would provide a breakdown of revenues and expenses, as analyzed by Administration, and pertaining to noon supervision fees, transportation fees, transportation waivers, instructional supplies and materials, etc. Administration responded that the budget report format and details has been intended to be in line with the Board's operational expectations for OE-5: Financial Planning. Chief Superintendent Johnson commented on the difficulty with making changes in the middle of a process, noting that Administration is now close to presenting the budget to the Board.

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

- A couple of trustees expressed their desire to receive and review the detailed report in time for the budget deliberations. They noted their belief that the areas of fees and administration receive a lot of focus and discussion, and that there is a need to be publicly transparent with respect to revenues and expenses.
- It was pointed out by a trustee that the organization collects \$89 million in fees and other revenue, and she felt it important to relay publicly where that money is going. The trustee shared her belief that it should not be problematic to provide a breakdown of the details, which she believed had to be done by Administration to arrive at the budget assumptions and the end result.

Trustee comments in opposition to the motion are summarized as follows:

- A trustee referenced OE-5 and expressed her uncertainty that the information requested was necessary. She felt that the interpretation of the operational expectations policy is up to the Chief Superintendent, to provide for that which the Board has asked for through policy.
- The belief was shared by some trustees that the timeline is too short for Administration to meet this expectation.
- A trustee shared that the benefits that may be gained from this work were questionable against the work and expense that would be involved in undertaking the work in such short order.

Other comments:

- A trustee noted her uncertainty that the requested information would help her in making a decision on the budget, or what changes she might consider in light of that information.

Chair Cochrane called for the vote on the motion.

The motion was
DEFEATED.

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

Recessed: 8:32 p.m.
Reconvened: 8:39 p.m.

6 | PUBLIC COMMENT

There were no public comments.

7 | MATTERS RESERVED FOR BOARD ACTION

7.1 Trustee Remuneration Committee

Trustee Lane, as Chair of the Trustee Remuneration Committee, expressed appreciation for the work provided by members of the Committee and for the assistance provided by some Calgary Board of Education staff. He provided an overview of the contents of the report. He noted that the Committee is recommending no change in trustee remuneration; it is proposing revisions to GC-2E, to impose maximums on meal expenses that may be reimbursed, and to be very explicit that we exclude alcohol as a reimbursable expense.

MOVED by Trustee Lane:

THAT the Board of Trustees approves the recommended changes to GC-2E: Trustee Remuneration, as provided in the attachment to the report.

MOVED by Trustee Taylor:

THAT the Board of Trustees postpones consideration of the Trustee Remuneration Committee report to the public Board meeting of April 23, 2013.

In response to questioning, Trustee Taylor shared her belief that the report to come from Administration on April 23, 2013 would base any outcomes on the status quo of trustee remuneration.

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

- A trustee expressed her opinion that it would be better to have the discussion on the matter of Trustee Remuneration at the same time as the discussion of the Office of the Board of Trustees' budget.
- A trustee shared comments in opposition to the motion, noting that information pertaining to the report could provide some insight to Administration in the preparation of the budget.
- A point was made by a trustee that a previous motion directed the Chief Superintendent to provide a report for April 23, 2013 that includes the outcome of any decisions related to the trustee remuneration. The trustee expressed her desire to consider the report at this point in time.

Chair Cochrane called for the vote on the postponement motion.

The motion to postpone was
DEFEATED.

In favour: Trustee Bowen-Eyre
Trustee Taylor

Opposed: Trustee Bazinet
Trustee Cochrane
Trustee Ferguson
Trustee King
Trustee Lane

There was no debate of the main motion, and Chair Cochrane called for the vote.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee King:

THAT the Board of Trustees amends GC-2E: Trustee remuneration, as of September 1, 2013, as follows:

- 1. by the deletion of policy provision B.3;**
- 2. by the deletion of “paid for from the Trustees’ Office Budget” from policy provision C.1 and replacing it with “at the individual’s expense”; and**
- 3. by the insertion of a new A.3 as follows:**

“Notwithstanding the trustee honoraria set out in A.1 and A.2, the following honoraria will be effective only for the 2013-14 fiscal year:

Trustees: \$45,000

Chair: An additional \$10,000

Vice-Chair: An additional \$5,000.

For fiscal year 2014-15, the trustee remuneration review to commence by using the 2009 rates of honoraria, as currently included in GC-2E, A.1 and A.2.

Trustee King provided clarification to questions. She noted that with respect to the removal of policy provision B.3, her intent is that those conference costs no longer be an expense in the Trustee Office budget, and instead it be taken out of the individual trustee’s professional development budget. Administration clarified that the proposed revision to policy provision C.1 is simply transferring the responsibility for the payment of the parking space to an individual trustee, should they decide to use the parking space. It was clarified that these changes would be effective September 1, 2013.

Trustees debated the motion, which is summarized as follows:

- A trustee expressed support for the motion, although she would have preferred to have seen this rolled into the report of the Trustees' Office Budget that will be reviewed on April 23, 2013.
- A trustee noted a concern with the wording of point 3 of the motion.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Chair Cochrane declared the following items on the Consent Agenda to be adopted as submitted:

8 | **BOARD CONSENT AGENDA**

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 March 19, 2013 to Board Chair Pat Cochrane, from the Honourable Jeff Johnson, Minister, Alberta Education, giving approval to 2 new modular classrooms for McKenzie Towne School.**

8.3 Update on Engagement Strategy – School Councils and Parents

THAT the Board of Trustees receives for information the summary of *What we heard from parents*, as attached to the April 16, 2013 report, as an update of the ongoing communication and engagement strategy for school councils.

9 | **CHIEF SUPERINTENDENT CONSENT AGENDA**

9.1 Chief Superintendent Update

THAT the Board of Trustees receives the Chief Superintendent Update for information.

9.2 Waste and Recycling Management

THAT the Board of Trustees receives the Waste and Recycling Management report for information.

The following item was removed from the Consent Agenda:

8.1 Approval of Minutes

- Regular Meeting held March 19, 2013

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves the Minutes of the Regular Meeting held March 19, 2013, subject to a correction on page 13 to record that Trustee Bazinet was opposed to the motion regarding total compensation for Exempt employees.

The motion was
CARRIED UANANIMOUSLY.

10 | ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:30 p.m.