

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, February 18, 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:

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. 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. J. Manfield, Recording Secretary

Stakeholder Representatives:

Mr. R. Anderson, Canadian Union of Public Employees, Local 40 (attended at 3:49 p.m.)
Mr. F. Bruseker, Alberta Teachers’ Association, Local 38
Ms. L. Robb, Calgary Association of Parents and School Councils
Mr. J. Hartle, Elementary School Principals’ Association
Mr. D. Fisher, Principals’ Association for Adolescent Learners (PAAL)

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Taylor called the meeting to order at 3:06 p.m. and O Canada was led by the Arbour Lake School Vocal Ensemble.

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



2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. Barkway, Corporate Secretary, noted that under Item 6.0, Public Comment there were five requests for public comments, and that a new agenda Item 7.1, National Sport School was added. She also noted that Agenda Item 4.2 is time-sensitive and scheduled to start at 5:00 p.m.

MOVED by Trustee Hurdman:

THAT the agenda for the Regular Meeting of February 18, 2014, be approved as submitted, subject to the additions noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 **Lighthouse Award**

Superintendent Faber introduced this month's recipient of the Lighthouse Award as Junior Achievement of Southern Alberta. She noted that over the past 53 years, Junior Achievement (JA) has provided CBE students extensive volunteer and mentorship opportunities through awards, scholarships, and programs such as Economics for Success, Dollars with Sense, Company Program. This year alone has seen over 9,440 students in 62 schools engage in JA programs. These authentic and real world experiences promote learning opportunities that are multi-faceted, personalized, and intentionally aligned to their interests, passions and preferred futures, and allow our students to build the confidence and knowledge they need to define personal success, enhance their financial literacy and pursue their dreams. She stated that this award recognizes Junior Achievement of Southern Alberta for their outstanding commitment and contribution to CBE students.

Students Julia from Dr. E.P. Scarlett High School and Travis from Lord Beaverbrook High School came forward and shared comments about their personal development and learning experience with Junior Achievement of Southern Alberta.

Scott Hillier, President and CEO of JA came forward and informed that JA began in the US in 1919, has been in Calgary since 1959, is the world's largest charitable organization designed to teach students about entrepreneurship and is now delivered in over 150 countries worldwide. He provided details of the early days of JA in Calgary which began as a partnership with a local entrepreneur and the Calgary Jaycees. In 2014, they now have seven, and soon to be eight, different programs available in many elementary, middle and high school classrooms across the CBE. He thanked the CBE for the recognition and accepted the Lighthouse Award, which was presented by Chair Taylor.



4 | **RESULTS FOCUS**

4.1 **School Presentation – Arbour Lake School – Results 4**

Ms. S. Smith, Area V Director, provided a brief introduction of the presentation. She introduced Assistant Principal L. Scullion and stated that in the presentation students will articulate how they have identified and are actively developing interests, gifts, and talents in a broad range of learning opportunities at Arbour Lake School. She commented that a positive consequence of personal development is that each student can in turn enrich the entire school as well as the broader community.

Assistant Principal Scullion noted that the students presenting today are just three of the many students who have had passions ignited as a result of opportunities offered through the school. There is opportunity for every student to try something new or find a new area of interest. A short video was shown about what personal development means at Arbour Lake School. Ms. Scullion noted that the video was created by their grade 9 visual communications class, and the accompanying music was done by four grade 9 girls from a music production and guitar class.

Student Zach shared comments about his involvement in the sports and drama programs and how it has helped him develop and expand as a person. He also told of how through his involvement in local and global initiatives, he will be going to Kenya this summer to help build a school for a local community. Mohammed shared comments on how the leadership committee inspired him to become passionate on issues affecting our local and global community which has motivated him to become an active leader at the school. He gave details of his involvement with the Spirit Committee, the Student Advisory Council, and the grade 9 Leadership Committee. Travis told of how teachers at the school find ways to make learning fit for each and every student, whether it is through more help or more challenges, and how they use *Desire2Learn* to keep students informed about homework and other upcoming activities. He also spoke of how *Iris* has helped him set *SMART* goals, which stands *Specific, Measurable, Attainable, Reasonable, and Timely*, and how it has helped him develop as a person.

On behalf of the Board of Trustees, Trustee Bowen-Eyre thanked staff and students for their presentation and added that the students demonstrated that personal development at Arbour Lake School has been a unique personalized way to develop and grow.

As Item 4.2, Board Development Session had a set time for consideration at 5:00 p.m., the remaining agenda items were considered at this point of the agenda.

5 | **OPERATIONAL EXPECTATIONS**

There were no items.



6 | **PUBLIC COMMENT**

6.1 **Ms. J. Nicholson, Parent**

Ms. Nicholson stated that she is a member of the West Springs School and community with one child in the public school system and another will enter Kindergarten in 2016. She stated members of the community have been advocating for more schools in the area to address the massive over-capacity issues and that they have over 4,100 petition signatures from families in West Spring, Aspen, and Cougar Ridge supporting the cause. Of the seven public schools in those areas, all but one is over-capacity which has left families feeling panicked. She suggested that a capacity crisis plan be implemented by the CBE, the province, and the City to look at alternative funding models and innovative measures to address new school construction in communities with strong growth and development pressures. She added that recent discussions between the CBE and the province have indicated the province is open to the idea of pursuing alternative solutions. She informed that the next speakers will discuss some of the ideas they have researched that are feasible, reasonable, and timely.

6.2 **Mr. P. Newmarch, Parent**

Mr. Newmarch stated that he has one child currently at West Springs School and one hopefully attending in September depending on capacity issues. One solution that should be considered by the CBE is the possibility of modular schools, which could provide temporary and short-term solutions and has worked well in the past in boards across the province. Benefits of this solution are flexibility; in the event of an enrolment forecast change, the modular components could be moved or clustered as well as a significant savings in time and labour. Modular schools are extendable and re-locatable and can vary in size and configuration to match classroom need, can be built on either permanent or temporary foundations, and provide the same look, feel, and comfort as any site built structure.

6.3 **Ms. C. Gordon, Parent**

Ms. Gordon stated she has two children at West Springs School and a third one hopefully starting in September 2016 and that she would talk about school boundaries. She provided population information for a few communities from the 2012 Census and asked why we are using communities as boundaries to determine schools when the populations of each community are significantly different. She gave details of a precedent set in Milton, Ontario where they use “*areas*” and not communities as boundary names, called Elementary Review Areas, and Secondary Review Areas. She suggested a new approach to boundaries as each community does not grow at the same rate. There could be Ward boundaries, CBE areas, or areas similar to that in Milton, Ontario. A redefinition of boundaries could be an immediate and longer-term school solution.

6.4 Mr. M. Bradshaw, Parent

Mr. Bradshaw stated he is a resident of Silverado and would like to comment on the idea of mini schools, similar to the Herons Crossing School in Airdrie, which is a partially built school with a gymnasium, administration offices, and several permanent classrooms, that can be bolstered by modulars until a more permanent solution. They would cost about half as much as a typical school and have a shortened building time of about 18 months. He shared his feelings of frustration around something he thinks should be provided by the CBE and the province. He added that he hoped that the Board could use their influence to amplify his concerns as we work towards a common goal for more and less crowded schools and a better education for our children.

6.5 Mr. J. Pantazopoulos, Parent

Mr. Pantazopoulos stated that he is a member of the West Springs School advocacy group. He stated that the days of preparing a capital expenditure strategy based on expectation that the province will fund as many school as are needed are well behind us, and must be amended to reflect this new current reality. Strategies that focus on the needs of the past must be altered to recognize that schools needed five years ago were not built and the problem of over-capacity has been building ever since. With only six new schools announced when 25 are needed, we need short-term solutions now that alleviate the current critical school situation. He suggested that we amend the priority system to focus on future growth. He urged the Board to insist Administration provide solutions that address the pressing and equally important short-term capacity issues now, while attempting to transition these into longer-term solution once we have stable funding from the provincial government.

7 | MATTERS RESERVED FOR BOARD ACTION

7.1 National Sport School

Superintendent Coppinger introduced the report and stated that currently the National Sport School responds to the academic and athletic needs of 150 high performance students in 22 different sports each year. They are currently accommodated at leased space at Canada Olympic Park. He added that as the 2014 Olympic Winter Games are currently in progress, it is an opportune time to approach the federal government for assistance to partly fund the construction cost of a new dedicated National Sport School at Canada Olympic Park.

MOVED by Trustee Bowen-Eyre

THAT the Board of Trustees authorizes the Chair of the Board to correspond with Bal Gosal, Minister of State (Sport), with copies to Prime Minister Harper, Tony Clement, President of the Treasury Board, James Flaherty, Minister of Finance, and Kevin Sorenson, Minister of State (Finance), and the area MP Rob Anders in order to request financial support for a new facility for the National Sport School.



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

- It was expressed that the school is a wonderful idea and there was hope that the federal government would consider the request to adequately fund the school. There are currently 22 alumni from the school competing in the 2014 Olympics in Sochi.
- High performance students are often at risk of not completing high school. The demands of their sport make it difficult to find the time and discipline within their schedule to attend to their academic performance.
- Sometimes athletes are away from home for extended periods; the school enables them to contact staff at the school at all times for academic support while competing.

The motion was
CARRIED UNANIMOUSLY.

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 January 28, 2014

THAT the Board of Trustees approves the minutes of the Regular Meeting held January 28, 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 January 27, 2014 from Board Chair M. Martin, Calgary Catholic School District to Board Chair S. Taylor regarding the exchange of school sites between the CBE and CCSD in the community of Aspen Hills.**

8.3 Chief Superintendent Summative Evaluation

THAT the report and Attachment I be received as information and for the record.

9 | **CHIEF SUPERINTENDENT CONSENT AGENDA**

9.1 Chief Superintendent's Update

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

Recessed: 4:12 p.m.
Reconvened: 4:20 p.m.



10 | IN-CAMERA ISSUES

10.1 Motion to Move In Camera

MOVED by Trustee Hehr:

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, Tuesday, February 18, 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 King
Trustee Stewart
Trustee Taylor

Absent: Trustee Hurdman

10.2 Motion to Revert to Public Meeting

MOVED by Trustee Bowen-Eyre:

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

The motion was
CARRIED UNANIMOUSLY.

Recessed: 4:55 p.m.
Reconvened: 5:03 p.m.

4.2 Board Development Session: Accommodation and Capital Plan

Chair Taylor welcomed invited guests to the session. Superintendent Coppinger introduced the report and stated that the presentation would focus on improving the understanding of student accommodation issues and the planning methodology in Calgary. The presentation provides an overview of the accommodation crisis, what the realities are, the public engagement process, and details of our growing City.

The following presentation was provided by Ms. D. Unruh, Director, Planning and Transportation, Ms. Adelle Palmer, Community Engagement Consultant, and Anne Trombley, Planning Manager, with the aid of a PowerPoint presentation:

Decisions made in the student accommodation process are value driven. When implementing any change, there is a well-defined process, and if the process does not go according to plan, there is an appeal process. We recognize that engagement means many things to many people. In today's day and age, technology and organizational changes cause us to be engaged with our communities every day. A



question that is often asked is “*What are the values that drive our work?*” The Alberta Education values of opportunity, fairness, citizenship, choice, diversity and excellence are overlaid with the values of *Inspiring Education*, being an ethical citizen, entrepreneurial spirit, and being an engaged thinker. Our accommodation process is guided by the CBE values: Students come first, learning is our central purpose, and public education serves the common good. These are values that the Board has identified as being paramount to our work.

When you take public, personal, and CBE values and put them together, there are many dynamics to consider as individual values compete against one another. The CBE is comprised of 13,000 staff, and over 110,000 students, families and communities. When looking at who is valuing what, it is important to hear the many voices of these individuals and recognize that there will be competing values. We strive to ensure that each decision made is always in the best interest of all our students. As a large metro school board, our mandate is to serve the public good by focusing on student success and achievement. Therefore it is vital that we hear from the many voices from communities and stakeholders.

We need to be appreciative of the 12 new schools that have recently been announced. These schools will help with our growing enrolment; however the City will continue to grow. We have complex accommodation issues that will persist and require us to make hard decisions. The CBE works with parents, schools, and communities to find workable solutions to complex problems: capping enrolment, lotteries, grade configuration changes, transportation issues, and other emergent issues as they come forward. Decisions may not meet all of the CBE’s guiding principles. For example, for a school that is over-capacity, one solution may be to change the grade configuration; K-4 students would stay closer to home, grade 5-6 students would then be bussed to a receiver school. By doing that the CBE is not able to meet the guiding principle of keeping a cohort group K-6 in the same building. Given current utilization rates it is unlikely that we would be able to meet all of the guiding principles in any of our accommodation issues. It is important to remember that these are guiding principles and not a checklist that we work through accommodation conversations with communities.

Engaging our Public

Public engagement is defined as a two-way process involving interaction and listening with the goal of generating sound decisions. It is reciprocal and requires active involvement in the learning and sharing of information. As we work to engage our public we continue to learn and to refine our processes.

Benefits of Public Participation

Public Participation creates a channel through which accurate and timely information can be shared. It helps increase understanding and support for decisions. It acknowledges the public’s desire to have input into decisions that affect them.

IAP2 Spectrum of Public Participation

Members of the planning department and other CBE administration are certified by the International Association of Public Participation (IAP2). IAP2 is an organization that works to support best practice in public participation. Each level on the spectrum indicates an increasing degree of public influence, starting with inform on one end of the spectrum to empower on the other. Because we work in a regulatory environment we are unable to engage our public at the empower level. Differing levels on the IAP2 spectrum are used based on the unique circumstances of each accommodation challenge in conjunction with available options. The following is a review of the different levels on the spectrum and provides some examples of what types of issues each may be used for.

Inform

At each level of the spectrum there is a corresponding promise to the public. The inform level on the spectrum is about communicating with our public. As an example, we are at this level when we open a new school and change the designation of a group of students who are currently housed at an overflow location. When Evergreen School opened, a large number of students were designated from Eugene Coste School to the new Evergreen School. A designation notice was issued to parents living in Evergreen. The principal at Eugene Coste School and the Principal at Evergreen School worked together to ensure that the transition for students went smoothly.

Consult

The consult level of the spectrum is used when there are many schools and/or communities involved. The more groups involved in the engagement the greater the incidence of competing values. Feedback collected at the consult level is used to help us determine the perceived impacts of the change and what we need to pay attention to as we implement a change. Current engagements that are at this level include the West Springs-Wildwood parents and the Westgate French Immersion and Spanish Bilingual.

Involve

We often work between the consult and involve levels on the spectrum. This year we have been working with our Aboriginal community to talk about a vision for an Aboriginal Learning Centre. Because there is an opportunity to design something new, we are able to work with this community to gather feedback on how this centre can support the needs of our Aboriginal community. Another example is with the community of Silver Springs. Two years ago we worked with this community exploring solutions to address declining enrolment at both W.O. Mitchell and Silver Springs schools. We worked with a focus group of parents over a two year period and eventually came together to a decision to place an alternative program at one of the schools. An alternative program will start at W.O. Mitchell School this September.



Collaborate

We do not often work at the Collaborate level. Several years ago we worked at this level with parents in our French Immersion schools as we looked to realign boundaries. We held focus groups, world cafés, and open houses to explain this issue and hear about the perceived impacts from a parent perspective. It was very difficult for multiple groups to come to any type of agreement; self-interest took over. Many parents, when participating in an engagement process, misunderstand their scope of influence on a given issue. They would like to be at the collaborative level, but the complexity of many accommodation issues means that often we are engaging parents at the consult level. Decisions that are made regarding student accommodation are felt uniquely by each family in our system. Making decisions on behalf of families is the role of administration. Administration is accountable for these decisions and therefore needs to be responsible for them. Parent feedback helps us to ensure that we are considering all sides as we make decisions.

Intro to our Growing City

Our city is growing and that growth is expected to continue. The population has increased by almost 230,000 people since 2003. Some of the top 10 reasons the Calgary Real Estate Board lists on their website for moving to Calgary are:

- Friendly and diverse people
- Young thriving population – average age is 35.7
- High volunteer rates and community participation
- Innovative city planning and design

In 2013, *MoneySense* magazine found Calgary to be the top place to live in Canada for the following reasons:

- Income levels
- Infrastructure
- Education
- Health care

City of Calgary Population

The City of Calgary is projecting the population will increase 20-30 thousand people per year for the next five years. A key driver of these population increases is continued high levels of net migration. Even with the increasing densification, approximately 94% of new residents are still projected to be moving in to new and developing communities. One of the challenges in Calgary is the large number of new communities that are all developing at the same time – currently there are more than 20. Families living in these new communities want their children to attend school in their community. There is increasing pressure to meet the expectations of parents to build and open a school in every new community in Calgary.

CBE Enrolment Projection

Over the last 3 years, CBE enrolment grew by almost 8,000 students to a total of over 110,000 students. In 2013, there was an increase of more than 3,600 students in just one year. Enrolment is projected to grow by an average of 3,000 students every year for the next 5 years – reaching 125,000 students by 2018. CBE enrolment projections are data driven and our data is student focussed. Every year we receive up to date pre-school census information from The City of Calgary for every community in Calgary. This lets us know how many students to expect in the future and where they will live. We use a Geographic Information System to geo-code our September 30th enrolment each year. By doing this we know where our current students live, what program choices they are making, and what grade they are in. Together we use this birth data and student enrolment information to “age” our student population which is known as a cohort group of students. Knowing how our current group of students or cohorts will grow or shrink over time allows us to prepare accurate enrolment projections on both a system and school basis.

Our Growing City

In 2003, approximately 6% of CBE students lived in the new and developing communities; that percentage is now 27%. By 2018 we project that 35% of our student population will be living in the new and developing areas of the city. In the inner City, the population has increased by just over 17,000 people in the last 10 years and is projected to increase by another 5,200 residents by 2018. The projected increase in student population for the inner City is 800 students by 2018. In the established suburbs, the population has increased by approximately 9,500 in the past 10 years and is projected to increase by another 1,500 residents by 2018. The projected increase in student population for the established suburbs is just under 250 students by 2018. In the new and developing communities the population has increased by over 202,000 residents in the last 10 years and is projected to increase by another 100,000 residents by 2018. The projected increase in student population in the new communities is projected to be 15,000 students by 2018.

City of Calgary Planning Sectors

The City of Calgary breaks down their total projected population increase into planning sector increases. The south and southeast sectors are equivalent to the CBE’s Area V and together are expected to account for 50% of the growth projected over the next 4 years – with 39% in the southeast sector alone. Area II (the north sector) and Area III (the northeast and east sectors) are projected to be the next fastest growing areas with 15% each – for a total of 30%. The remaining 20% will occur in the other sectors.

Superintendent Coppinger commented that the province looks at system utilization – the number of students compared to the capacity of our schools which is currently 83%; in 2015 it will be 85.4%, and in 2016 is expected to rise to 88%. He suggested that system utilization rates are meaningless and that we need to look at the respective sectors in the City. He noted that one sector in the south currently has a utilization rate per student residence of 150%; this translates to 5,000 students a day travelling to under-utilized



schools, and that number will continue to increase. Even if construction of the 12 new schools comes on stream by 2016, we will still be playing catch up.

Director Unruh commented that our continued growth is married to transportation concerns, and that sometimes accommodation issues connect parts of the City together that were never connected as communities. Bussing and overflow are part of our current reality. The CBE has 760 charter busses bussing 26,000 students, with another 10,000 students using Calgary Transit every day and this will increase in next 3-5 years. Ride times for students vary between 8 to 89 minutes, dependent on program choice, weather and road conditions. Building learning communities across time and distance can be challenging, but is essential in a large city like Calgary. Communities are not always created by proximity, but by a shared commitment and purpose.

The following is a summary of Administration's responses to Trustee questions:

- In response to a question as to what alternatives the CBE has used in the past to address capacity issues, Administration stated that historically the CBE has closed schools and has not been in this circumstance. During 2001-2007, there was a fairly regular approval of the design and construction of schools; since 2008 there has been a 5 year gap with no approvals; this crisis is new to the CBE and is a consequence of that gap. About 7 years ago, Administration realized that opportunities to provide students with high-end facilities in program areas of career and technology studies in high schools would be an ongoing and significant challenge and at that time they looked at consolidating program opportunities.
- Alternative programs have been housed in inner city schools in the past, and those schools are now becoming full. These programs are highly sought after and we are now challenged to keep up with them. There may be capping, and/or evaluation of some of the programs that are not highly subscribed to.
- Administration is open to the consideration of partnering with communities and builders for capital assistance with funding challenges; it is believed that Administration would need to be directed by a policy from the Board.
- The Three-Year School Capital Plan ranking criteria approved by the Board for K-9 schools has been in place for 11 years; it reflects transportation and student demands of particular communities. High Schools are ranked according to pressure of need as identified by population projections. Program driven schools are ranked by the need to provide current technology facilities for the new curriculum. In the Three-year School Capital Plan, ranking choices are made on a combined list of modernizations, special needs, program driven, and new schools. There are two sets of criteria for point assignment for K-9 new schools in communities that do not have schools. For K-4 schools, the pre-school census is used for students aged 0-5 and points are assigned for the number of students in any community. Points are also assigned for the level of K-4 and 5-9 enrolment in a community. The three-year average annual population growth of a community, and the median travel time to bus-receiver schools and overflow schools is also considered.
- In response to a question regarding accommodating charter schools in public schools, Administration stated that the province has recently extended many charters to 15



years and that would have to be a question the public would pose to the minister or the premier; Charter schools report directly to the minister.

- Administration stated that with the projected increase of 15,200 students in newer communities by 2018, students would need to be transported to inner city or under-utilized schools; the situation would not be alleviated with the construction of the 12 new schools. In the next 2 years, Administration anticipates an increase in the number of students requesting bus transportation.

At 5:57 p.m. Chair Taylor received the consent of the Board to continue to the end of the Agenda.

- The CBE boundaries are not the same as the City of Calgary. As new areas of the City receive residential development approval, the CBE boundaries will be extended as per the minister's instruction.
- If an urgent need was identified as in the example of Elbow Park School, technically there is no reason why a modular school could not be instituted to meet an urgent demand; practically there are funding constraints from the province and the province has only awarded 130 of the 400 modulars requested across the province.

Recessed: 6:02 p.m.

Reconvened: 6:16 p.m.

At this point in the meeting, Chair Taylor indicated her intention to put forward a motion arising. Vice-Chair Bowen-Eyre assumed the Chair.

A trustee noted that it has not been our practice to bring forward a motion arising out of a Board Development Session.

Motion Arising

MOVED by Trustee Taylor:

THAT the Board of Trustees engages the community to understand values related to alternative capital funding approaches by November 30, 2014 in order to inform Board policy.

The following is a summary of responses to Trustees questions:

- There are no anticipated costs from the Trustee's budget associated with facilitating the engagement. Administration could not anticipate any administrative costs until the engagement process is defined but see it as a significant endeavour.

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

- The purpose of the engagement would be that we talk to the public around what their values are behind alternative sources for capital funding. Some communities have indicated that they would come forward with their businesses as individuals to assist



in funding things like gymnasiums and library upgrades which are significant capital expenditures. Before we move forward with a policy we need to talk to the public about what their expectations are.

- We need a greater level of clarity within our policies in this area. There are opposing views from the public. A consultation with the public may bring some creative ideas on how we can fund new schools.
- To be open and transparent there needs to be more thought and discussion around the issues that we bring forward to engage with the public.
- We have reached a dire situation with our accommodation challenges. This is an avenue we need to explore at some point. It is a great opportunity for the Board to ask Calgarians how they feel about sponsorship in schools.
- It was stated that we don't need a Board motion to direct strategic dialogue that would focus on the Board's work and its priorities for engaging with the community. We already have policies GC-2.4 c and GC-3.3. The search for a new Chief Superintendent should take priority.
- The motion should be supported to make this a priority and ensure that this work happens. It was stated that we have been approached by people with money that want to give it to us and we have been turning these people away. There needs to be a policy in place and the first step is to listen to communities on their values and ideas.

Point of Order

A trustee questioned the accuracy of the statement that we have been turning down money offered from the public. In response, a trustee stated that she was at a school council meeting and was asked if they gave the CBE money for a portable would they accept it, and had to respond that we do not have a policy in place to support that.

Vice-Chair Bowen-Eyre called for the vote on the motion arising.

The motion arising was
DEFEATED.

In favour: Trustee Hurdman
Trustee Stewart
Trustee Taylor

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

Chair Taylor resumed the Chair. She stated that as Items 5 through 9 were completed prior to the Board Development Session, the Board would continue to Item 10, In-Camera Issues.

Recessed: 6:40 p.m.
Reconvened: 6:51 p.m.



10.1 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, Tuesday, February 18, 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 Ferguson
Trustee Hurdman
Trustee King
Trustee Stewart
Trustee Taylor

Absent: Trustee Bowen-Eyre
Trustee Hehr

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.

10.3 Motions to Action In-Camera Recommendations

MOVED by Trustee King:

THAT the Board authorizes the Chair and Vice-Chair to meet with the mayor regarding the critical timelines for facilities construction to meet student needs.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Ferguson:

THAT the Board authorizes the Chair to communicate with the Ministers of Education and Infrastructure regarding facilities construction issues, as discussed.

The motion was
CARRIED UNANIMOUSLY.

11 | **ADJOURNMENT**

Chair Taylor declared the meeting adjourned at 7:40 p.m.

