

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 15, 2014 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

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

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. C. Faber, Superintendent, Learning Innovation
Mr. B. Grundy, Superintendent, Finance and Supply Chain Services
Dr. C. Oishi, Superintendent, Human Resources
Mr. D. Parsons, Superintendent, Learning Services
Mr. G. Francis, General Counsel, Legal Services
Mr. B. Brunton, Chief Communications Officer
Ms. J. Barkway, Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. L. Robb, Calgary Board of Education Staff Association
Mr. F. Bruseker, Alberta Teachers’ Association, Local 38
Ms. K. Lloyd, Calgary Association of Parents and School Councils
Ms. H. Lawrence, Elementary School Principals’ Association

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Taylor called the meeting to order at 3:00 p.m. and O Canada was led by students from Chinook Park School.

Chair Taylor acknowledged and welcomed representatives from the aforementioned organizations. She introduced Mr. D. Stevenson as Chief Superintendent of Schools on an interim basis. Chief Superintendent Stevenson introduced Ms. S. Church as Deputy Chief Superintendent of Schools, on an interim basis.



2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. J. Barkway, Corporate Secretary, noted that the proposed changes to the agenda included the addition of three public comments under Item 6.0, and the addition of an in-camera session as new Item 10.0. Due to the time-scheduled items on the agenda the Board agreed to the public comments being given at a time in the meeting when the Chair deemed to be appropriate.

These minutes are written in the chronological order of business as it occurred and do not follow the agenda as itemized.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of April 15, 2014, be approved as submitted, subject to the revisions 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 - the Boys and Girls Clubs of Calgary, Food and Nutrition in Schools program also known as FANS. Over the past 25 years, the Boys and Girls Clubs of Calgary have provided CBE students and schools with nutritional supports for breakfast, lunch and snacks. In the 2013-2014 school year the Boys and Girls Clubs helped to offset hunger's negative effects on learning and emotional health in 130 Calgary Board of Education (CBE) schools.

Ms. S. Anastasiadis, Learning Leader, Piitoayis School, shared comments about the school environment and culture. Izaiah and Tia, students of Piitoayis, came forward and shared their experience with and appreciation for the FANS breakfast program. On behalf of the Boys and Girls Clubs of Calgary, Ms. M. Grove provided additional information about their work throughout the city to assist children in need.

On behalf of the Board, Chair Taylor presented the group with the Lighthouse Award and expressed remarks of appreciation for the partnership.

4 | **RESULTS FOCUS**

4.1 **Chinook Park School Presentation**

Ms. S. Smith, Area V Director, provided a brief introduction of the presentation, noting that it is a snapshot of personal development at Chinook Park School as experienced by students through authentic and meaningful academic engagement, an emphasis on self-reflection and goal setting, participation in extra-curricular activities and encouragement to



create for the greater good. Chinook Park School is home to a regular English program, a French Immersion program and two Communication, Sensory and Social Interaction (CSSI) classes. Ms. Smith introduced and called forward Ms. Z. Serediuk, Principal, to commence the school presentation. Ms. Serediuk stated that personal development at Chinook Park School is enhanced through social action by involving its students in activities, both inside and outside of the classroom, that support various charities and causes.

Teacher presenters were: Ms. S. Bartlett, French Immersion, Kindergarten; Mr. P. Ashton, Regular program Grades 1 and 2; Ms. D. Cayouette, French Immersion, Grades 3 and 4; Ms. S. McKenzie, Regular program Grades 5 and 6; and Ms. H. Basaraba, CSSI. Teachers came forward and individually shared stories of teaching and learning in the classroom.

Student presenters from the Regular program were: Brendan, Chase, Orion, Jeff, Kristiane, Daniel and Ashley; and from the French Immersion program: Jocelyn and Daniel. Students shared their learning experiences with goal setting and working collaboratively. Some students gave their presentation in English and others gave it in French. Students from the Grade 5 and 6 classes commented on their use of Iris for goal setting and sharing strategies.

A video was shown of how the CSSI program supports the personal development of their students with autism spectrum disorder. Like all students at Chinook Park School these students achieve their potential through daily social interaction through the lunch-hour buddy club and numerous integration opportunities throughout the school, in French and English, and with intensive support from dedicated staff.

On behalf of the Board, Ward Trustee/Board Chair Taylor thanked the students and staff for sharing their stories of personal development and achievement and the different ways in which they learn.

6 | PUBLIC COMMENT

6.1 Mr. J. Spotowski, Parent

Mr. Spotowski commented on the proposal to rename the Western Canada High School Redmen. He provided the Board with copies of a handout listing his concerns in writing. Mr. Spotowski shared that his daughter was a former CBE student. She attended French Immersion from Kindergarten to Grade 9 and graduated from Western Canada High School. She was very involved in athletics and sports. He noted that he has great concern with renaming the Western Canada High School Redmen. He stated that this issue has been addressed at least three times in the last thirty years.

6.2 Mr. B. Farrell, University of Calgary Student

Mr. Farrell stated that he is a 2012 Western Canada Redmen graduate. He commented on the CBE press release of March 5 announcing that a process had been started to discuss the Western Canada High School team name and logo. He noted that on March 6 it was announced that CBE was officially scrapping the Redmen name. He expressed



his belief and concern there was no prior consultation with Western Canada High School students or staff. Mr. Farrell provided the Board with copies of a handout containing a Facebook page, a March 7 poll by Global News Calgary, and a March 7 poll by the Calgary Sun containing public votes regarding the name change of the Western Canada High School Redmen. He noted that the history of the name is nearly as lengthy as the school itself and that the Redmen has established a tradition of excellence that the CBE should be proud of. He stated that he is proud to have graduated as a Redmen and he was hopeful that future Western Canada High School students will be able to as well.

6.3 Mr. R. Takaoka, Public Member

Mr. Takaoka stated that he is a 1950 Western Canada Redmen graduate. He noted that he had shared his concerns in a letter to the Chair of the Board with regards to the renaming of the Redmen. He stated that was proud to have been a Redmen at Western Canada High School from 1947 to 1950. He questioned the issue of racism with the use of the name. Mr. Takaoka noted that he had worked on the Calgary Senior High School Athletic Association for 35 seasons and in all that time he had never seen or heard of CBE involvement in the naming process. He pointed out that many First Nations people have proudly attended Western Canada High School. Mr. Takaoka stated that the CBE might change the name but it will not change the spirit of the Redmen.

Chair Taylor invited Chief Superintendent Stevenson to share some comments on the issue to keep the public up to date on the change of the Redmen name and on how the process is unfolding.

Chief Superintendent Stevenson provided the following remarks:

“Thank you Chair Taylor and trustees, and thank you to the three individuals for sharing their thoughts and concerns this afternoon. We recognize the sensitivity of this issue and we want to assure you that we too are extremely proud of our students, both past and present, and for their achievements.

Calgary Board of Education administration is in the process of examining our schools’ team names, mascots and logos. We are committed to supporting the changes to ensure that the CBE respects and reflects the diversity of our students, our communities and our city, including First Nations, Métis and Inuit people.

Currently, area directors and principals are undertaking discussions to ensure that we are fully respectful of all the cultures that make up the Calgary community. These conversations are at various stages and involve a variety of stakeholders including students, parents, school community members and elders of our Aboriginal/Elder Advisory Council.

The decision to change the team name at Western Canada High School was the result of one of these processes. Discussions for Western Canada High School started in late 2013 and have continued until today with a wide range of student, school and community members. We expect that the process of selecting and implementing a possible new team name at any school will honour the traditions of that school and the interests of all concerned stakeholders, and we are confident this is happening at Western Canada High School.”



Recessed: 3:57 p.m.
Reconvened: 4:08 p.m.

4.2 Board Development Session: Assessment and Reporting Update

Chief Superintendent Stevenson provided introductory remarks. He noted that personalized learning and the communication and reporting of individual student learning and achievement remains as an important part of the CBE's commitment to students and their families. The CBE has previously articulated changes in the nature and delivery of public education and this is not just happening within the CBE, but rather it is part of a global change in practices to ensure that learning, growth and improvement are ongoing for our learners. These shifts are already well underway provincially and have been articulated through Inspiring Education, the Ministerial Order on student learning, as well as curriculum redesign. The mission, vision and values of this provincial work reflect the work that CBE staff and students engage in each day. These provincial shifts provide the context wherein the CBE has developed its Three-Year Education Plan and the commitment of personalized learning is at the core of this plan. We know that effective assessment practices, enhanced personalized learning, assessment and reporting processes are also fundamental to our strategic work to ensure each student achieves success.

Superintendent Parsons shared comments on assessment and reporting, noting it is a journey the CBE is taking towards the creation of a consistent report card for Kindergarten to Grade 9. Schools are at different points along this journey. There have been a number of communications and resources made available, consultations undertaken, and professional development is underway.

Calgary Board of Education Learning Services staff provided the update on Assessment and Reporting with the aid of a PowerPoint presentation, which is summarized as follows:

The direction of our province, as well as current research on assessment, evaluation and student learning, requires us to work together to understand, recognize and communicate about student learning in new ways. Schools and families have been working together to enhance learning and achievement in multiple ways, including report cards.

The purpose of assessment and reporting shifts includes:

- Sharing student progress in a clear and consistent way will enhance ongoing dialogue with students, parents and teachers.
- Emphasis on ongoing communication of student learning in addition to report cards.
- Reporting student progress is evolving to reflect a consistent, single, system-wide report card for students in Kindergarten through Grade 9 (K-9).
- Assessment and reporting in relation to outcomes is most supportive of student learning and provides the most accurate picture of what a student knows and can do.



The CBE vision for assessment is K-12. Current shifts in reporting are happening K-9:

- The K-9 report card format is being reviewed and refined through feedback from students, parents, teachers, administrators and other stakeholders.
- Ongoing daily assessment information supports accurate reporting of student achievement.
- Consistency, while recognizing flexibility, is important to school communities.

The Board Development Session held in February 2014, entitled “Understanding Assessment and Reporting” covered the context for shifts in assessment and reporting, CBE vision and values, current examples, the process underway, and questions. Assessment and Reporting information is available via the CBE public website:

<http://www.cbe.ab.ca/parents/assessment-and-reporting/introduction.asp>.

Quality assessment and instruction K-12 leads to a personalized learning experience for each student, and students progressing and achieving to their fullest potential. Teacher practice and capacity continues to grow in instruction, assessment, and communicating student learning, progress and achievement to students and parents.

Outcomes-Based Reporting – What we have heard:

- System-wide, school-based and focus group engagement processes are currently underway.
- Feedback and perspective from students, parents, teachers and administrators has been gathered in relation to report card outcomes/stems, indicators, frequency of report cards, when the report card goes home, comments, and ongoing communication.
- We are in the process of analyzing these data to determine themes and priorities moving forward.
- Parents felt they had the clearest understanding of their child’s progress and achievement when it was illustrated through specific examples, anecdotes and stories. The report card confirmed what they already knew through the ongoing communication they had with their child’s teacher.

Video clips were shown of parents, teachers and students commenting on their perspectives of the assessment and reporting structure.

Our commitment as a system:

- Continued focus on the daily learning experience of the child.
- Continued communication and collaboration between communities, schools and the system about assessment and reporting K-9.
- Continued focus on professional learning related to assessment of Kindergarten to Grade 12 students.

Decisions to be made moving forward include a review of the indicator scale for consistency, when to have the report card go home, and the nature of report card comments will be determined.

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

- This work is moving forward through internal group meetings, from senior leadership to area directors, from area directors to principals, and from principals to teachers. Administration anticipates that the assessment and reporting structure will be ready to roll out at the start of the 2015-16 school year.
- With respect to what concerns are expressed by the classroom teachers, staff noted that the more prevalent feedback from teachers is that reporting against outcomes is just making visible the work that they had already been doing. Chief Superintendent Stevenson stated that at a system level Administration is working with the Alberta Teachers' Association around the issue of teacher workload and examining many aspects of that particular work.
- The first points of contact to receive feedback on assessment and reporting are our schools and principals, and the second point of contact is the Area Office directors. Discussions are held daily between principals, teachers, parents, students and the community. There will not be a cut-off date for receiving input as it is anticipated that this work and decisions surrounding it will be ongoing.
- With respect to the reporting for Kindergarten to Grade 9, in relation to the different indicators used for Kindergarten, elementary and junior high school student report cards, the use of those indicators is under consideration in an attempt to find some consistency.

Trustees noted their appreciation for the great amount of effort and time that Administration and staff have put into this work.

Recessed: 4:56 p.m.

Reconvened: 5:03 p.m.

3.2 Excellence in Teaching Awards – Semi-Finalists

Chair Taylor provided preliminary remarks about the origin of the Excellence in Teaching Awards. The 2014 awards recognized sixteen CBE teachers as semi-finalists for their innovative and creative teaching or leadership in supporting student learning.

Trustees read the nominator quotes related to the semi-finalists from their respective Wards and presented the teachers with recognition certificates and tokens of appreciation for their exemplary work in educating CBE students. The semi-finalists are as follows:

Rod Davidson, F.E. Osborne School
Kristy Zimmerman, Young Adult Program, Wood's School
Lisa Armstrong, Dr. J.K. Mulloy School
Stephen Hart, Captain Nichola Goddard School
Kevin Willms, William Aberhart High School
Karina Alborg, Christine Meikle School
Catherine Wood-Burke, Christine Meikle School
Tania Brown, G.W. Skene Shool



Vanessa Fraser, Keeler School
Kenneth Chee, Central Memorial High School
Claudine Dessens, Henry Wise Wood High School
Victoria Fernandez, Chaparral School
Aubrey Fletcher, Chaparral School
Stephanie Rip, Dr. E.P. Scarlett High School
Darryl Fidler, Andrew Sibbald School
Heather McKay, Andrew Sibbald School

All attendees were invited to share refreshments and conversation on the link during the recess.

Recessed: 5:38 p.m.

Reconvened: 6:05 p.m.

5 | **OPERATIONAL EXPECTATIONS**

5.1 **OE-9: Communicating with the Public – Annual Monitoring**

Chief Superintendent Stevenson provided introductory remarks, noting that this policy speaks to building confidence with our public and the CBE is improving in that endeavour. Mr. B. Brunton, Chief Communications Officer, summarized the contents of the annual monitoring report and provided information about the additional work performed in Communications Services.

Every day Communications Services works to support the information needs of parents and to improve the public understanding of the CBE through design, update and maintenance of the corporate website and intranet site (*staff insite*). News is delivered to the community and to the system through stories on the *What's New* section of the website, and through the updates posted on the *staff insite*. Communications Services handles all media relations for the system, which is a key channel for parent and community information. The CBE's public information line is also supported, which receives approximately forty to fifty inquiries per day. Our Communications staff worked extensively in providing support in response to the floods last June.

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

- The research conducted in the spring of 2013 to assess performance against the baseline was specific to parents and through a telephone survey. The survey asked about the amount of confidence that the public has that their input influences CBE decision making. A full report will be provided to the Board at a later date that explains the methodology and key findings of that research.
- Discussion took place on indicator #3 for policy section 9.1. Administration noted it is a difficult indicator because it does not test for variables against other things. The reality is that we are all communicating all of the time and so it is difficult to separate it into scientifically controllable variables. Consistency in the manner in which an issue



- is communicated has improved and has shown positive results for the organization. Administration noted that there is need for improvement in this area.
- In regards to indicator #3, Administration commented that it may be prudent to first get through the process and then take a look at the question and methodology being used before it considers setting targets going forward. Administration stated that they would review the indicators before the next monitoring cycle. With respect to the public survey it was provided to CBE parents.
 - Some discussion ensued about where information on appeals might fit in with the monitoring process of operational expectations. Administration stated that a report on the appeal processes will be provided to the Board at a future date.

MOVED by Trustee King:

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-9: Communicating with the Public.

MOVED by Trustee Hurdman:

THAT the motion be amended to include “with the exception of policy subsection 9.1”.

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

- A trustee noted that with operational expectations we are expected to set certain standards and to meet those standards and although we show improvement, 27% falls below any reasonable standard. The Administration is commended for being open and honest with this measure.
- A few trustees expressed disagreement with the amendment because the indicator states that the organization will improve in listening to the public. These indicators have been Board approved and the monitoring report speaks to last year's performance. Trustees felt that the verbal presentation provided additional indicators in support of compliance.
- Trustees expressed that they look forward to Administration's review and recommendations for new indicators for this operational expectations policy. A trustee shared her hope that the review of indicator #3 will result in a broader view.
- A trustee shared her opinion that in terms of establishing the baseline, the question asked during the fees review and during the survey were two separate questions, therefore we could not know if we are improving or not.

The amendment was
DEFEATED.

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



Subsequent to Trustees' debate of the main motion, which was a reiteration of comments made earlier, Chair Taylor called for the vote on the motion.

The motion was
CARRIED.

In favour: Trustee Bowen-Eyre
 Trustee Ferguson
 Trustee King
 Trustee Stewart
 Trustee Taylor

Opposed: Trustee Hehr
 Trustee Hurdman

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Establishment of Board Procedures Committee**

MOVED by Trustee Hurdman:

1. **THAT the Board of Trustees amends policy GC-5E: Board Committees, to add a Board Procedures Committee as described in the report; and**
2. **THAT the Board of Trustees approves the Terms of Reference for the Board Procedures Committee, as attached.**

MOVED by Trustee Hehr:

THAT the motion be amended, to revise part 2 to substitute the words “as attached” with “subject to amendment of Committee membership to include all trustees”.

Trustees' debate of the amendment is summarized as follows:

- A few trustees expressed their belief that with all trustees serving on the Board Procedures Committee the discussions would be richer, the work would move forward at a better pace, and that it is preferable to have all trustees involved in discussions about how governance fits in with the Board Procedures.
- A trustee shared her vision that the work of this committee would be similar to that of the former Board Policy Committee. She expressed concern that having a Committee of the Whole could hamper the work, and that it would be more demanding of people's time.
- A trustee noted that there are no decisions made by a Committee, only recommendations to the Board, at which time the Board would have the discussion, and her belief that a Committee of three trustees would be more reasonable and efficient.



Chair Taylor called for the vote on the amendment

The amendment was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee King
Trustee Taylor

Opposed: Trustee Hurdman
Trustee Stewart

There was no debate of the main motion, as amended. For clarity of these minutes, the amended motion is as follows:

1. **THAT the Board of Trustees amends policy GC-5E: Board Committees, to add a Board Procedures Committee as described in the report; and**
2. **THAT the Board of Trustees approves the Terms of Reference for the Board Procedures Committee, subject to amendment of Committee membership to include all trustees.**

Chair Taylor called for the vote on the motion.

The motion, as amended, was
CARRIED UNANIMOUSLY.

Trustees put forward the following nominations for the appointment as Chair of the Board Procedures Committee:

- Trustee Ferguson nominated Trustee Bowen-Eyre for Committee Chair.
- Trustee Taylor nominated Trustee Stewart for Committee Chair.

Trustee Bowen-Eyre withdrew her acceptance of the nomination.

MOVED by Trustee Hurdman:

THAT the Board approves the appointment of Trustee Stewart as Chair of the Board Procedures Committee.

The motion was
CARRIED UNANIMOUSLY.

7.2 Office of the Board of Trustees 2014-15 Operating Budget

Superintendent Grundy provided a brief review of the report. The 2014-15 proposed budget for the Office of the Board of Trustees is \$1,515.403, which represents approximately 2.2% less than the fiscal year 2013-14 budget.



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

- Superintendent Grundy pointed out two minor adjustments: 1) the accrual for the trustees' retiring allowances is in error by about \$6,400 and, 2) the increased cost of the ASBA and Zone 5 Membership Dues and Fees is approximately \$7,000 based on student enrolment growth, so there is a net change of just under \$500.
- Some discussion and questioning took place about the Alberta School Councils Association and the two-year membership that the Board agreed to pay for each of our school councils. The Chair noted that the issue could be considered for agenda placement by the Agenda Planning Committee.

MOVED by Trustee Bowen-Eyre:

THAT the Board of Trustees approves the 2014-15 budget for the Office of the Board of Trustees of \$1,515,403 to be reasonable to allow the Board to effectively and efficiently perform its governing responsibilities.

The motion was
CARRIED UNANIMOUSLY.

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

8 | **BOARD CONSENT AGENDA**

8.1 Correspondence

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

- Letter dated April 3, 2014 to Board Chair, Sheila Taylor, from The Honourable Bal Gosal, Minister of State (Sport) regarding the Board's request for matching federal government funds to support the construction of the National Sport School.
- Letter dated March 24, 2014 to Board Chair, Sheila Taylor, from The Honourable Jeff Johnson, Minister of Education, and The Honourable Ric McIver, Minister of Infrastructure, regarding approval of capital projects for the Calgary Board of Education.

8.2 EducationMatters Financial Statements

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



9 | CHIEF SUPERINTENDENT CONSENT AGENDA

9.1 Chief Superintendent's Update

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

9.2 Locally Developed Courses

- 1. THAT the Board of Trustees approves the following, newly acquired for the Calgary Board of Education, senior high locally developed courses and resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools for September 1, 2014:**

From Pembina Hills Regional Division No. 7:

Abnormal Psychology

Level: 35 Credits: 3 Expires: August 31, 2018

From St. Albert Public School District No 5565:

Calculus (AP)

Level: 35 Credits: 3 Expires: August 31, 2016

- 2. THAT the Board of Trustees approves the following re-acquired Calgary Board of Education senior high locally developed courses and the resources, as listed in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2014 to August 31, 2018:**

From Edmonton Public School District No. 7:

American Sign Language and Deaf Culture 15-3Y

Level: 15, 25, 35 Credits: 5

Drawing (Advanced Techniques)

Level: 15, 25, 35 Credits: 5

Forensic Science Studies

Level: 25, 35 Credits: 3

From Calgary Roman Catholic Separate School District No. 1:

Learning Strategies

Level: 15, 25, 35 Credits: 3 and 5

- 3. THAT the Board of Trustees approves the following renewed Calgary Board of Education senior high locally developed courses and the resources, as listed**



in the course outline submitted to Alberta Education, for use in Calgary Board of Education schools from September 1, 2014 to August 31, 2018:

Arabic Language and Culture 3Y

Level: 15, 25, 35 Credits: 5

Astronomy

Level: 15 Credits: 3

Drill & Parade

Level: 15, 25, 35 Credits: 3; 35-5

ESL Introduction to Canadian Studies

Level: 15, 25 Credits: 3

Intercultural Studies

Level: 35 Credits: 3

Pre-Engineering

Level: 15, 25, 35 Credits: 5

Professional Development in the Arts

Level: 35 Credits: 5

Sculpting (Advanced Techniques)

Level: 15, 25, 35 Credits: 5

Technical Theatre

Level: 15, 25, 35 Credits: 3, 5

4. THAT the Board of Trustees approves the following renewed Calgary Board of Education junior high locally developed courses and the resources, as listed in the course outline for use in Calgary Board of Education schools from September 1, 2014 to August 31, 2018:

Accelerated English

Grade: 7, 8, 9

American Sign Language and Deaf Culture - Introduction

Grade: 7, 8, 9

American Sign Language and Deaf Culture – 9Y

Grade: 4, 5, 6, 7, 8, 9

Basic School Yard Astronomy

Grade: 7, 8, 9



Creative Problem Solving

Grade: 7, 8, 9

ESL Introduction to Science

Grade: 7, 8, 9

ESL Introduction to Social Studies

Grade: 7, 8, 9

Guitar

Grade: 7, 8, 9

Performing Arts

Grade: 8, 9

(It is noted that Alberta Education is currently reviewing some of the courses for significant overlap and adherence to Alberta Education Policy 1.2.1 – Locally Developed Course. Board approval of the above locally developed courses is requested, provisional on confirmation of a successful review by Alberta Education.)

9.3 Second Quarter Budget Variance Report for the 2013-14 Operating and Capital Budgets

THAT the Board of Trustees receives the 2013-14 second quarter operating budget variance analysis (Attachment I) for information and for the record.

THAT the Board of Trustees receives the amended planned 2013-14 use of operating reserves and designated funds (Attachment II) for a total of \$13.5 million.

THAT the Board of Trustees receives the 2013-14 second quarter capital budget variance reports (Attachments III and IV) for information and for the record.

Recessed: 7:30 p.m.

Reconvened: 8:00 p.m.

10 | IN-CAMERA ISSUES

10.1 Motion to Move In Camera

MOVED by Trustee Ferguson:

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, April 15, 2014, be considered at an in-camera session; therefore, be it

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

The motion was

CARRIED UNANIMOUSLY.



10.2 Motion to Revert to Public Meeting

MOVED by Trustee Stewart:

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

The motion was
CARRIED UNANIMOUSLY.

11 | ADJOURNMENT

Chair Taylor declared the meeting adjourned at 9:43 p.m.

