

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta, on Tuesday, June 16, 2009 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Present

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee L. Ferguson
Trustee P. King
Trustee K. Kryczka (departed at 6:50 p.m.)
Trustee G. Lane

Absent

Trustee G. Dirks

Administration:

Ms. B. Hubert, Chief Superintendent of Schools
Ms. N. Johnson, Acting Deputy Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Mr. D. Dart, Superintendent, Corporate Services – Secretary Treasurer
Mr. D. Stevenson, Acting Superintendent, Learning Enhancement
Mr. C. Davies, Sr. Executive Assistant to the Chief Superintendent of Schools
Ms. B. Kuester, Executive Director of Communications
Mr. R. Peden, Director and General Counsel, Legal Affairs
Ms. J. Barkway, Assistant Corporate Secretary
Ms. S. Wasylyshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. J. Regal, Alberta Teachers' Association, Local No. 38
Ms. J. Minifie, Calgary Board of Education Staff Association
Ms. D. Williamson, Canadian Union of Public Employees, Local No. 40
Ms. L. Shutiak, Calgary Association of Parents and School Councils
Ms. S. Konopnicki, Elementary School Principals' Association

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. on the Plaza and the Senior Choir from Chaparral School led in the singing of the national anthem. The meeting reconvened in the Board Room and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations.

Action By

2.0 CONSIDERATION/APPROVAL OF AGENDA

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the Agenda for the Regular Meeting held June 16, 2009, as submitted.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 School Presentation WorldSkills: One School, One Country (Glendale School)

Ms. M. Levy, System Principal, Corporate Partnerships, provided opening comments, noting we are 76 days away from the start of WorldSkills 2009, which will be attended by grade 9 and 10 students to experience the competitions first-hand. Other grades have an opportunity to be involved in meaningful ways and this presentation focuses on the discoveries made by Glendale School students in their learning about the trades and skills and the countries that will be visiting for the WorldSkills 2009 competitions. Ms. Levy introduced the presenters as follows:

Ms. D. Stark, WorldSkills 2009, Co-ordinator of One School, One Country
Tess & Tug, Official WorldSkills Mascots (Clydesdale Horses)
Ms. S. Marinucci, Principal, Glendale School
Students: Evie, Hugo, Brodie, Sojourn, Bradley, Riley, John, Aimee and Ryan

Ms. Stark shared information about the project, noting there are 121 elementary and middle schools (34,000 students) involved in the program. The program is designed to increase international awareness and each of the schools has adopted one or more of the 51 member countries and the students are learning about their adoptive country's history, culture and heritage.

Nine students came forward and spoke about the work the students have done at Glendale School in preparation for WorldSkills 2009. This included their input towards the redesign of a new library and their participation with CBE Trades staff to learn about carpentry, plumbing, welding, heating and ventilation systems, asphalt maintenance, how to read blueprint drawings, AutoCAD technology, planning and designing. The library also had window and lighting upgrades for environmental efficiency, a new sound system installed and a robotics design studio included in the renovations. Robotics is one of the high profile skills to take place at the competitions and four Glendale School students took up the challenge to build their own robots. Student ambassadors were assigned from grades 3 through 6 and Glendale School will be hosting 30 guests from Thailand for an opening celebration at their school on September 1, 2009. They are learning about Thailand and its culture through correspondence, books, music, folksongs and dance.

Presenters handed out to meeting attendees, a package containing a yoyo and a foam house for manual construction, noting it was a timed challenge prepared by the WorldSkills Road Show.

On behalf of the Board of Trustees, Trustee Lane extended appreciation to the presenters and noted they did an amazing demonstration of how one can take such an opportunity and learn about skills and trades. He commended them on their work and on their promotion of WorldSkills 2009.

3.2 Ends 5: Character

Acting Superintendent Stevenson noted that this presentation was a prelude to the annual monitoring report, and provided introductory remarks about an Alberta Initiative for School Improvement (AIS) funded project taking place in Area V high schools. Through an initiative called *Partnerships That Impact Student Learning*, students are provided with a safe place to practice moral actions that ultimately result in improved student learning. Ms. J. Rogerson, Acting Director, Area V, noted that this pilot project involves a partnership between AIS Learning Leaders, school staff, school family liaison workers and CBe-learn, with the vision that all at-risk students will have the opportunity, desire and strategies to re-engage and complete high school in their community. The high schools involved in this project are Henry Wise Wood, Dr. E. P. Scarlett, Lord Beaverbrook and Centennial.

Mr. M. McInnis, Learning Leader, Henry Wise Wood High School, shared information about the work of the learning leaders as advocates for the students and in developing a personalized plan and supports that would result in keeping those students within the community school.

Ms. M. Wit, Centennial High School, noted that school-family liaison workers build relationships with students who are having difficulties with social, emotional and mental health issues that are preventing them from having student/school engagement. They support both students and families through many different strategies, including the development of an individual behaviour management plan, community resources, mediation, risk assessments, adequate interventions and a great deal of advocacy for the students. School-family liaison workers build capacity with teachers and provide them with supports in engaging the at-risk learner. Ms. Wit shared the story of one particular at-risk student who, as a result of personal willpower, family and community supports, succeeded in becoming a high school graduate with more than the required credits. Karen, the mother of this student, came forward and shared some of the particulars of their family involvement with AISI. She noted that the direct communication link with the school-family liaison worker was vital to the achievement of the best results for everyone. She encouraged that support for this AISI program be continued into the future.

Ms. J. Brodeur, Learning Leader, CBe-learn, stated their role was to develop understandings between the online world of education and the face-to-face world of education. They helped individual students access learning in different ways, through the introduction of assistive technologies, online learning alternatives and by building capacity within the staff to offer online alternatives to their students. Ms. Brodeur shared the personal story and achievement of a female student, who succeeded with supports through the adolescent day treatment program and with online schooling, transitioning her into her community high school. Ms. M. Appleton, Learning Leader, concluded the presentation noting it was her pleasure to work with this group of people who helped to build resiliency and character within

these at-risk students and she expressed that they've done amazing work over the last two years.

Chair Cochrane thanked the group for their presentation and for the incredible work they are doing. She expressed thanks to all the people involved in the support towards successful outcomes for our students.

4.0 HONOURS AND RECOGNITIONS

On behalf of the Board of Trustees, Chair Cochrane gave recognition to Amanda and presented her with a token of appreciation for her work as Board Page for the 2008-2009 school year.

4.1 Lighthouse Award

Ms. M. Levy, System Principal, Corporate Partnerships, introduced Talisman Energy as the recipient of this month's Lighthouse Award, in recognition of their dedication to enhancing student learning and interest in the complexities of our natural world. Currently enhancing the grade 3 science curriculum at 13 CBE schools, the organization's *Fossil Gallery* suitcase features scientific information about prehistoric creatures whose remains have transformed into oil and gas deposits.

Talisman Energy also integrates efforts with our high school students' educational pursuits to build a balanced concept of the industry and to spark future involvement. In addition to providing class sets of standard science textbooks, the organization runs the "Introduction to Oil and Gas" program which creates a bridge between course instruction and onsite experience. For the past four years students have had access to geologist guided tours through sites in southern Alberta and oil and gas processing facilities. In conjunction with this program, Talisman Energy sponsors seminars at the SAIT McPhail School of Energy and geologist presentations at schools.

Ms. K. Wharton, Campus Recruitment Specialist, shared that it was a pleasure and a privilege to accept the Lighthouse Award on behalf of Talisman Energy, who is committed to doing their part in educating the next generation of innovators and scientists and making positive contributions in the communities within which we operate and live and they look forward to future projects with CBE students.

On behalf of the Board, Chair Cochrane thanked Talisman Energy for their contribution of valuable resources and for helping our students connect to the reality of the world of work and the natural world around us.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

Chair Cochrane noted this would be the last public Board meeting for Chief Superintendent Hubert. She noted that Ms. Hubert has been an educator with the Calgary Board of Education for 39 years, in the roles of teacher, principal, associate superintendent, deputy chief superintendent and chief superintendent. Chair

Cochrane noted that when Dr. Croskery announced his intention to retire, Ms. Hubert was the one person the Board turned to, and she did not hesitate to step up to take on the role and responsibilities of the Chief Superintendent of Schools while the search was on for a permanent replacement. Chair Cochrane stated that Chief Superintendent Hubert has fulfilled this role with grace, diligence, humour and intelligence and she has been an exemplary leader in our school system. On behalf of the Board of Trustees, our students and our city, Chair Cochrane thanked Chief Superintendent Hubert for her devotion to education.

Chief Superintendent Hubert noted she has been a dedicated loyal employee with the Calgary Board of Education for 40 years and she is planning to retire at the end of August 2009. She thanked the Board for giving her the honour of being Chief Superintendent at the end of her career; it was something she never thought she would do in her lifetime and she has enjoyed it a great deal, much to the credit of the Board. She commended the Board on their decision to select Ms. Naomi Johnson as the new Chief Superintendent of Schools. She stated that Ms. Johnson is very committed to public education and we have a magnificent team of senior leaders in this organization who are also equally committed to fulfill the vision that has been established for this Board for the last number of years. Chief Superintendent Hubert stated she has great hope and optimism for the future of the Calgary Board of Education.

Trustee Kryczka commented on her visit to Nellie McClung School for their *Shave Your Lid for a Kid* fundraiser for children's cancer treatment. She commented also on her attendance at the graduation ceremony for Alternative High School.

Trustee King shared that she was at Radisson Park School for their *Garden Party* celebration and noted that funds raised at last year's celebration went towards the purchase of a six-foot oak tree to be planted in their garden.

Trustee Bazinet noted that she attended the first CBE celebration of students who have received their language credentialing; this is an evaluation of language competency for second language speakers based on the Common European Framework of Reference for Languages. This is a standardized test that is written world wide and it contains six levels of second language competency. The languages currently within this credentialing include French, Spanish, German and Chinese, with six levels ranging from A-1 (lowest) to a C-2 (highest). A B-2 level diploma gives access to study the language at many universities throughout the world.

5.2 Report from the Chief Superintendent

Chief Superintendent Hubert shared highlights about the following issues and events: she visited Christine Meikle School, Jack James High School, Simon Fraser School (for the visit by His Royal Highness Prince Edward) and Tuscany School (recipient of a *Healthy Learners Award*) for various events, ranging from annual gatherings and assemblies to graduation ceremonies; students and teachers from Juno Beach Academy were on an educational trip in France on June 6th and were invited to the Museum of Peace in Cannes, France, by Prime Minister Stephen

Harper to join him for a debate and discussion surrounding the legacy of veterans and what their sacrifices meant to young people today, followed by a luncheon; a service appreciation awards luncheon was held for over 100 Facilities and Environmental Services employees; Monterey Park grade 4 students were hosted at the Education Centre for a learning week in the downtown core, a program similar to Campus Calgary; a grade 11 student from Crescent Heights High School finished in 4th place in a race at the International Festival of Excellence Track Meet held in Toronto, Ontario; she attended the Calgary and Area Child and Family Services high school graduation ceremony held for 28 graduates; many retirement celebrations are held in the month of June and either the Chief Superintendent, the Deputy Chief Superintendent or a member of Superintendents' Team attempts to attend a retiring principal's celebration or, at the very least, a visit is made with the principal at the school.

5.3 Public Question Period

There were no public questions.

5.4 Stakeholder Reports

The following report was presented later in the meeting, but is recorded here to provide continuity to the Minutes.

5.4.1 Ms. L. Shutiak, President, Calgary Association of Parents and School Councils (CAPSC)

Ms. Shutiak shared that CAPSC was very pleased to hear that Ms. Naomi Johnson has been appointed as the Calgary Board of Education's next Chief Superintendent of Schools. They commend the Board of Trustees for choosing Ms. Johnson, an exemplary leader with the CBE, who has so clearly demonstrated her commitment to public education. She stated that several members of their executive who have worked with Ms. Johnson over the years have been impressed by her professionalism, dedication and depth of expertise.

On behalf of CAPSC, Ms. Shutiak also extended appreciation to Ms. Hubert for her service as Chief Superintendent.

5.5 Trustee Inquiries

There were no Trustee inquiries.

6.0 ACTION ITEMS

6.1 Consideration of 2009-2010 Operating Budget

It was noted that the presentation of this Operating Budget was made to the Board of Trustees on June 2, 2009.

The following is a summary of the discussion surrounding questions posed by Trustees and answered by Administration.

- With respect to the lease provision of \$3 million for the new Education Centre put forward in this operating budget, while it will not actually be needed for a lease payment in 2009-2010, it does allow us to ramp up by \$3 million over a three-year period and that money can potentially be redeployed for some one-time initiatives. It was reminded that \$1.3 million of this amount was allocated to the capital budget for the coming year, and the remaining \$1.7 million is not yet allocated.
- Comments were shared about the budget submission deadline extension to September 1, 2009 for all Alberta school jurisdictions and it was noted the Minister of Education is offering this flexibility to boards that may be facing challenges and can not resolve those by the end of June. Should changes be required to our budget after its submission, those would be reflected in the first quarterly report, as is the norm.

MOVED by Trustee Bazinet:

1. THAT the 2009-2010 Operating Budget be approved and submitted to Alberta Education by June 30, 2009.

2. THAT the Board of Trustees approves the planned use of \$1,911,000 from the Utility Expense Stabilization Reserve Fund, \$1,358,000 from the General Instruction Reserve Fund, \$612,000 from the Transportation Fee Stabilization Reserve Fund and \$1,038,000 from the Administrative Systems Renewal Reserve Fund as financing sources for specified programs, initiatives or projects outlined in the 2009-2010 Operating Budget.

Trustee comments in support of the motion included that it is a balanced budget; that it allows for an increase in the number of staff in the coming year; it shows how it will address the Three-Year Plan; it shows how resources are allocated in order that students are able to learn and achieve the Ends; the class sizes initiative is on the road to achievement.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Chair Cochrane noted this is the last public meeting for Mr. W. Braun, Director, Corporate Financial Services, and thanked him for his service with the Calgary Board of Education.

7.0 MONITORING AND RESULTS

7.1 Ends 5: Character – Annual Monitoring, Reasonable Interpretation, Indicators and Targets

Chief Superintendent Hubert provided opening remarks and thanked Superintendent Stevenson, directors and staff for their work on this report. Superintendent Stevenson also extended his appreciation to staff for this work. He pointed out that

the report on Character focuses on student outcomes that show students possessing the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others. He noted that the range of quantitative and qualitative data that we use to inform monitoring of Ends 5 is wide-ranging and unique. He noted changes to the report, including: the addition of an Addendum, page 7-27, that shows updated Accountability Pillar data that became available after preparation of this report (it is an update of the table on page 7-8); and a change was noted to page 7-6, in the first sentence of the third paragraph, to reflect the new information as per the Addendum, the figure of 70% should be revised to 60.5%.

The following is a summary of the questions and responses that took place in the discussion between Trustees and Administration:

- With respect to the fewer number of suspensions in this period, it is difficult to determine if the use of alternative approaches to discipline is the reason, because when one looks at the suspension numbers over a period of years, those numbers fluctuate. However, from the perspective of staff it is believed that the work being done at schools, including the support of Area offices, Alberta Initiative for School Improvement (AIS) Learning Leaders, community conferencing and other proactive initiatives are having a positive effect on the number of suspensions and expulsions.
- It was noted that the Accountability Pillar data shows teacher response percentages to be higher than parent and student responses. Historically, teachers respond higher to all of the survey questions. Chief Superintendent Hubert said that teachers tend to mark their students higher than independent assessors, which may be attributed to the fact that they know their students well and they perhaps lose some of their objectivity, or perhaps they are even more accurate than others who assess their students.
- In the Heart of the Matter Survey, the questions posed to the K-3 students offer a response on a three-range scale and on a four-range scale for the grades 4 to 9 students.
- Concerns were shared about the low percentage given by grades 7 to 9 students to the questions related to their learning how to get along with others and helping other people when they need it (Heart of the Matter Survey). To date we have not received enough data on our middle schools to look at any particular trends, but we look forward to that data in the future to see if those responses differentiate from the responses of our traditional junior high school students.
- The Heart of the Matter Survey was developed by Alberta Education. The survey was used for the first time last year and in six Area V schools and this year it was used in eight schools across the system. The results over the two years showed the numbers to be very much the same. Chief Superintendent Hubert suggested that the Character End is one that we hope for all of our students to achieve and we should be looking beyond gathering base-line data and rather trying to measure how well we are achieving Ends 5 in all of our schools.

Recessed: 6:50 p.m.

Reconvened: 7:02 p.m.

Trustee Kryczka did not return to the meeting.

Chair Cochrane noted that the responsibility of the Board is to determine whether reasonable progress has been made to the ultimate achievement of this Ends result and that the emphasis is on progress, not compliance.

MOVED by Trustee Lane:

THAT the Board of Trustees has reviewed the scheduled monitoring report on Ends 5: Character, and concludes that reasonable progress is being made towards the ultimate achievement of this Ends policy.

Trustee comments in support of the motion included the following:

- There is a great deal of interest in the business of character education and a long ways to go, but it is also believed that we have progressed in this area and there is a real opportunity to make further progress that will not only enhance the work of this Board but also the work in this field altogether.
- The monitoring report indicates that good work is occurring and that different ways of measuring continue to be reviewed and tested, as are different processes that could enhance our evaluation of monitoring Ends 5: Character.
- The many ways in which our schools are educating in the area of Character is noted and for that, Administration is commended.
- The number of suspensions in our system is low and it is hoped we will see a continuing lower trend in this area in the future.
- It is evident that principals place great value in their support of student success with Ends 5.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY. Absent: Trustee Kryczka

MOVED by Trustee Lane:

THAT the Board of Trustees approves that a comprehensive review of the reasonable interpretation and data sources for Ends 5: Character be undertaken, with a report to the Board in the fall of 2009.

The motion was
CARRIED UNANIMOUSLY. Absent: Trustee Kryczka

7.2 Monitoring Report for Executive Limitations 14: Student Accommodation (Sub-Section 1(a))

Superintendent Coppinger provided introductory remarks, noting that subsequent to the Board's review of the monitoring report on EL-14 last April, a request was made for more information on how in EL-14 1(a), long range planning incorporates the

mission, vision, and values of the CBE and focuses on the achievement of Ends. Community Engagement and Operational Planning, in looking at the accommodation issues, considers the four questions listed on page 7-30 of this report, and following that are eight goals that they keep in mind when developing the student accommodation plans. Mr. P. Carlton, Director, Community Engagement and Operational Planning (CEOP), was present to assist with questions.

The following is a brief summary of the discussion between Trustees and Administration:

- Administration commented further on the goals in regards to how they are aligned to the vision, mission and values as stated in Governance Process Policy GP-1. In reference to “learning is our central purpose and students come first” an attempt is made to maintain a CBE presence wherever possible. By keeping the inner city and developed community schools vibrant and stable we are eliminating the need to bus those students and enabling them to be educated closer to home. By maintaining the presence of a CBE school directly in or in close proximity to a community it enables us to continue to promote the CBE as the learning community of choice for students.
- The definition of community is somewhat indeterminate, in that we used to have a school serving one particular community and we now have situations where one school serves a group of communities.
- A Trustee questioned the intent of goal number 6, when looking at accommodation issues, to which Administration referenced the example that was given in that goal. Director Carlton stated that the sense of community is expanded in this case to include two communities as a community for the regular program schools.
- Concerns were noted that the report does not address what the reasonable interpretation is of the policy. An explanation provided by Administration was that on page 7-30 is a list of questions that were used as filters to determine whether this planning is being true to a plan that reflects the mission, vision and values of the Board. The interpretation would be that by asking those questions, we can develop an accommodation plan that meets that requirement.
- A Trustee shared the belief that with respect to subsection 1(a), the report does not put forward information pertinent to the evidence to determine whether or not we are in compliance with the policy. Director Carlton stated that part of a requirement of this monitoring report is an exhibit, which is the long-range student accommodation plan. He noted that if it is the wish of the Board, some statements could be made in that exhibit that would connect that planning process to the mission, vision and values of the Board.
- It was clarified that this particular report is about the three-year system student accommodation plan. The three-year capital plan and the ten-year facility plan are developed by Capital Planning and Development, and CEOP provides input to those reports in terms of accommodation information and data regarding projections.
- A Trustee referred to the Minutes of Regular Meeting of April 7, 2009, noting that one of the statements made was that Trustees know there is a plan but they want to see what the plan is based on, and how the mission, vision, values and

focus on achievement of the Ends are considered when looking at the accommodation of students. It was reiterated that the Board requires a report that addresses the specifics of how Administration uses the mission, vision, values and focus on the Ends as the lens through how they do long-range planning.

MOVED by Trustee Ferguson:

THAT the Board of Trustees has reviewed the monitoring report on EL-14 1(a) and finds that the report does not sufficiently address the Board's policy regarding long-range planning that incorporates the mission, vision, and values of the CBE and focuses on achievement of the Ends, and that the Board of Trustees requests a follow-up report by the end of September 2009 regarding the reasonable interpretation and any other monitoring information related to EL-14 1(a).

Trustees debated the motion and the following is a summary of the comments:

- It is believed that the Board requires information structured around addressing the mission, vision and values that are outlined in Governance Process Policy 1. While it is recognized that the eight goals on page 7-31 of the report inform and direct student accommodation issues and solutions, the Executive Limitation specifically requires a response framed around students' learning and serving the common good. It is believed that the work being undertaken under this Executive Limitation can be demonstrated to contribute to the attainment of the vision, mission and values if reframed appropriately – example: in support of learning is our central purpose, how do decisions in student accommodation planning reflect and incorporate that value?
- It was felt that confirmation was needed in regards to timeframes noted in the report, whether long-range planning represents a 10-year or a 3-year period. In regards to the questions that are put forward on page 7-30 of this report, it would be good to see answers to those questions in a monitoring report.
- It was felt that the substance is present in this report and that it is not so much a question of substance as it is of style or form, but the explanation is what the report lacks. Support for the motion was indicated with some reluctance.
- Support of the motion was indicated and comments were made in favour of a suggestion that was put forward by Administration that when a particular issue comes forward with regard to student accommodation planning, that it include an addendum of information addressing the questions and the rationale as it relates to the issue under consideration.
- A concern was noted with the use of the terms "community" and "sustainable" without the provision of definitions. It was agreed that more clarity is required.

Chair Cochrane called for the vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Kryczka

8.0 POLICY DEVELOPMENT AND REVIEW

There were no items.

9.0 CONSENT AGENDA

9.1 Board Consent Agenda

Chair Cochrane noted that the Minutes of the Regular Meeting held June 2, 2009 were incomplete and would be pulled from the Consent Agenda and considered at a later date. She declared the following items to be adopted as submitted:

- 9.1.1 Approval of Minutes
- Regular Meeting held May 26, 2009

THAT the Board of Trustees approves the Minutes of the Regular Meeting held May 26, 2009, as submitted.

- 9.1.2 Correspondence

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

- **Correspondence dated June 2, 2009 to Board Chair Pat Cochrane, from The Honourable Ron Liepert, Minister of Health and Wellness, and The Honourable Dave Hancock, Minister of Education, regarding the Alberta Nutrition Guidelines for Children and Youth and encouraging school boards in Alberta to develop nutrition policies that endorse these guidelines.**

- 9.1.3 imagineCALGARY Liaison Report

THAT the attachments with respect to imagineCALGARY Partnership be received for information and be considered as the liaison report for that organization.

- 9.1.4 Calgary Association of Parents and School Councils (CAPSC) Funding Request (update report that was postponed)

THAT the Board of Trustees approves the funding request for the Calgary Association of Parents and School Councils for the 2009/10 school year, in the amount of \$7,800.

9.2 Chief Superintendent Consent Agenda

- 9.2.1 System Student Accommodation Plan (2009-2012)

THAT the System Student Accommodation Plan (2009 – 2012), and the Community Engagement Plan completed in 2008-2009, be received for information and for the record.

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

Chair Cochrane received the consent of Trustees to continue the meeting to the completion of the Agenda. She called for a recess at this time.

Recessed: 7:58 p.m.
Reconvened: 8:12 p.m.

11.0 IN-CAMERA ISSUES

MOVED by Trustee King:

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

The motion was
CARRIED UNANIMOUSLY. Absent: Trustee Kryczka

MOVED by Trustee Ferguson:

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

The motion was
CARRIED UNANIMOUSLY. Absent: Trustee Kryczka

MOVED by Trustee Bazinet:

THAT the plans for the Calgary Board of Education's 125th Anniversary Celebration be received for information.

The motion was
CARRIED UNANIMOUSLY. Absent: Trustee Kryczka

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 9:12 p.m.