

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 7, 2011 at 5:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet (departed at 6:52 p.m.)
Trustee J. Bowen-Eyre
Trustee L. Ferguson
Trustee P. King
Trustee G. Lane
Trustee S. Taylor (departed at 6:52 p.m.)

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. J. Johnston, Superintendent, Human Resources
Ms. D. Lewis, Superintendent, Learning Support
Mr. R. Peden, General Counsel and Corporate Secretary
Mr. R. Peter, Chief Communications Officer
Ms. D. Doll, Assistant Corporate Secretary
Ms. S. Wasylyshyn, Executive Assistant to the Trustees
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

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

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. and the assembly sang the national anthem, which was led by students from Vista Heights School, by way of a DVD recording.

Chair Cochrane acknowledged and welcomed stakeholder representatives from the organizations as noted above. She also welcomed invited guests for the Board Development session and acknowledged the presence of Mr. K. Hehr, MLA for Calgary-Buffalo.

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2.0 CONSIDERATION/APPROVAL OF AGENDA

Under Agenda Item 5.3, a response to a public question posed on May 17, 2011 would be provided, and two new public questions may be posed at that point in the meeting.

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of June 7, 2011, be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

There were no presentations.

4.0 HONOURS AND RECOGNITIONS

There were no honours or recognitions.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

- Trustee Bowen-Eyre commented on her attendance at the Calgary Entrepreneurial Adventure Showcase, which was held at the BMO Centre on May 25th. This year's program involved 11 CBE schools, represented by 45 teachers and 1,250 grades 1 to 9 students who developed a total of 12 different ventures on which they were judged. This year's BMO Innovation Award was won by Nellie McClung School in the teamwork category.
- Trustees Bowen-Eyre and Ferguson attended a celebration of CBE partnerships, which was entitled "Better Together" and held at the New Education Centre last week.
- Trustee King reported on her attendance at the Graduation Conference that was held for the first time ever at Forest Lawn High School on May 25th. At this conference, students addressed a question from the High School Exit Survey that asked "What is it that you believe you still need to know before you leave this building?"

5.2 Report from the Chief Superintendent

Chief Superintendent Johnson provided remarks about the following issues and events:

- On May 17th, Collingwood School welcomed Eudaldo Mirapeix, Ambassador of Spain to Canada, Education Minister Dave Hancock, as well as representatives from the CBE and the Calgary Catholic School District during the International Spanish Academy Conference in Calgary. Ambassador Mirapeix was very impressed with what he observed in the classroom and how well the students spoke Spanish.
- On June 2nd, 210 CBE students received awards for their participation in international language credentialing. Language credentials are

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globally accepted, international recognition of students' language competencies. Students from French Immersion, Bilingual and Language & Culture programs participated in the DELF (French), DELE (Spanish), Sprachdiplom (German) or HSK/YCT (Chinese) language credentialing at various levels. The CBE, as an official DELF Centre, a status granted by the French Embassy in Ottawa under the auspices of the Ministry of Education in France, held its inaugural DELF session, which was met with huge success. This year, we had 117 students participate in the DELF, with a 99 percent success rate. The numbers of students have increased every year, with a 56 percent rise in participation over last year. Also, students in French Second Language and Late French Immersion participated for the first time this year.

Special guests at the language credentialing celebration included Mr. Jean-Paul Tarby, of the Académie of Besançon in France, Mr. Jean-Charles Bou, Consul General for France in Calgary, and Mr. Étienne Manuard, Educational Attaché at the French Embassy in Ottawa. These distinguished guests were in Calgary as part of ongoing talks between the CBE and the Académie of Besançon to establish a partnership that would see a reciprocal arrangement for student and teacher exchanges, visits and professional development.

- On June 6th, over 100 students were recognized for their international engagement and global citizenship with the International Certificate. In order to receive the certificate, students must study a second or third language, focus on international coursework, and participate in an international experience. Dr. Lorne Jacques from the University of Calgary congratulated the students on their success.
- The Chinese Academy Graduation ceremony was held on June 4th, which she attended with Trustees Ferguson and King, and a number of CBE staff members. The Consulate-General of the People's Republic of China in Calgary, Federal and Provincial representatives also attended this ceremony, which recognized students completing Kindergarten, Grades 6, 9 and 12.
- She referenced a display in the Board Room of the CBE Working Relationship Commitment, and noted her belief that all agree that positive working relationships with each other are essential for a healthy working environment, high morale, quality learning and personal well-being. This document represents about two years of work with all of our staff groups, for which she extended her appreciation to those involved, including the Alberta Teachers' Association, Local 38, the Canadian Union of Public Employees, Local 40, the CBE Staff Association, the Trades, and CBE Administration.

5.3 Public Question Period

Ms. Doll noted that a response had been prepared to a question that was received at the May 17, 2011 public board meeting, which she read as follows:

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"Why is the Calgary Board of Education risking the safety of special needs children by transporting them via taxi rather than school bus to save money?"

Chief Superintendent Johnson provided the following response:

"The safety of each of our students is a priority for The Calgary Board of Education. During the current school year, upwards of 34,000 students are transported to school each and every day. Of these, 154 are transported by taxi service.

There are a number of factors that influence a decision as to how students with special education needs are transported to school. These include distance from school, length of bus ride, proximity to existing routes within residential areas, a student's ability to ride safely on the bus with other students, physical or medical circumstance that limit their ability to ride in a bus, and the number of students requiring special education transport going to a particular school. In certain circumstances, given the factors above, it may be necessary to use taxis to transport some of our students safely to school.

It is important to state that the safety of students being transported to and from school supersedes any financial considerations. The decision as to the most viable mode of transport for a particular child with special education needs is made in consultation with parents, school staff, transportation services and providers, and a support services specialist to ensure the safety and well being of each student is addressed. We work closely with our transportation service providers, including taxi and bus providers to ensure that any potential risk to a student's safety is mitigated. All concerns regarding the transportation of a particular student are handled on an individual basis."

Ms. Doll noted that a question had been received from Mr. L. Leach, and subsequent to confirming his presence in the boardroom, she read the question as follows:

"Since all trustees' salaries, benefits, allowances and expenses account for less than \$450,000 of the \$1.7 million Board of Trustees 2010-11 budget, can you provide a detailed breakdown of where the remaining \$1.25 million dollars is being spent? Will any of this be cut for the 2011-2012 budget?"

Ms. Doll shared that Administration is preparing a response to Mr. Leach's question, which would be provided to him in writing and be read into the corporate record at a future public board meeting.

D. Meyers

Ms. Doll noted that a question had been received from Ms. T. Hurdman, and subsequent to confirming her presence in the boardroom, she read the question as follows:

"Can the Calgary Board of Education provide a list of all current 2010-2011 non-school based positions and their accompanying

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salaries that are over \$100,000? Will any of these positions be cut for the 2011-2012 school year due to the budget shortfall?"

Ms. Doll informed that no response was available at this time, and that Administration would provide a response to Ms. Hurdman in writing and it would be read into the corporate record at a future public board meeting.

J. Johnston

5.4 Stakeholder Reports

There were no stakeholder reports.

5.5 Trustee Inquiries

There were no trustee inquiries.

Chair Cochrane suggested moving forward Agenda Item 7.2 to this point in the meeting, as there was time remaining before the scheduled Board Development Session. She relinquished the Chair to Vice-Chair Ferguson.

7.2 Establishment of Trustee Planning Committee

Trustee Cochrane provided background information, noting that recent discussions by trustees has indicated a desire to formalize the current work session meetings, and it was believed that the formation of a Planning Committee would meet this desire. She noted that the suggested title of the committee was a working title only.

MOVED by Trustee Cochrane:

- 1. THAT the Board of Trustees approves the establishment of the Trustee Planning Committee, and**
- 2. THAT the Board of Trustees approves the Terms of Reference for the Trustee Planning Committee, as amended.**

Trustees debated the motion, and during the debate they agreed to a friendly amendment to the Committee's Terms of Reference, to reword the second sentence under Membership to read "The Chief Superintendent is normally invited to attend the committee meetings."

Chair Ferguson called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Trustee Cochrane took back the Chair.

6.0 BOARD DEVELOPMENT

Chair Cochrane provided opening comments, noting that this work was part of the Board of Trustees' governance processes. The purpose of board development sessions is to give better knowledge and understanding of specific policy issues, and to support effective board monitoring.

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6.1 Meeting Students' Needs: From Integrated Occupational Program (IOP) to Knowledge and Employability (KAE)

Chief Superintendent Johnson shared introductory remarks and noted that the presentation would provide an overview of Knowledge and Employability (KAE) courses and how they are part of the array of learning options available to students within the CBE and, in part, would provide answers to questions received from trustees. She welcomed community members and educational partners to this presentation.

Chief Superintendent Johnson noted that it should be recognized that KAE is not a program; that it is much more about planning for student success than responding to student failure. She stated that we need to continue to develop the resources, the standards of practice and the data sources to ensure that students experience every success possible.

A PowerPoint presentation was shared by the following staff members as they each spoke in turn about the history of the Integrated Occupational Program (IOP) and the transition from it to KAE, the current context of KAE courses in the CBE, the alignment of the learning outcomes, credentials, Provincial Achievement Tests (PATs) taken by KAE students, individual learning plans for students, and the greater flexibility and opportunities with KAE courses.

Dr. D. Yee, Director, Area I
Ms. T. Martin, Principal, Thomas B. Riley School
Dr. M. Bastock, System Assistant Principal, Curriculum Design and Assessment
Ms. S. Leach, Senior Education Specialist

Dr. Yee gave an overview of the KAE courses, noting that they are not designed as special courses, but they could be applicable for students with special needs. She stated that KAE courses promote flexibility and provide for personalized learning.

KAE courses are intended to provide students with opportunities to experience success and to prepare for employment, active citizenship and lifelong learning. These courses are designed to ensure that each student has opportunities:

- to take courses at his or her highest level of achievement and attain a corresponding level of certification;
- to flexibly select courses to meet individual learning needs towards secondary, post-secondary and career goals ; and
- to remain in his or her community school.

KAE courses promote a curriculum with a balanced focus on subject area content, processes and attitudes. This includes specific attention to life and learning skills such as problem solving, decision making, active inquiry, respect for others, and critical and creative thinking.

KAE courses are built around the principle of student-centered instruction leading to individual achievement. The KAE courses also

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focus on interdisciplinary learning with connections built around cross-curricular areas, community partnerships, workplace standards and employability skills.

KAE courses are available to students in grades 8 through 12. They are available from grade 8 to the 20-4 level in Math, Science, and Social Studies, and from grade 8 to the 30-4 level in English Language Arts. The courses are also available in a number of occupational areas in grades 8 and 9 and throughout high school.

KAE occupational courses offer opportunities for students to explore interests, build skills, and experience relevant connections between school and the work world. They also help students prepare for employment, further studies and continued learning in life.

Career and Technology Studies (CTS) courses offer similar learning opportunities, and through the coordination of CTS and KAE occupational courses, students are provided with extended opportunities to experience both challenge and success in their learning.

The overall premise for KAE courses is that they encourage students to be successful, engaged learners. Schools are expected, through connections with counsellors and principals, to help students enrol in courses that provide for their highest level of achievement.

Alberta Education's guiding beliefs for KAE courses are that:

- a student's enrolment in KAE courses is determined individually on a course-by-course basis and is based on each student's secondary, post-secondary and career goals;
- decisions about enrolment in KAE courses are based on assessment information that identifies each student's achievement on a variety of well-documented measures over time;
- decisions about enrolment in KAE courses, are based on consultation with parents/guardians and the student, and include an annual informed written consent process; and
- enrolment in KAE courses includes the creation of a Student Learning Plan outlining the student's goals, and courses required to achieve those goals.

KAE courses promote personalization of learning and flexible high school completion. Each CBE middle/junior high school and high school has the ability to program for students who wish to advance their learning through KAE courses. And, schools make KAE courses available as needed by each student and organize for instruction based on the best interests of the learner.

Dr. Bastock reviewed the differences between the previous Integrated Occupational Program (IOP) and current KAE courses.

The IOP was introduced in the early 1990's and was phased out of Alberta Schools when KAE courses were introduced beginning in 2006. IOP was intended for students who required experiences focusing on

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developing reading, writing, mathematical literacy and employability skills in occupational contexts and who expressed a desire to leave school before achieving a High School Diploma. It was characterized by reduced academic requirements that ultimately limited student access to high school courses and post secondary programs outside the IOP program. Because of this, once students entered the program they took, with very few exceptions, exclusively IOP courses. This further limited students' access to options for high school completion and post-secondary experiences.

Alberta Education undertook a comprehensive review of the IOP in 2000. This review and consultation process involved over 800 stakeholders and stakeholder groups from across the province. Results of the consultation process indicated a need to shift from a program that limited student choices, and too often responded to academic failure, to one that begins with planning for student success and offers students flexibility as they work to reach their learning goals.

The consultation process as well as evolving understandings of student learning and inclusionary practices; the redesign of other curriculum areas; and work in career development initiatives, have led to changes in policy, philosophy, requirements and resources for student learning, and essentially impacted the design of the new KAE courses.

KAE courses are aligned with other subject area courses in terms of their instructional time, credit structures and learning outcomes. This enables students to either progress through the KAE course sequence or go on to other courses on a course-by-course and student-by-student basis. Students may be enrolled exclusively in KAE courses or in a combination of KAE and other secondary courses.

The alignment of curriculum content between KAE and other courses also help facilitate the provision of KAE in all middle, junior and senior high schools.

Alberta Education provides school jurisdictions and schools with the flexibility to offer KAE courses through a number of organizational structures, including both separate and combined class settings. Flexible learning options were not available to students in IOP. Through the flexibility of KAE courses, students are provided with more opportunity than in the previous IOP to explore and experiment with a variety of courses, and to transition between courses, as they ultimately discover the best fit and right path toward learning success.

The foundational assumption that students in KAE courses are actively engaged in reaching learning goals is evident in changes to Alberta Education's PATs and in the options for high school completion that are open to students in KAE courses. In the absence of PATs reflecting their specific learning outcomes, previous IOP students were faced with either writing the examinations for courses they hadn't participated in and for learning outcomes they hadn't received instruction in, or being excused from writing those exams. In the vast majority of cases, IOP students did not write the PATs designed for the regular program of studies. This created a history and pattern of non-participation in provincial

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examinations by IOP students that was carried forward when the KAE PATs were introduced for the first time during the 2009-2010 school year.

The shift from being disengaged and excused from traditional learning paths to being engaged in an identified learning path, with expectations for achievement and accomplishment shared by students, parents, and schools, is an important feature of the transition from IOP to KAE.

The possibility of obtaining an Alberta High School Diploma was an outcome not available to previous IOP students. Students who take one or more KAE courses may achieve a Certificate of High School Achievement or an Alberta High School Diploma, depending on their course credits.

The decision to enroll a student in one or more KAE courses is made as part of an ongoing conversation between a school, student and family about the student's achievement, learning goals and aspirations for work and learning beyond Grade 12. In most cases, school staff members are the first to offer the possibility of a KAE course to students and parents. In some instances parents have had previous experience with the courses, or have previously heard of KAE courses through other contacts and raise the question of suitability with their child and the child's school. KAE courses are often listed in school registration guides and there is information about the courses on the CBE and Alberta Education websites.

In the transition from IOP to KAE changes were made in enrolment processes that include the design of a Student Learning Plan that identifies goals and tracks success to ensure that students are well-positioned and well-supported in reaching their goals for high school success and work or post-secondary schooling. There was also a change to the consent requirements to emphasize the "informed" nature of the consent and to ensure that parents and students are part of a collaborative consultation process of enrolment so that philosophy, policy, outcomes and requirements are fully understood and agreed to by parent, student and school personnel.

Parents who receive information about KAE courses often have questions about how their child's enrolment in these courses will ultimately impact their child's ability to complete high school. Many parents have reservations and concerns that their child may not earn a high school diploma if they enrol in KAE courses and through the registration process are sometimes faced, for the first time, with potential limitations of future life choices for their child.

When meeting with students and parents, counsellors need to present KAE courses as a sequence of course offerings that may, or may not, lead to a high school diploma. Discussions of the advantages and limitations need to be outlined. The commitment to revisit course registration decisions regularly through the use of the Student Learning Plan is an integral part of the decision-making process. This must be done to ensure that each course selection a student makes supports their goals set out in the learning plan.

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Ms. S. Leach provided an overview of the KAE courses in the CBE, noting that it has been expanded to be offered in all high schools and that currently, twenty-two middle or junior high schools have students enrolled in one or more KAE courses.

One of the challenges in building success for CBE students through KAE courses is to ensure that all staff members understand the philosophy and policy of KAE courses. Each school needs to include real life and off campus experiences within their KAE course offerings and to ensure that there are meaningful opportunities for parent/guardian and community involvement. As each school has its own set of circumstances, including the number of students interested in taking KAE courses and differing interests and resources for CTS course offerings, it is important to acknowledge that different schools may take different approaches in supporting students through KAE courses.

Schools in the Calgary Board of Education respond to the challenges and opportunities of KAE courses in a number of ways to support students in their learning. These include:

- intentionally focusing on improving student engagement;
- providing an additional semester or an entire fourth year of instruction for students to complete high school;
- using designated KAE Administrators and coordinators, and involving counselors and school learning teams to provide a broad base of support for students; and
- adjusting existing timetable structures to accommodate KAE programming in combined and course-specific instructional settings and to support off campus experiences.

Students are successful in KAE courses when they are supported in making decisions for enrolment in KAE courses, when they achieve the learning outcomes of the Alberta Programs of Study, and when they meet the requirements for high school completion. Student Learning Plans allow students to see the relevance of their course choices as they align with their goals and interests.

Ms. Martin reviewed the transition planning and provided a snapshot of preliminary student success data.

Alberta Education has outlined suggested course choice sequence opportunities for students taking KAE courses. Ms. Martin provided examples showing possibilities for students to move through courses from Science 8 to Science 20-4 or Science 24 and through courses from Social Studies 8 to Social Studies 20-4, 20-2, or 30-2.

These suggested course choice sequences involving KAE courses involve a complex process of planning and selection with students. This complexity means that attending to each student's learning needs on an ongoing basis is critical. For this reason, insights into course choices are best understood student-by-student, by the student and by the adults supporting that student.

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One way that student course choice in KAE has been examined is through the Grade 9 PATs. The Grade 9 KAE PATs provide some information about the course participation patterns of students writing the exams. Using the PAT information for the students who wrote KAE examinations during the 2009-2010 school year, it is known that students wrote exams in one, two, three or four subjects. It is not possible to use this information to understand the exact numbers of students enrolled in one, two, three or four KAE courses because not all students who were enrolled in KAE courses wrote exams.

CBE staff have begun information gathering about the Grade 10 course registration choices of the students who wrote the Grade 9 KAE Provincial Achievement Tests in June of 2010. The grade 10 course choices of these students reflected the flexibility of the course pathways available to them. While some students remained in KAE courses, others went into a course progression for a subject area to work toward a high school diploma. Some transferred out of KAE courses while other students, who were not part of the original group, transferred into KAE courses. Some students enrolled in KAE courses in different subject areas in high school than those which they were enrolled in grade nine. As expected, in alignment with the KAE course philosophy, this cohort of students is moving flexibly in and out of KAE courses.

To continue to cultivate this flexibility based on student need, it is critical to ensure that students are aware of their course choices and that they are guided to select the best courses for their particular learning needs and goals. It is important that student course choices are guided by student need rather than by pre-determined course availability. In the CBE we need to continue to offer students and teachers an awareness of the suitability of courses for particular students.

A review has been made of preliminary High School completion data for students who took one or more KAE courses in the 2006-2007 school year (the first year of the Certificate of High School Achievement) and also in the 2007-2008 school year. This data presents an initial snapshot as these students are the first cohorts to reach the completion of school stage. It is evident that students are achieving completion status in two, three, and four years.

Students who initially enroll in one or more Grade 10 KAE courses complete high school in a variety of ways. Some are receiving a Certificate of High School Achievement, some are receiving a High School Diploma and some are receiving a Certificate of High School Achievement and then going on to complete a High School Diploma.

The data picture will continue to emerge as other cohorts reach the completion stage and as the three, four and five year rates become available for these students.

Discussion ensued with Administration responding to trustee questions, summarized as follows:

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- With respect to a question of when the conversation should start with a family whose child is struggling with his/her learning and the potential suitability of KAE courses for the child, Administration noted that the entry level for these courses is at grade 8 and a second entry point is at the high school level.
- It was acknowledged that the expectation is for KAE courses to be offered at every high school.
- A concern was expressed about potential obstacles to growing KAE courses, in the sense that students taking these courses are in mixed classrooms with students who are not taking the courses, and it is worrisome with respect to how these students may be treated by their peers. Ms. Martin shared that it is a delicate balance and CBE counts on teachers having good relationships with individual students. Parents share this concern as well.
- An explanation was provided with regards to offering a fourth year of further instruction for some students. This is dependent on the individual student, on what their goals and skills are. There have been some disincentives for community high schools to have students attend additional years. It is important to look at the student's program – some do not need a full extra year in order to complete their goals, and for others it is important, in order to achieve the Certificate of High School Achievement; and for others, it is a bridging to a Diploma.
- In response to how parents are engaged in the informed consent, Chief Superintendent Johnson said that it would be a one-on-one conversation, held course-by-course. The parent would have to sign-off on a consent form, giving permission for the student to enter into that program. Deputy Chief Superintendent Stevenson added that historically, informed consent came about as a part of the work with students with special needs, and it puts a much greater onus on staff to ensure that parents and students have a full understanding of not only what the courses would entail and what would be required, but also the implications for that individual students as they move to high school and their ability to achieve either the Certificate of High School Achievement or a Diploma.

Chair Cochrane received the agreement of trustees to give consideration to next steps with respect to this issue at another time.

Recessed: 6:30 p.m.

Reconvened: 6:50 p.m.

7.0 ACTION ITEMS

7.1 2011/2012 Transportation Fee Schedule

Chair Cochrane noted that Administration would provide a broad overview of the report and that any trustee who may have a pecuniary interest should declare such at the appropriate time.

Superintendent Coppinger commented that further to the board's request on May 17th, Administration has provided a report with three scenarios and are recommending that the partial cost recovery, as noted

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in Attachment II, Scenario 2, outlined on page 7-12 of the report, be approved by the Board of Trustees.

Ms. Doll pointed out corrections to the report, on page 7-12, at the bottom of the page, the rebate for junior high Calgary Transit should be \$24.75 rather than \$20.75, as shown, and on page 7-13, at the bottom of the page, the rebate for junior high Calgary Transit should be \$34.25 (same as last year) rather than \$20.75, as shown.

Acknowledgement was made of the attendance of Ms. Wellock-Bolt, Executive Assistant to the Superintendent, Finance and Business Services, to assist with trustee questions related to finance.

Trustee Bazinet declared a pecuniary interest with the whole of the report.

Trustee Bowen-Eyre declared a pecuniary interest with respect to recommendation #3 of the report.

Trustee Taylor declared a pecuniary interest with the whole of the report.

Trustees Bazinet and Taylor left the meeting (6:52 p.m.).

Chair Cochrane noted that recommendation #3 would be discussed and considered by the Board of Trustees following the discussion and debate of recommendations #1, #2, and #4.

Administration addressed questions posed by trustees, summarized as follows:

- Director C. Davies noted that if the junior high students were to utilize public transit alone, many of those students would be faced with numerous bus transfers. He shared information about how the CBE taps into City Transit and the challenges that are inherent. He noted that the level of service we receive through charter bus is quite high.
- With respect to the family maximum, it was noted that the cost to the CBE is approximately \$250,000 and Administration felt it was questionable whether that amount of money would be better used to balance some of the budget shortfall or if it would be better to offer this to our parents.
- In 2010-2011 there were a total of 574 approved transportation fee waivers, which equates to \$207,560.
- The CBE has built the rebate for the Calgary Transit senior high school transportation fee into the budget. It is calculated in the student transportation expenses, noted on page 7-8 of the report.
- Approximately 60 percent of the Calgary Transit bus passes are turned in for the monthly rebate of \$18.50.
- There are 9,588 students accessing charter transportation service to alternative programs in the CBE. Chief Superintendent Johnson stated that a conversation needs to happen around the value of

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choice, what the values are of the CBE and of the province, and what is equitable.

- A conditional rider is a student who does not meet the requirements as an eligible rider, and where space is available on a bus, the CBE provides opportunity for those students to ride the bus. There were over 900 conditional rider applications this year, and the CBE was able to accommodate 98 percent of those requests.

MOVED by Trustee Bowen-Eyre:

THAT the 2011/2012 Senior High School Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

Trustees debated the motion, summarized as follows:

- It was believed that a higher cost recovery of this transportation fee is warranted.
- High School students are able to utilize the Calgary Transit bus pass for personal purposes other than to and from school.
- The increase to this fee is comparable to that charged by other metro boards.
- The increase to this fee would lessen the impact on some of the other transportation fees.

Chair Cochrane called for the vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Bazinet

Trustee Taylor

MOVED by Trustee Lane:

THAT the 2011/2012 Kindergarten Charter Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

The following is a summary of the debate:

- It was recognized that our public school system has competitors and the increase to this fee brings it in line with the charges applied by another metro school board.
- The CBE provides for noon-hour transportation of Kindergarten students, and this particular service has been eliminated in some parts of the province.
- A trustee noted concern about using instructional dollars to transport students to school. It was expressed that there is a huge difference between the cost of full recovery, at \$33.50, and partial recovery, at \$21.50.

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Chair Cochrane called for the vote on the motion.

The motion was
CARRIED.

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

MOVED by Trustee Ferguson:

THAT the 2011/2012 Eligible Special Needs Students Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

Trustees debated the motion, summarized as follows:

- It was noted that the fee increase to this group of students and several others at the elementary level is based upon the recognition that parents are required to pay the same rate for the noon hour supervision fee.
- The proposed increase to this transportation fee will lessen the gap between the cost to the CBE and provincial transportation grants.
- The proposed fee increase would equate to fewer teaching positions that could be affected, and less funds that would be required to come from the instructional budget.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

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| Absent: | Trustee Bazinet Trustee Taylor |
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MOVED by Trustee King:

THAT the 2011/2012 Conditional Charter Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

At 7:51 p.m. Chair Cochrane received the consent of the trustees to continue the meeting to the completion of the Agenda.

MOVED by Trustee Bowen-Eyre:

THAT the motion be amended to read:

THAT the 2011/2012 Conditional Charter Transportation Fee, as outlined in Attachment I, Scenario 1 full cost recovery, of the report be approved.

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Trustees debated the amendment, summarized as follows:

- It was shared that because these students are conditional riders, an increase in the fee is justified in the whole scheme of attempting to reduce the budget impact.
- The belief was shared that this is a reasonable proposal, as it brings the fee closer to that of another metro board.

Chair Cochrane called for the vote on the amendment.

The amendment was
CARRIED UNANIMOUSLY.

Absent: Trustee Bazinet
Trustee Taylor

Chair Cochrane called for the vote on the main motion, as amended.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bazinet
Trustee Taylor

MOVED by Trustee King:

THAT the 2011/2012 Junior High (Grades 7 to 9) Calgary Transit Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

MOVED by Trustee Lane:

THAT the motion be amended as follows:

THAT the 2011/2012 Junior High (Grades 7 to 9) Calgary Transit Transportation Fee, as outlined in Attachment I, Scenario 1 full cost recovery, of the report be approved.

- Trustees commented in support of the amendment, noting that the proposed fee of \$33.50 was felt to be reasonable, given that only 60 percent of the students submit their bus pass for the rebate, and given that other metro boards are charging higher fees for this service.
- A trustee shared an understanding of the rationale, but expressed the belief that it would be a difficult explanation to give parents of the junior high students who have to use Calgary Transit to get to and from their designated school.
- The issue of equity for all students at this grade level was noted as a concern.

MOVED by Trustee Lane:

THAT the amendment be amended to add a second part so that the amendment motion reads as follows:

1. THAT the 2011/2012 Junior High (Grades 7 to 9) Calgary Transit Transportation Fee, as outlined in Attachment I, Scenario 1 full cost recovery, of the report be approved; and

Action By:

2. THAT the 2011/2012 Junior High (Grades 7 to 9) Charter Transportation Fee, as outlined in Attachment I, Scenario 1 full cost recovery, of the report be approved.

Trustees debated the amendment, summarized as follows:

- It was believed to make sense to have the same transportation service fee for all students of these grade levels, and that it may make it easier to administer and to explain.
- The increase to this transportation fee was felt to be reasonable as it better compared to the fees charged by the other metro boards.
- It was expressed that parents would not be pleased with this transportation fee increase, but it was believed that they would be less pleased with fewer teachers in the classrooms.
- Concern was shared that the proposed increase to this fee is too high and it would have a large impact on some families, and it was questioned with respect to access to programming and the balance between needs and values.

Chair Cochrane called for the vote on the amendment.

The amendment was
CARRIED.

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

Subsequent to trustees debate of the motion, which entailed a reiteration of comments made in earlier debate, Chair Cochrane called for the vote on the motion, as amended.

The motion, as amended, was
CARRIED.

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

MOVED by Trustee Bowen-Eyre:

THAT the 2011/2012 Family Maximum Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

Trustees debated the motion and expressed concern about an imbalance in the charge of transportation fees should the motion be approved.

Action By:

MOVED by Trustee Ferguson:

THAT the motion be laid on the table.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Bazinet

Trustee Taylor

Trustee Bowen-Eyre left the meeting due to a pecuniary interest, which she declared earlier in the meeting.

MOVED by Trustee King:

THAT the 2011/2012 Elementary (Grades 1 to 6) Charter Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

In debate of the motion, the belief was shared that charging fees under this scenario was appropriate, with reference made to page 7-8 of the report pertinent to the statement that the fees have been set at the same rate as the noon hour supervision fee. A belief was also shared that this fee should be no higher because of the difficulty in terms of access and for transportation to programs and schools, especially in neighbourhoods where there are no schools.

Chair Cochrane called for the vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

In favour:

Trustee Cochrane

Trustee Ferguson

Trustee King

Trustee Lane

Absent:

Trustee Bazinet

Trustee Bowen-Eyre

Trustee Taylor

Trustee Bowen-Eyre returned to the meeting.

MOVED by Trustee King:

THAT the Board of Trustees takes from the table the motion that was laid on the table.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Bazinet

Trustee Taylor

Chair Cochrane clarified that the mover of the motion that was just lifted from the table was Trustee Bowen-Eyre, and that the motion was again on the floor as follows:

THAT the 2011/2012 Family Maximum Transportation Fee, as outlined in Attachment II, Scenario 2 partial cost recovery, of the report be approved.

Action By:

Subsequent to further brief debate, Chair Cochrane called for the vote on the motion.

The motion was
DEFEATED UNANIMOUSLY. Absent: Trustee Bazinet
 Trustee Taylor

Motion Arising

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the deletion of the family maximum from the 2011/2012 Transportation Fee Schedule.

Trustees debated the motion, summarized as follows:

- As previously stated by Administration, the current cost to the CBE for the family maximum is approximately \$250,000 and if the motion were approved, that amount could be put towards the classroom.
- It was noted to be a difficult time in looking for cost recovery for each and every student, and the hope was expressed that those parents affected would make application for the waiver of fees.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED. In favour: Trustee Bowen-Eyre
 Trustee Ferguson
 Trustee King
 Trustee Lane
 Opposed: Trustee Cochrane
 Absent: Trustee Bazinet
 Trustee Taylor

Trustees Bazinet and Taylor did not return to the meeting.

8.0 MONITORING AND RESULTS

There were no items.

9.0 POLICY DEVELOPMENT AND REVIEW

There were no items.

10.0 CONSENT AGENDA

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

Action By:

10.1 Board Consent Agenda

10.1.1 Correspondence

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

- **Correspondence received May 25, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, regarding approval for the modernization of existing Calgary School District facilities to accommodate the relocation of the Chinook Learning Services program currently housed at Viscount Bennett Centre.**
- **Correspondence dated May 6, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, regarding the closure of Montgomery School and all programs contained therein effective June 30, 2011.**
- **Correspondence email dated May 20, 2011 from the Honourable Dave Hancock, Minister of Education, to Metro Board Chairs, regarding an invitation to participate in a Minister's Dialogue on Charter Schools in Alberta's Future on June 2, 2011.**

10.1.2 Governance Policy Committee Report

THAT the Board of Trustees receives the report for information and for the record.

10.2 Chief Superintendent Consent Agenda

10.2.1 Ten-Year System Student Accommodation and Facilities Strategy

THAT the Ten-Year System Student Accommodation and Facilities Strategy be received for information.

11.0 TRUSTEE NOTICES OF MOTION

There were no notices of motion.

12.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 8:51 p.m.