



## REGULAR MEETING OF THE BOARD OF TRUSTEES

### PUBLIC AGENDA

**TUESDAY, SEPTEMBER 20, 2011**

5:00 P.M. – 8:00 P.M.

Multi-Purpose Room, Education Centre  
1221 – 8<sup>th</sup> Street SW, Calgary, Alberta

**Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.**

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>3.1 O.S. Geiger School re: Ends 2 Academic Success</b>		15 min.
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	<b>5.4 <u>Stakeholder Reports</u></b> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	<b>5.5 Trustee Inquiries</b>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>6.0 ACTION ITEMS</b>		
	<b>7.0 MONITORING AND RESULTS</b>		
P. 7-1	<b>7.1 Annual Monitoring of EL-10: Budgeting Process</b>	N. Johnson	20 min.
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
P. 8-1	<b>8.1 First Reading to Amend EL-16: Learning Environment and Treatment of Students</b>	S. Taylor	20 min.
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P. 9-57 P. 9-40	9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held June 28, 2011</li> <li>Special Meeting held August 15, 2011</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held June 28, 2011 and the Special Meeting held August 15, 2011.)</i>		
P. 9-42	9.1.2 Correspondence <i>(THAT the Board of Trustees receives the correspondence as submitted, for information and for the record.)</i>		
P. 9-4	9.1.3 EducationMatters Quarterly Financial Report <i>(THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.)</i>		
P. 9-15	9.1.4 Liaison Report – Calgary Association of Parents & School Councils (CAPSC) <i>(THAT the Board of Trustees receives the report for information.)</i>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-29	9.2.1 Chief Superintendent Update <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-1	9.2.2 Student Fees Report (EL-18E) <i>(THAT the Board of Trustees receives the report for information.)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0 ADJOURNMENT</b>	Chair	

## **CALGARY BOARD OF EDUCATION**

### **REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA**

**September 20, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Annual Monitoring Report for Executive Limitation 10: Budgeting Process**

**Originator:** Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

**Resource Persons:** Wayne T. Braun, Director, Corporate Finance  
Donna Rogers, Manager, Corporate Planning and Reporting

#### **I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 10: Budgeting Process. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

#### **II. EXECUTIVE LIMITATION 10: BUDGETING PROCESS**

Executive Limitation 10: Budgeting Process states:

Budgeting, which includes the operating and capital budgets and the resource allocation to schools for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board of Trustees' policies, risk fiscal jeopardy, or fail to be derived from the Three-Year Education Plan. Accordingly, the Chief Superintendent shall not cause or allow budgeting which:

1. is not provided in a summary format understandable to a reasonably informed layperson;
2. contains too little information to enable credible projection of revenues and expenses, cash flow, separation of capital and operating items, and disclosure of planning assumptions;
3. fails to demonstrate the relationship between the proposed budget and the Ends priorities for the year;
4. plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period;
5. endangers the fiscal or organizational capability sufficient to achieve Ends in future years;
6. does not provide for appropriate participation of stakeholders;



7. relies on fundraising/donations for the provision of basic education as provided by provincial grants and Goals and Standards applicable to the provision of basic education in Alberta, as described in Ministerial Order 004/98;
8. proceeds with the early release of resources for staffing at schools prior to receiving Board of Trustees' approval.

### III. REASONABLE INTERPRETATION AND RESULTS

A reasonable interpretation of the eight policy provisions of EL-10 addresses the higher policy. The Chief Superintendent started her interpretation of this policy at the narrowest level and worked up to the broader policy; therefore, making the case that the higher policy is interpreted as a result for the purposes of this monitoring report as outlined below:

Calgary Board of Education (CBE) Operating and Capital Budgets are prepared:

- In accordance with Alberta Education Budget Guidelines;
- In compliance with spending requirements for Provincial Priority Targeted Funding and within the maximum eligible expense limit for Board Governance and System Administration; and
- In compliance with CBE Policies and Administrative Regulations.

This monitoring report reflects the budget development and processes which occurred during the 2010/2011 school year:

- Throughout the 2010/2011 school year, financial activities were monitored and resources redeployed as needs arose at the school and system levels, which is in accordance with CBE budget process guidelines.
- Budget planning for the 2011/2012 fiscal year occurred during the 2010/2011 school year at both the school and system levels.

#### **Policy Provision 1:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which is not provided in a summary format understandable to a reasonably informed layperson.**

Chief Superintendent Interpretation: All budgeting documents presented to the Board of Trustees and thereby accessible to the public are prepared to present complex financial information in a manner understandable by individuals without financial expertise.

Therefore it is necessary to find the following:

#### Measure 1:

100% of budget reports and supporting documentation prepared for presentation to the Board of Trustees were vetted through Superintendents' Team to review for understandability, accuracy, clarity, and alignment with policy.

**Rationale 1:**

The iterative process of vetting budget documents and reports through Superintendents' Team broadens the focus from the expertise inherent in Finance and Supply Chain Services to a stakeholder group of CBE senior leaders with accountability experience for budgets of varying complexity. Superintendents' Team is pivotal in determining that reports presented to the Board of Trustees and for the public record are clear and concise. Critical areas reviewed include readability, terminology, the quality and quantity of information and data required to garner understanding of concepts and accuracy. Documents and reports are approved by Superintendents' Team when the team has determined the report is of an acceptable standard for a reasonably informed person.

**Result 1:**

100% of budget reports and documentation were vetted through Superintendents' Team for understandability, accuracy, clarity and alignment with policies, and this measure was achieved.

**Measure 2:**

100% of budget reports and supporting documentation prepared for presentation to the Board of Trustees are found acceptable by the Board of Trustees.

**Rationale 2:**

The Board of Trustees accepts for the record budget reports and supporting documentation that are comprehensible to the Board and to a reasonably informed member of the public. Administration assumes that expectations held by the Board of Trustees regarding the understandability of budget documents are met when the reports are accepted and/or approved. Administration also assumes that areas of potential misunderstanding will be brought to our attention by the Board of Trustees in the context of the meeting processes. Administration acts on the Board of Trustees' recommendations for clarity.

**Result 2:**

100% of budget reports and documentation were acceptable to the Board of Trustees, upon revision as required, and this measure was achieved.

**Policy Provision 2:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which contains too little information to enable credible projection of revenues and expenses, cash flow, separation of capital and operating items, and disclosure of planning assumptions.**

**Chief Superintendent Interpretation:** The process by which a budget is developed is a key determinant of the credibility of the resultant budget which sets the fiscal direction for the organization.



Therefore it is necessary to find the following:

Measure 3:

Budget development process was reviewed on an on-going basis.

Rationale 3:

The processes required to create an accurate, timely budget that meets the specific needs of a complex organization are dynamic in nature, and are continually analyzed and adjusted where necessary to ensure authenticity. Financial obligations and accountabilities are governed by internal and external regulations, which may require immediate, in-action adjustments to processes. The budgeting process must ensure compliance with all requirements of legislation, collective agreements and contractual commitments, restrictions and changing system priorities. It must also consider predictable external factors, such as the Alberta Average Weekly Earnings index to fully support the assumptions upon which it is based.

Result 3:

There was an ongoing review of the budget process and this measure was achieved.

Measure 4:

Budget development is informed annually by the diverse voices of system leaders representing multiple layers of the organization.

Rationale 4:

An extensive process for gathering input and feedback to the budget process is necessary to ensure that all relevant information and data is thoughtfully and thoroughly considered. Through experience and ongoing process evaluation and adjustment, the CBE has determined that an informed budget portrays a credible picture of the resource allocations required to attain Ends priorities for the year and requires input from multiple system leaders. Examples include presentations and discussions at System Leadership meetings with school principal input into the Resource Allocation Method (RAM).

Result 4:

Annual budget development was informed by system leaders and this measure was achieved.

**Policy Provision 3:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which fails to demonstrate the relationship between the proposed budget and the Ends priorities for the year.**

Chief Superintendent Interpretation: Three-Year Education Plans are focused on the Board of Trustees' Ends. Alberta Education Outcomes and CBE strategies and actions to achieve those outcomes are clearly linked to each of the five Ends statements. To ensure appropriate resource allocation in support of actioning the strategies and actions, budget deliberations are driven by a Three-Year Education Plan which supports Ends priorities.

CBE Three-Year Education Plans are prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. Education Plans are developed in the context of the provincial government's business and fiscal plans. The Board uses performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results. To ensure appropriate resource allocation in support of actioning the strategies articulated in an Education Plan, the budget must be driven by the Education Plan.

Therefore it is necessary to find the following:

Measure 5:

Budgets are linked to the Three-Year Education Plan.

Rationale 5:

The measure is explicit in the interpretation.

Result 5:

Budget was linked to the Three-Year Education Plan and this measure was achieved.

**Policy Provision 4:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period.**

Chief Superintendent Interpretation: A prudent budget takes into account projected revenues and balances planned expenditures against the projected revenue stream. However, with Board of Trustees' approval and based on Ministry recommendations, reserves are frequently used to supplement revenues and debt may be legitimately incurred to support capital expenditure. Furthermore, an imbalance of planned expenditures and projected revenues at a single point in time does not necessarily create a risk of fiscal jeopardy. The evaluation of fiscal jeopardy typically requires the consideration of circumstances and multiple variables. The evidence of explicit Board of Trustees consideration and approval of an imbalance demonstrates that the Board finds that the circumstances surrounding that imbalance constitutes an acceptable risk and are not demonstrative of non-compliance with the higher policy.

Therefore it is necessary to find the following:

Measure 6:

Operating and Capital Budgets are in a balanced position, unless the Board of Trustees has explicitly considered and approved an imbalance supported by available reserve funds.

Rationale 6:

The measure is explicit in the interpretation.



Result 6:

There was a possibility that the 2011/2012 Budget would have a shortfall. To close the gap, the Board of Trustees supported the use of all available operating reserves, as recommended by the Ministry.

The initial preliminary budget data indicated an accumulated budget shortfall for 2011/2012 of \$61.7 million following the provincial budget announcement. After a lengthy budgeting process with considerable budget input and reductions, the following was achieved (in millions):

Initial projected accumulated budget shortfall	\$	(61.7)
Central budget reductions		27.8
School-based budget reductions		<u>14.6</u>
Budget shortfall before use of reserves	\$	(19.3)
Planned use of available operating reserves	\$	<u>19.3</u>
Balanced 2011/2012 Operating Budget	\$	<u>-</u>

By using reserves, in addition to reducing costs, Administration has prepared a balanced budget and this measure was achieved.

**Policy Provision 5:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which endangers the fiscal or organizational capability sufficient to achieve Ends in future years.**

Chief Superintendent Interpretation: The organization's ability to provide future fiscal support to the Three-Year Education Plan, and therefore the Ends, is determined by the long-term commitments made within the context of on-going financial planning. It is these commitments that have the potential to endanger the ability to achieve Ends in future years, not the budgeting process.

For example, if Administration budgets an expense for a fiscal year, but is in a position to end the future stream of expenditures, no structural deficit exists. However, if the organization enters into a long term commitment that cannot be terminated and has no associated funding, our capability to achieve the Board of Trustees Ends Policies in future years may be endangered. It is not the act of budgeting that may create the potential for future instability, it is the act of entering into a future commitment and as such, it is incumbent upon Administration to be vigilant when entering into long-term financial contracts.

In addition, circumstances differing from the original assumptions that support the financial decision to make a long term commitment may also create a danger of future instability. Prudent financial management requires that Administration review previous assumptions on a regular basis and mitigate any adverse impacts of new information on the decisions.



Understanding these distinctions and in the context of providing an operational definition of Policy Provision 5, the Chief Superintendent defines “budgeting” as the broader term “financial planning” which would incorporate all of the above considerations.

Therefore it is necessary to find the following:

Measure 7:

100% of decisions to enter into long-term commitments are supported by analysis that identifies the anticipated future funding to finance the commitment, and contains reasonable assumptions for the future, all of which is vetted through Superintendents’ Team, in accordance with Administrative Regulations.

Rationale 7:

It is imperative that any organization, and especially the CBE which derives the majority of its funding from the Province, ensures that long term financial stability is maintained and not impaired. If, as part of the budget process, future fiscal impairment is determined, budgets are strategically adjusted downward to mitigate future impairment by stabilizing the system.

Result 7:

100% and this measure was achieved.

Measure 8:

100% of assumptions are regularly revisited and where circumstances vary negatively from the assumptions, mitigating strategies are developed and implemented.

Rationale 8:

Assumptions are made at a point in time, and subsequent events may manifest differently. Therefore, it is important that assumptions are reviewed regularly to ensure their continued validity and that mitigation strategies are developed and implemented when necessary to ensure that the financial impact of prior decisions will not impair ongoing stability.

Result 8:

100% and this measure was achieved.

**Policy Provision 6:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which does not provide for appropriate participation of stakeholders.**

Chief Superintendent Interpretation: An extensive process for gathering input and feedback to the budget process is necessary to ensure that all relevant information and data is thoughtfully and thoroughly considered. Stakeholders are defined as those who affect or are affected by CBE budget decisions and include system leaders, CBE employees and employee groups, parents and the general public.

Therefore it is necessary to find the following:

Measure 9:

95% of schools have engaged participation by parents in appropriate areas of budget development, through School Councils or other means.

Rationale 9:

School Councils play a key role in education and Council advice is actively sought and seriously considered prior to making decisions on a wide range of school issues. School Councils help build the context for school budget development through direct input at meetings and the opportunities for suggestions and feedback provided to all parents. The Calgary Board of Education has established clearly defined Administrative Regulations that ensure school principals work toward providing a forum for discussion of school philosophies, plans and operations. An expectation of 95% participation is reasonable based on the usual and expected level of attention to system communications to employees.

Result 9:

99.5% and this measure was achieved. Administration will be initiating quantitative research of all key stakeholders to substantially improve the participation of stakeholders in the budget process.

Measure 10

Unions and Associations affiliated with the Calgary Board of Education, employees and the citizens of Calgary were consulted for their input into the budget process.

Rationale 10:

Where appropriate, it is judicious for the CBE to seek input from outside organizations; for example, the Calgary Association of Parents and School Councils (CAPSC), Alberta Teachers' Association, CBE Staff Association and the general public.

Result 10:

Appropriate consultations were made and this measure was achieved. An illustrative example of budget consultation was the CBE online survey created for employees and the general public.

Measure 11:

100% of schools involved staff in staff deployment decisions.

Rationale 11:

On average, 90% of the financial resources available to schools are allocated toward human resources. To meet student learning needs, garner staff support and develop individual staff member ownership for whole-school effectiveness, it is imperative that staff provide meaningful input to, and are directly involved in, staff deployment decisions.

Result 11:  
100% and this measure was achieved.

**Policy Provision 7:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which relies on fundraising/donations for the provision of basic education as provided by provincial grants and Goals and Standards applicable to the provision of basic education in Alberta, as described in Ministerial Order 004/98.**

Chief Superintendent Interpretation: The interpretation is explicit from the executive limitation.

Therefore it is necessary to find the following:

Measure 12:

100% of schools used funds raised by school councils or other external organizations and donations solely to enhance activities at the school.

Rationale 12:

The measure is explicit from the executive limitation.

Result 12:

100% and this measure was achieved.

Measure 13:

100% of schools certified that funding allotted through the Resource Allocation Method (RAM) or other instructional CBE budget transfers have been utilized for basic education, as described in Ministerial Order 004/98.

Rationale 13:

All provincial funding is provided for basic education and the CBE must ensure that 100% of this funding is used for the intended purposes. The Resource Allocation Method and related budget transfers are the means by which schools receive their allocation of Provincial Funding.

Result 13:

100% and this measure was achieved.

Measure 14:

100% of schools certified full compliance with Administrative Regulation 7008 – School Based Fund Raising.

Rationale 14:

School-based fund raising activities that are administered, conducted and operated in a CBE school and by CBE employees and students must be done so in accordance with the regulations prescribed under Administrative Regulation 7008. These



regulations do not apply to fund raising by school councils, school related organizations or other groups.

Result 14:

100% and this measure was achieved.

Measure 15:

100% of schools certified full compliance with Administrative Regulation 7009 – Donations from the Community.

Rationale 15:

The CBE accepts donations and/or contributions for the advancement of education of students from individuals and organizations and as such, these receipts must be accepted and administered in accordance with the regulations prescribed under Administrative Regulation 7009. Regulations include the terms under which donations may be rejected or accepted, the issuance of tax receipts and the business processes for when cash donations are received at a school or centrally.

Result 15:

100% and this measure was achieved.

**Policy Provision 8:**

**Accordingly, the Chief Superintendent shall not cause or allow budgeting which proceeds with the early release of resources for staffing at schools prior to receiving Board of Trustees' approval.**

Chief Superintendent Interpretation: The Province requires an approved, completed operating budget to be submitted normally by May 31 each fiscal year. Schools must receive their resource allocations early (preferably by mid-April and the end of April at the latest) in order to prepare their initial school-based budgets to facilitate early spring staffing, which needs to be completed by May 31. This requires the CBE to release budget resources to schools before the final budget is completed for consideration by the Board of Trustees prior to submission to Alberta Education.

Therefore it is necessary to find the following:

Measure 16:

Administration received prior Board of Trustees approval before the early release of resources to facilitate staffing at schools.

Rationale 16:

To facilitate school staffing requirements, resources must be released in advance of approval of the final operating budget. To ensure that the funding release is acceptable to the Board, a separate pre-approval process is necessary.

Result 16:

Prior approval was received for the early release of resources to schools and this measure was achieved. The Board of Trustees approved the early release of resources for Spring Staffing on April 19, 2011 and the RAM was released on April 20, 2011 following the system advisement.

#### **IV. STATEMENT OF COMPLIANCE**

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting on the extent to which the Chief Superintendent complies with Executive Limitation 10: Budgeting Process. This report includes a reasonable interpretation of the Executive Limitation and also provides data relative to the stated Reasonable Interpretation. Based on the data presented in this report, I am reporting overall compliance with this Executive Limitation.

#### **V. ADMINISTRATIVE RECOMMENDATIONS FOR:**

##### **a) Policy Enhancement**

Administration again recommends that Executive Limitation 10: Budgeting Process be reviewed by the Board of Trustees to reflect best business practices and the Board's current expectations for operational performance. Executive Limitations are working documents that are affected over time by evolving values/principles and current educational operations and trends.

Executive Limitation 10: Budgeting Process may no longer reflect the Calgary Board of Education's operational focus.

For example, as alluded to in the interpretation of Policy Provision 4, the simple comparison of annual revenue to expenditure does not necessarily reflect fiscal jeopardy. The current EL does not reflect significant financial considerations including that on a regular basis expenditures are funded by revenues from other periods via draws on reserves or previously deferred revenues, and that capital expenditures may be debt-financed.

As a further example, Policy Provision 5's focus on the relationship between budgeting and future capability to meet Ends demonstrates that the focus of Executive Limitation 10 should be on the broader activity of Financial Planning, not the Budget Process. Policy Provision 5 demonstrates the issues that arise when the limitations are applied to the budgeting process which represents only part of the financial planning processes inherent in strong fiscal management.

b) Budget Communications

Administration recommends that Superintendents' Team meet with the Board of Trustees in late fall 2011 to discuss opportunities to enhance budget communications in the following areas:

- Report context, clarity and presentation;
- Communications from Administration to the Board of Trustees throughout the budgeting process; and
- Board of Trustees input into the annual budget development.



Naomi E. Johnson  
Chief Superintendent of Schools  
CALGARY BOARD OF EDUCATION



**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**SEPTEMBER 20, 2011**

**To:** Board of Trustees  
**From:** Trustee Sheila Taylor  
**Re:** Policy Amendment  
**Purpose:** First Reading to Amend EL-16 – Learning Environment/Treatment of Students

**I. RECOMMENDATION:**

**THAT the Board of Trustees gives first reading to the addition of the following sub-point 7 to EL-16 – Learning Environment/Treatment of Students:**

**... Accordingly the Chief Superintendent shall not: ...**

**7. Fail to restrict the sale of food in schools to “Choose Most Often-High Nutrient Foods” and “Choose Sometimes-Moderate Nutrient Foods” categories as described in Alberta Health Services’ “Steps to a Healthy School Environment: School Nutrition Handbook”.**

**AND THAT the Board of Trustees directs the Chief Superintendent to:**

- 1. Engage the public through an appropriate consultation process to inform the impact statement; and**
- 2. Provide an impact statement as required by GP-3 – Governance Policy Development, as well as the results of the public consultation to the Board of Trustees by January 10, 2012.**

**II. ISSUE:**

Definitions:

1. ‘Junk food’ as used in this document is consistent with descriptions of ‘Choose Least Often – Low Nutrient Foods’ in the Alberta Health Services *Steps to a Healthy School Environment School Nutrition Handbook*.
2. The Alberta Health Services *Steps to a Healthy School Environment School Nutrition Handbook* will be referred to in this document as the ‘School Nutrition Handbook’. An excerpt of the handbook is attached and the full version may be found at <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-school-nutrition-handbook.pdf>

Student health is an important issue for schools. This policy change is intended to restrict the sale of junk food in all Calgary Board of Education schools.

Currently, Administrative Regulation AR 3047 *Nutrition* allows for up to 20% of items offered for sale to be of 'low nutrient density', commonly known as junk food (Attachment 1).

Board of Trustees' Executive Limitation policies do not presently specify the types of foods that may be sold in schools.

GP-13: Board of Trustees' Linkages states that "The Board of Trustees values and welcomes mutually information interaction with all stakeholders in order to achieve its Ends... Accordingly, the Board of Trustees shall: 1. Establish mechanisms for maintaining relationships and communication with stakeholders and other relevant agencies and organizations. Such mechanisms include, but are not limited to: ... (b) discussions with stakeholder groups; ..." As such, it is appropriate that the Board of Trustees be involved in the consultation process.

The engagement process may involve but is not limited to Trustees: attending key engagement events to interact with community members, attending School Council meetings, and soliciting feedback from constituents to understand their views.

Prior to second reading of the proposed policy change (per GP-3: Governance Policy Development), Administration would prepare an impact statement that details general impact, cost and ease of implementation of the policy, legal implications of the proposed change, suggested communication strategies, as well as how administrative regulations and/or operational practice would be amended to respond to the change in the governance policy, or other relevant impacts. The impact statement would also include the results of the consultation process with the public.

### **III. BACKGROUND**

Recognizing that education plays a key role in influencing life long eating habits, the goal of this policy change is to ensure that when at school, it is easy for our students to make healthy choices.

This issue of student health is consistent with Board of Trustees Ends – 4: Personal Development, which states: "...Each student will... develop and maintain a healthy, active lifestyle". Proper nutrition is an important part of a healthy lifestyle.

Nutrition is a key factor in healthy growth and directly impacts learning, our central purpose at the Calgary Board of Education. Many parents will tell you that proper nutrition makes a huge difference in terms of behaviour. Now science is proving what parents and educators already knew intuitively: "numerous studies have linked good



nutrition with readiness to learn, academic achievement, as well as decreased discipline and emotional problems” (Alberta Health Services website).

Some may say that nutrition is a health issue and not a school issue. In fact, it is a public issue that impacts us all. In Alberta approximately 22% of children are either overweight or obese (AHS Cost of Obesity in Alberta Report 2010). The negative impact of obesity on health in children is well documented and includes cardiovascular disease, asthma, type 2 diabetes, and sleep apnea.

Quoting from the Alberta Health Services website (overall obesity):

- “Obesity is the most pervasive, progressive and serious of chronic diseases facing our province. It is linked to 22 other chronic diseases, including up to 90 per cent of all Type 2 diabetes, up to 30 per cent of cancers, and 80 per cent of cardiovascular disease.
- Currently, obesity is estimated to cost Alberta more than \$1.4 billion annually in terms of reduced quality of life, a high rate of co-morbidities, loss of workforce productivity, and cost to the health care system.”

Across Canada, governments have responded to obesity trends and public concern with policies that strictly mandate the types of foods sold in schools. Ontario, Nova Scotia, New Brunswick, Prince Edward Island and British Columbia have all implemented policies that restrict the sale of junk food in schools. While these provincial policies vary in their definition of junk food, what they have in common is taking a direct approach to improving student health.

In Alberta, the provincial government has not taken this step and instead left nutrition policy up to school boards. Some boards, like the Board of Trustees of Edmonton Public Schools, have taken a leadership role in student nutrition. Their ban on junk food sales took several years to implement and came into full force in September 2011. A representative of Edmonton Public Schools has stated that public support for their junk food ban was approximately 75% (based on feedback from an estimated 3,000 members of the public).

Public feedback to a potential ban on junk food sales at the Calgary Board of Education has been swift and passionate. 72% supported the junk food ban in a Calgary Herald online poll on September 10, 2011 (based on 1,157 responses). There are many perspectives on how to improve student nutrition and public engagement and feedback will be crucial in ensuring we move in the right direction.

Some concerns have been expressed about decreasing revenues at a time when education funding is so scarce. According to one study “Most schools (77%) valued their total annual revenues from food and beverage sales at \$10,000 or less. Most (58%) reported no impact from implementation of policy. Some saw increases (in revenues)” (School Nutrition Handbook). Given what we know about the impacts of poor nutrition, it is truly short-sighted to fund our schools through the sale of junk food.



Parents need to know that when they send their kids to school, healthy habits are being reinforced. Parents work hard to teach their children about nutrition and support good eating habits at home. We can reinforce the work of parents through education, role modelling and ensuring there are plenty of healthy food choices for their children at school.

Restricting the sale of junk food makes sense and would ensure the Board of Trustees is an active partner in the journey to good student health.

Respectfully Submitted,

Sheila Taylor, Trustee

Attachment 1: AR 3047 Nutrition

Attachment 2: Alberta Health Services Steps to a Healthy School Environment: School Nutrition Handbook (excerpt)

Attachment 3: Letter from Alberta Policy Coalition for Cancer Prevention

Attachment 4: Articles (3)

#### Recommended Links:

1. Alberta Health Services website: [www.albertahealthservices.ca](http://www.albertahealthservices.ca)
2. Canada Food Guide: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
3. Health Canada Educational Tool Kit:  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/index-eng.php>
4. Canadian Institute on Health Information website:  
[http://www.cihi.ca/cihi-ext-portal/internet/en/document/factors+influencing+health/release\\_20june11](http://www.cihi.ca/cihi-ext-portal/internet/en/document/factors+influencing+health/release_20june11)
5. Apple Schools – School Nutrition website: <http://www.appleschools.ca/>
6. World Health Organization – Nutrition: <http://www.who.int/topics/nutrition/en/>



## CALGARY BOARD OF EDUCATION

### Administrative Regulation 3047 - Nutrition

Approved:	February 15, 2003
Effective date:	February 15, 2003
1 <sup>st</sup> Amendment:	July 1, 2007
Effective date:	January 1, 2008
2 <sup>nd</sup> Amendment:	December 13, 2007
Review date:	November 1, 2012

#### STATEMENT

School districts have the ability to reinforce positive lifestyle concerns and take ownership for creating a healthy vision for the future. 80% or more of the food items offered for sale in the Calgary Board of Education should meet the minimal nutritional guidelines by January 1, 2011 by offering a variety of "Nutrient Dense" foods while limiting foods that are of "Low Nutrient Density".

#### WHO SHOULD READ THIS?

- All food service operators
- All teachers
- All school principals
- All Area Directors
- All school council members and key communicators

#### REASON FOR THIS REGULATION

The reason for this regulation is to meet the expectations of the Board of Trustees Ends statement to support and encourage lifelong healthy living skills through curriculum, by modeling appropriate behaviour and by changing the culture surrounding foods offered in schools.

#### REGULATION IMPLEMENTATION

- All food service operators
- All school principals
- All Area Directors

#### REGULATION INTERPRETATION AND RESOURCE

- General questions: all school principals
- Specific questions about this regulation to the Food & Nutrition Specialist or the Health & Calm Specialist.
- [www.cbe.ab.ca/policies/adminregs.asp](http://www.cbe.ab.ca/policies/adminregs.asp)



## CALGARY BOARD OF EDUCATION

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### Administrative Regulation 3047 - Nutrition

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#### Preamble

The Board of Trustees Ends Policy E-4: Personal Development, section 9 says:  
"Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

Accordingly, each student will:  
9. Develop and maintain a healthy, active lifestyle."

#### PART 1 GENERAL

Purpose	1	The purpose of this regulation is to support students to develop and maintain a healthy lifestyle by ensuring that students are exposed to healthy food choices while at school and during Calgary Board of Education activities.
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Principal's role	2	<p>The principal of each school must ensure that</p> <ul style="list-style-type: none"> <li>(a) strategies are in place to foster knowledge, attitudes and practices to promote good nutrition, and</li> <li>(b) nutritious choices are available in all food service outlets and vending machines.</li> </ul>
Special foods	3	The requirement for nutritious foods does not apply to occasional treats of food and beverages at schools such as "cookie day" or a "fun lunch day" as long as they meet the 80/20 objective.
Sale of food	4(1)	<p>The principal must ensure that all sales and donations of food and beverages at a school or at school-sponsored event, including sales in kiosks, student fund-raising, cafeterias, or vending machines contain nutritious choices and meet the guidelines outlined in Part 2 of this regulation.</p> <p>(2) Students must not sell food or beverages to other students or staff members unless the sale is part of a school fund-raising event authorized by the school principal and meets the requirements of this regulation.</p>
Beverages including sport/electrolyte/energy drinks	5(1)	<p>Pop, sweetened juices, fruit punch, sport/electrolyte drinks are not permitted for sale in Kindergarten to Grade 9.</p> <p>(2) Sport/electrolyte drinks are permitted for sale in grades 10 to 12 for students participating in performance or endurance sports.</p> <p>(3) Energy drinks are not recommended for children (Dietitians of Canada, 2005). Energy drinks contain high amounts of caffeine and medicinal ingredients. The safety of these ingredients is not well known and energy drinks should not be consumed in excess of 500 ml/day.</p> <p>(4) For additional information see the attached Industry Guidelines for the Sale of Beverages in Schools.</p>
Ingredient list	6(1)	<p>The principal must ensure that an ingredient list is available upon request for all foods offered for sale at a school.</p> <p>(2) The requirement for an ingredient list applies to all foods brought to school for sale.</p>

- |                  |  |
|------------------|--|
| Responsibilities | <p>7(1) Nutrition Services provides advice on health and nutritious choices for food service operations and vending machines and ongoing resources as required.</p> <p>(2) Purchasing Services approves</p> <ul style="list-style-type: none"> <li>(a) contracts for contracted out food service operations,</li> <li>(b) system contracts for suppliers of food service items, and</li> <li>(c) Requests for Proposal for food service supplies.</li> </ul> |
|------------------|--|

## PART 2 GUIDELINES FOR NUTRITIOUS FOOD

- |                      |   |
|----------------------|---|
| Explanation of terms | <p>8 In this regulation,</p> <ul style="list-style-type: none"> <li>(a) <b>"low nutrient dense foods"</b> means foods that supply calories but relatively small amounts of macronutrients and micronutrients, generally high in fat, sugar or salt with trace amounts of micro and or macro nutrients (very little nutritional value).</li> <li>(b) <b>"macronutrients"</b> means nutrients that provide calories or energy. Nutrients are substances needed for growth, metabolism, and for other body functions. Since "macro" means large, macronutrients are nutrients needed in large amounts. There are three macronutrients: carbohydrates, proteins and fats.</li> <li>(c) <b>"micronutrient"</b> means an essential nutrient, as a trace mineral or vitamin, which is required by an organism in minute amounts: such as vitamins and minerals.</li> <li>(d) <b>"nutrient dense foods"</b> means foods that provide substantial amounts of vitamins and minerals with relatively fewer calories.</li> <li>(e) <b>"Serve Most Often"</b> means foods that should be served daily. These foods provide an excellent source of at least 3 nutrients and provide &lt;2 grams of saturated fats and trans fat per serving. They play an important role in healthy eating and should be first choices. Primarily foods that are represented in Canada's Food Guide that is higher in fiber and lower in fat, sugar and salt. They are foods with little processing and represent a "Back to Basics" approach to healthy eating.</li> </ul> |
|----------------------|---|

- (f) **"Serve Sometimes"** means foods that may be served up to 4 times per week. These foods provide a fair amount of nutrients, but consuming too much of foods in this category displaces the consumption of nutrient dense foods.
- (g) **"Serve Least Often"** means foods that do not make a significant contribution to overall nutrient intake or to healthy eating. Recommended servings of not more than once per week. The first ingredient in these foods is usually sugar or fat. If the food contains a high amount of sugar (>20 grams per serving), or is high in saturated and/ or trans fat (>5 grams saturated, or >0.2 grams trans, or >2 grams saturated + trans) it will likely fall into this category.

**Rationale for guidelines**

**9**

Nutrient density is a measure of the nutrients a food provides compared to the calories it provides. Foods low in calories and high in nutrients are nutrient dense. A healthful diet includes mostly nutrient-dense foods. Nutrient-dense foods should be eaten daily. Foods high in calories and low in nutrients are nutrient poor. Those who consistently choose nutrient-poor foods will not get the nutrients they need.

Therefore effective January 1, 2011, 80% or more of the foods offered for sale in the CBE should come from the "Serve Most Often" or "Serve Sometimes" categories and 20% or less of the foods offered for sale in the school of may be low nutrient density foods.

The percentage of foods is calculated based on the number of items of food not the volume of food. For every 10 food items offered for sale, 8 must be from the "Serve Most Often and "Serve Sometimes" list.



## HIGHER NUTRIENT DENSE FOODS

Nutrient dense foods are foods that provide substantial amounts of vitamins and minerals with relatively fewer calories.

### Serve Most Often Daily

#### GRAIN PRODUCTS

- o Whole grain bread/toast/buns
- o Bagels/pita bread
- o English muffins/scones
- o Low fat bran or fruit muffins
- o Whole grain crackers
- o Tortillas/rice cakes
- o Unsweetened/low sugar cereals
- o Noodles/pasta/rice

#### FRUITS AND VEGETABLES

- o Fresh or unsweetened canned or frozen fruit
- o Salads (low-fat dressing or dressing on the side)
- o Raw or cooked vegetables
- o 100% fruit and vegetable juices (no added sugar/salt)
- o Vegetable soups
- o Baked potato (fat-free or low-fat toppings)

#### MEATS & ALTERNATIVES

- o (Lean cuts/simple preparation/no breading)
- o Chicken/turkey
- o Fish/seafood (packed in water)
- o Beef/pork
- o Cooked beans, lentils or tofu
- o Eggs
- o Shelled 100% natural seeds, legumes and nuts.
- o Nut Butters

#### MILK PRODUCTS

- o Yogurt — fat-free or low-fat
- o Cheese — low-fat or skim
- o Milk-based soups
- o Cottage Cheese — skim or 1%
- o Milk — white or flavoured — 1% or 2%

### Serve Sometimes Max. 4 times per week

#### GRAIN PRODUCTS

- o Granola/granola bars
- o Pretzels
- o Fruit crisps/cobblers
- o Cookies (made with oatmeal, peanut butter or dried fruit)
- o Croissants
- o Biscuits
- o Plain popcorn

#### FRUITS AND VEGETABLES

- o Fruit in light syrup
- o Dried fruit
- o Vegetables with sauces or breading
- o Wedge cut fries
- o Contains less than 100% fruit juice and must have fruit or vegetable as first item on ingredient list.

#### MEATS & ALTERNATIVES

- o Wieners/sausages
- o Canned luncheon meats
- o Cold cuts
- o Breaded chicken or fish
- o Canned fish (in oil)
- o Meat pies
- o Nuts, seeds or legumes mixed with candied fruit, candy or chocolate
- o Yogurt covered nuts or fruit

#### MILK PRODUCTS

- o Puddings (major ingredient milk)
- o Ice cream/frozen yogurt
- o Milkshakes
- o Processed cheese slices
- o Sweetened yogurt such as Yoplait tubes and Minigo
- o Cheese strings
- o Cream cheese
- o Full fat sour cream

### LOW NUTRIENT DENSE FOODS

These are foods that supply calories but relatively small amounts of macronutrients and micronutrients, generally high in fat, sugar or salt with trace amounts of micro and or macro nutrients. They have very little nutritional value.

#### Serve Least Often

#### Maximum once per week

- |                                  |  |                            |
|----------------------------------|--|----------------------------|
| o Bacon                          | o Fruit leather with added sugar                         | o Ready to eat puddings    |
| o Cakes                          | o Fruit punch  | o Rice Krispie Squares     |
| o Chips                          | o Frozen ice treats (popsicles, revels, drumsticks etc.) | o Sherbet                  |
| o Cookies (with icing)           | o Gravy  | o Soft drinks              |
| o Cheese puffs                   | o Instant noodle soups                                   | o Sour cream               |
| o Cheese spreads                 | o Jams/jellies   | o Sport/electrolyte drinks |
| o Cheezies                       | o Pastry/Danishes  | o Sticky buns              |
| o Chocolate/candy                | o Pepperoni Sticks                                       | o Syrup/honey              |
| o Flavored jelly powder (Jell-O) | o Pie  | o Toaster Pastries         |
| o Flavored popcorn               | o Presweetened cereals                                   | o Whipped cream            |
| o French fries                   | o Puffed Wheat Squares                                   |                            |

## References

### Governance Policy References:

- E-4; Personal Development

### Administrative Regulation References:

- 3048 - Noon Supervision Services
- 6003 - Severe Allergies
- 7001 - Purchase of Goods and Services
- 7012 - Vending Machines in Schools

### Calgary Board of Education Reference:

- Food Service Handbook

### Other References:

- Canada Food Guide
- Alberta Provincial Government Guidelines
- Industry Guidelines for Sale of Beverages in Schools  
available at <http://www.refreshments.ca/en/behealthy>





## INDUSTRY GUIDELINES FOR SALE OF BEVERAGES IN SCHOOLS

Refreshments Canada and its members have adopted these guidelines as part of their overall Guidelines for School Partnerships (originally announced in 2004), and will offer the following beverages to students:

### Elementary Schools

Bottled water	* no restriction on container size
100% juice	* maximum 250ml container size * 100% juice with no added sweeteners and up to 130 calories / 250ml
Milk	* maximum 250ml container size * low-fat and non-fat regular and flavoured milk* with up to 160 calories / 250ml

### Middle Schools

Bottled water	* no restriction on container size
100% juice	* maximum 300ml container size ** * 100% juice with no added sweeteners and up to 130 calories / 250ml
Milk	* maximum 300ml container size ** * low-fat and non-fat regular and flavoured milk* with up to 160 calories / 250ml

### High Schools

Bottled water	* no restriction on container size
No-calorie and low-calorie beverages	* no restriction on container size * no-calorie and low-calorie beverages with up to 10 calories / 250ml
100% juice	* maximum 355ml container size * 100% juice with no added sweeteners and up to 130 calories / 250ml
Juice drinks	* maximum 355ml container size * juice drinks with up to 70 calories / 250ml
Sports drinks	* maximum 355ml container size * sports drinks with up to 70 calories / 250ml
Milk	* maximum 355ml container size * low-fat and non-fat regular and flavoured milk* with up to 160 calories / 250ml

\* At least 50% of beverages offered in high schools must be water and low or no-calorie options

These guidelines are effective immediately for all new and renewing school contracts. It is our goal to have them fully implemented by the 2009/2010 school year.

These guidelines apply to all beverages sold on school grounds during the regular and extended school day. The extended school day includes activities such as clubs, yearbook, band and choir practice, student government, drama, and childcare / latchkey programs.

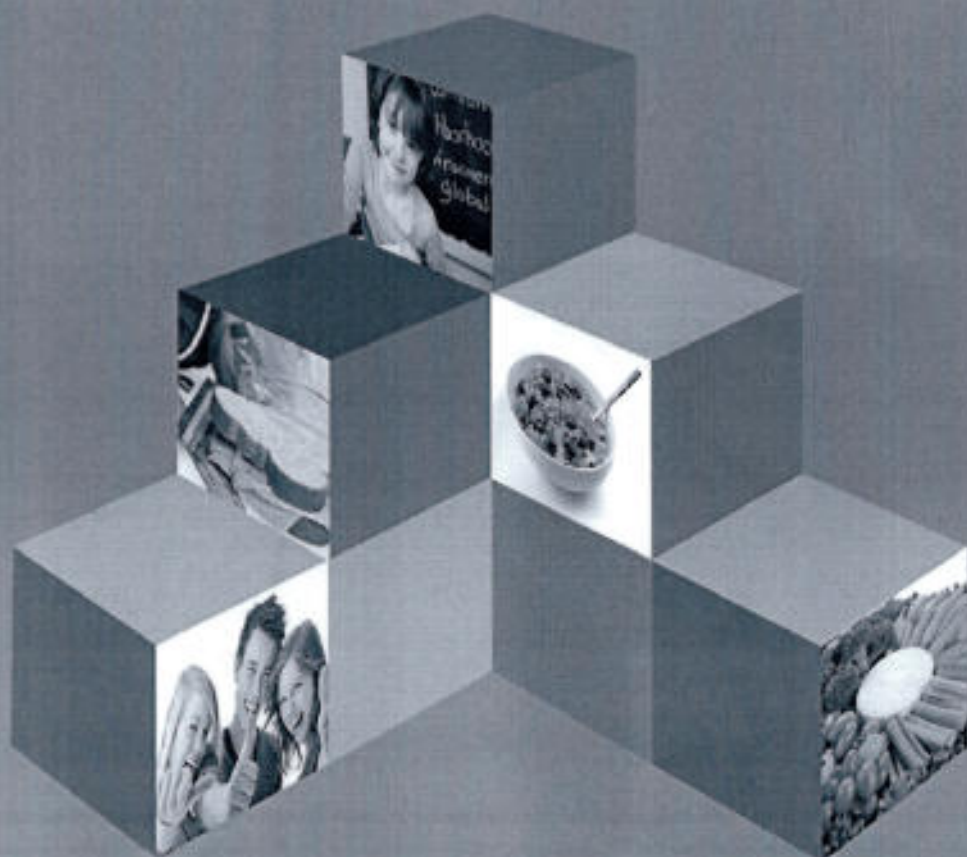
This beverage policy does not apply to school-related events where parents and other adults constitute a significant portion of the attendees. Such events include interscholastic sporting events, school plays, band concerts, and where beverages are being sold as a part of fund-raising activities.

\* Milk included nutritionally equivalent milk alternatives, such as soy milk beverages.

\*\* As a practical matter, if middle school and high school students have shared access to areas on a common campus or in common buildings, then the school community has the option to adopt the high school standard.

# STEPS TO A HEALTHY SCHOOL ENVIRONMENT: School Nutrition Handbook

A resource for Kindergarten to Grade 12



DEVELOPED BY  
REGISTERED  
DIETITIANS

## Acknowledgements:

- Registered Dietitians, Nutrition Services, Alberta Health Services
- Health Promotion Coordinators as part of the Healthy Weights Initiatives funded by Alberta Health and Wellness



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## Introduction

Healthy food choices and adequate nutrition are essential to physical well-being, healthy growth and development, readiness to learn, school performance and lowering risks of certain diseases.<sup>1, 2, 3</sup>

Schools settings are an effective way to reach a large population, including students, school staff, families and community members. Schools can also play an important role for students during influential stages of their lives, when lifelong eating habits are formed.<sup>4</sup>

Most students receive excellent education on the importance of healthy food choices. However, they may be faced with an environment that does not allow the healthy choice to be the easy choice. The knowledge of healthy eating does not necessarily translate to better food choices unless supported by a healthy food environment.<sup>5</sup>

The *Alberta Nutrition Guidelines for Children and Youth* (June 2008) offers a starting point to change or improve the school nutrition environment. The goal of this School Nutrition Handbook is to assist everyone involved in schools (students, teachers, principals, parents and community members) to make it easy to eat healthy. It includes information on healthy vending machine choices, healthier cafeteria and school stores, healthy rewards, fundraising ideas and various other topics. The information and handouts in this handbook can be used for newsletter inserts, classroom education or as handouts for students, staff and parents.

The School Nutrition Handbook will help answer the following questions:

1. What is the link between healthy eating and learning?
2. What are healthy food choices for schools?
3. How can schools make the healthy choice the easy choice?
4. How can your school get started?



# SCHOOL NUTRITION HANDBOOK

## HEALTH AND EDUCATION



## What is the link between healthy eating and learning?

Good health and nutrition are required to achieve one's full educational potential.<sup>6</sup> Numerous studies have linked good nutrition with readiness to learn, academic achievement, as well as decreased discipline and emotional problems. A hungry child is not equipped to learn.<sup>7</sup>

Children may come to school hungry for a variety of reasons; eating early due to long bus ride/travel to school, lack of food, lack of time, or a lack of appetite early in the morning.

A healthy school environment, whether through breakfast programs, sale of healthy food choices or positive role modeling, benefits all members of the school community. Here is what research says about nutrition and learning:

### Breakfast:

- Breakfast consumption improves memory, test grades and school attendance.<sup>8</sup>
- School breakfast programs improve attendance and decrease lateness.<sup>9</sup>

### Lunch:

- Students that do not bring lunch to school may choose less healthy food options when hungry. Snack foods or vending machine selections offer quick energy to fill that hunger gap. However, these foods may be low in nutrients and tend to be high in fat, sugar and salt.

### Academic Performance and Attendance:

- Nutrition has a critical influence on cognitive development and academic performance in children and adolescents. Undernourished children are more likely to have low energy, may have difficulty concentrating and may be more disruptive.<sup>10</sup>
- Undernourished children have significantly poorer attendance than their well nourished classmates.<sup>11</sup>



## Eating Habits and Health Risks

Healthy eating contributes to physical and emotional wellbeing, which, in turn, significantly affect many other areas of students' lives. Poor nutrition has significant health risks. Poor eating habits can contribute to the rising rates of childhood obesity and overweight as well as risk for type 2 diabetes.<sup>12</sup>

### Eating Habits:

- In Alberta, a study on the eating patterns of youth showed that more than 45% of participants consumed foods that are high in fat, sugar and salt on a daily basis. The study also showed on average, boys consumed 6 servings per day and girls consumed 4 ½ servings per day of foods high in fat, sugar and salt.<sup>13</sup>
- The same study showed that 25% of boys and 50% of girls do not eat breakfast every day. It also highlighted that 18% of boys and 28% of girls report not eating lunch every day.<sup>13</sup>
- 22% of Alberta's children are either overweight or obese.<sup>14</sup>
- Obesity in children has been linked to sweetened drink consumption. One additional serving of pop each day may increase a child's risk of becoming obese by 60%.<sup>15</sup>

This information could suggest that many children and youth are replacing healthy food choices based on Canada's Food Guide with low-nutrient foods.

### Health Risks:

Research also shows that many youth have inconsistent meal patterns which may lead to malnutrition. Malnutrition due to a diet that is low in nutrients and high in fat, sugar and/or salt, may be a major contributor to overweight and obesity in children.<sup>16</sup>

Nutrient deficiency is related to not only lack of food but also to not eating the recommended foods from Canada's Food Guide. A recent study showed that Alberta girls are not meeting the recommendations for Canada's Food Guide in three of the four food groups (Vegetables and Fruit, Milk and Alternatives and Meat and Alternatives). Boys are meeting the minimum recommendations for all food groups.<sup>13</sup>

Nutrients of most concern for school age children are calcium and iron.<sup>17</sup>

**Calcium:** By not consuming the recommended amounts of Milk and Alternatives, youth are at risk of developing Osteopenia ("brittle bone disease") or the more advanced stage of bone disease, Osteoporosis.

**Iron:** Iron deficiency has been associated with poor performance on intelligence tests, difficulty with learning tasks and delayed academic achievement.<sup>17, 18</sup>

Poor eating habits in childhood may also be carried into adulthood and increase the risk of chronic diseases such as heart disease and cancer.<sup>19</sup>



## Comprehensive School Health<sup>20</sup>

The health and well-being of children, youth and school personnel is influenced by many factors, often called “determinants of health”. These factors include family income, social support networks, personal health practices and coping methods, biology and genetics, education and physical environment of the home and school.

Comprehensive school health looks beyond the classroom and involves home, school and community. It addresses four distinct, but inter-related pillars that provide a strong foundation for comprehensive school health.

- Social and physical environment;
- Teaching and learning;
- Healthy school policy; and
- Partnerships and services.

The term “comprehensive school health” is widely used in Canada. Some refer to a similar approach as “health promoting schools” or “coordinated school health” and its pillars may be expressed in different ways. However, the underlying concepts are the same; they are all based on the World Health Organization’s Ottawa Charter for Health Promotion (1986).<sup>21</sup>

The World Health Organization lists the following goals for health promoting schools:

1. Foster health and learning with all tools and supports available.
2. Engage health and education officials, teacher, students, parents, health providers and community leaders in efforts to make the school a healthy place for all.
3. Strive to provide:
  - a. A healthy environment
  - b. School health education and school health services
  - c. Health promotion programs for staff
  - d. Healthy food choices
  - e. Daily physical activity/education
  - f. Programs for counseling
  - g. Social support
  - h. Mental health promotion
4. Implement policies and practices that:
  - a. Respect an individual’s well-being and dignity
  - b. Provide multiple opportunities for success
  - c. Acknowledge good efforts and intentions as well as personal achievements.<sup>22</sup>

For more information on comprehensive school health, visit the Joint Consortium for School Health website at [www.jcsh-cces.ca](http://www.jcsh-cces.ca)



# **BACKGROUND INFORMATION ON HEALTHY FOOD CHOICES**

## What are Healthy Food Choices for Schools?

A healthy food choice includes not only the type of food but also the serving size, method of preparation, distribution and food safety. In order to assist in the task of choosing healthy foods, Alberta Health and Wellness has created a set of guidelines to help schools identify healthy options.

## Alberta Nutrition Guidelines for Children and Youth

The *Alberta Nutrition Guidelines for Children and Youth*<sup>5</sup> are designed to help Albertans create an environment which provides healthy food choices and promotes healthy eating habits. These guidelines can be used wherever food is offered to children and youth in childcare facilities, schools and recreation/community centres.

The guidelines include a food rating system to help schools choose healthy foods. They also provide information specifically for schools on healthy food options, suggestions for developing food policy, recommendations for change, as well as frequently asked questions. To view the complete guidelines and download your copy, visit [www.healthyalberta.ca](http://www.healthyalberta.ca).

## The Food Rating System

The *Alberta Nutrition Guidelines for Children and Youth* uses a food rating system as a simple way to separate healthy foods from less healthy foods and to decide which foods should be present in your school community.

The food rating system puts all foods into three categories, based on specific nutritional criteria. The three categories are: Choose Most Often, Choose Sometimes and Choose Least Often. Familiar symbols such as “Go, Yield and Stop” are an easy way to identify the three categories.

### Choose Most Often – High nutrient foods



These foods should be consumed daily and in appropriate amounts and portion sizes, based on age category. These foods are all recommended as healthy choices in *Eating Well with Canada's Food Guide*.

### Choose Sometimes – Moderate nutrient foods



No more than three servings from the Choose Sometimes category are recommended per week for consumption. While foods in this category may still provide beneficial nutrients, they tend to be higher in added sugar, unhealthy fat and sodium (salt).

### Choose Least Often – Low nutrient foods



Eating these foods is not recommended. No more than one serving from the Choose Least Often category is recommended. Foods in this category tend to be high in added sugar, unhealthy fat and sodium; and low in fiber.

## School Recommendations

The guidelines outline specific recommendations for schools in terms of the availability of foods from each of the categories.

- **Elementary Schools:** 100% of the foods available for regular consumption should be foods from the Choose Most Often food category.
- **Junior High Schools:** 100% of the foods available for regular consumption should be foods from the Choose Most Often (60% of the food options) and Choose Sometimes (40% of the food options) food categories.
- **High Schools:** 100% of the foods available for regular consumption should be foods from the Choose Most Often (50% of the food options) and Choose Sometimes (50% of the food options) food categories.
- Where permitted offer only small portion sizes of Choose Least Often options. Multi-level schools should adhere to the most conservative recommendation.



## Myths and Realities

With change comes questions, skepticism and sometimes criticism. Here are replies to some common concerns.

Myth	Reality	Tips
<b>Loss of Revenue</b>		
Nutrition guidelines will negatively affect special events and fundraising.	There are many non-food fundraising items. Many of which can earn more money than traditional food items such as chocolates. <sup>38</sup>	Parents often spend more money and time for fundraisers such as bake sales. Often they have to purchase back the foods they supply.
<b>Loss of choice</b>		
Students will leave school grounds more to purchase foods no longer available in school.	By competitively pricing healthy food options and promoting the idea that healthy food choices taste good, are inexpensive and are easy to 'eat on the run', students are more likely to purchase foods at school than convenience stores. <sup>39</sup>	Include students in selection, promotion and distribution of foods to encourage participation and 'buy in'
Healthy choices will result in limited selection	By moving away from traditional vending and cafeteria choices, schools have the opportunity to incorporate various cultural and ethnic food choices.	A great way to link parents to schools is to encourage sharing of food ideas that are culturally relevant.
<b>Food prices will be too expensive</b>		
Prices will increase	Unhealthy food choices, if available, should be priced higher than healthy choices. This will offset any price increase with healthy choices. <sup>39</sup>	By using rotating and seasonal menus, purchasing prices can be kept as low as possible. Providing healthy food choices should not be a school's primary income source. Focusing on non-food items to generate funds is a better approach.
Schools will lose money with no vending machines.	"Most schools (77%) valued their total annual revenues from food and beverage sales at \$10,000 or less. Most (58%) reported no impact from implementation of policy- some saw increases." <sup>40</sup>	"It is short sighted to fund our schools at the expense of our children's health." <sup>44</sup>  Many vending machine companies are able to find products that fit the Nutrition Guideline criteria for schools
<b>Not the school's responsibility</b>		
It's the parent's responsibility to monitor their children's eating habits.	Children spend up to ½ of their waking hours at school. By providing only healthy food choices, schools can play an important role in ensuring optimal intake of healthy foods aside from those sent from home. Providing unhealthy food choices undermines the nutrition and health education students receive in the classroom. <sup>41</sup>	Encourage parents to be part of the discussion around food choices for schools. Educate them on healthy foods to send to school and to have available after school hours. This will further reinforce the message the children receive at school.
Children need to learn how to make choices – how will they know if there aren't both healthy and unhealthy foods?	Albertans have the highest food service sales per capita in Canada, spending 39% of their household food dollars, or 11% of total income, in food service establishments. <sup>4</sup>	By only providing healthy food options, schools have the opportunity to model healthy food choices. This also provides an opportunity for students and staff to have access to healthy foods they might not otherwise have.

September 12, 2011

Sheila Taylor, Trustee  
Calgary Board of Education, Wards 11 & 13  
1221- 8 Street S.W.  
Calgary AB T2R 0L4  
Email: sltaylor@cbe.ab.ca

Dear Sheila,

My name is Shandy Reed and I am the Policy Analyst for the Alberta Policy Coalition for Cancer Prevention (APCCP). The APCCP is a coalition of 13 key provincial public health organizations whom have a keen interest in public policies to promote healthy eating - the Heart and Stroke Foundation (Alberta, NWT & Nunavut), the Canadian Cancer Society (AB/NWT Division), Ever Active Schools and the Alberta Centre for Active Living are examples of our members.

Last week we read in the Calgary Herald about your interest in changing the food policy within Calgary public schools to eliminate the sale of unhealthy food options on campus. Promoting healthy food environments in Alberta schools is one of the coalition priority areas – with specific interests in eliminating marketing by food and beverage companies on campus, and restricting access to unhealthy food and beverages within 500 metres of schools. To inform our work in these areas, we have recently surveyed the public as well as decision-makers in schools, workplaces, government and the media to assess the level of support for these healthy eating policy interventions. In an effort to support your proposed policy action, I have included some of our relevant survey findings for your use and information in the coming weeks.

In 2010, the APCCP Research Team from the University of Alberta, School of Public Health completed a survey of senior Alberta decision-makers in schools, workplaces, government and the media to assess levels of support for various policies. This survey was recently re-administered in 2011 however the findings are not yet available. The same year the APCCP surveyed Albertans on many of the same questions. For detailed information about these surveys, please see our website <http://www.abpolicycoalitionforprevention.ca/our-focus/surveys.html>

2010 Results from the APCCP Decision-Maker and Albertan surveys of knowledge, attitudes and beliefs :

**Do you support mandating policies for school nutrition programs?**

Decision Makers: 89% support

Albertans: 94% support



**Views on the level of current regulations for... enforcement of junk food bans in schools?**

Decision-Makers:

Too much: 7%

Too little: 46%

About right: 34%

**Do you support restricting sugar-sweetened drinks and other unhealthy foods from vending machines in schools and all public buildings?**

Decision Makers: 80% support

Albertans: 82% support

**Mandating priority space for healthful foods and beverages in grocery stores and cafeterias in workplace and schools?**

Decision Makers: 67% support

**Do you support zoning to restrict the supply of junk food near schools?**

Albertans: 74% support

**Do you support prohibiting advertising and promotion of unhealthy food and beverages to children under the age of 16?**

Decision Makers: 71% support

Albertans: 82% support

In October 2010, the APCCP also surveyed school trustee candidates in the City of Calgary to assess their support for three policy interventions. Although not all of the candidates completed the survey, we do have some indication how three of your current Trustee colleagues view policy changes to promote healthy food environments in schools. To review our media release and full results, please use the following link <http://www.abpolicycoalitionforprevention.ca/press-room/75-oct13-10-release>

- In response to the question *"Will you support action to mandate the implementation of the Alberta Nutrition Guidelines for Children and Youth (ANGCY) within all schools?"* both Joy Bowen-Eyre and George Lane responded "Yes". Carol Bazinet indicated she would require more information.
- In response to the question *"Will you support a ban on the advertisement of unhealthy foods and beverages (in accordance with the Alberta Nutrition Guidelines for Children and Youth) in all schools in Alberta?"* Joy Bowen-Eyre, George Lane and Carol Bazinet responded "YES".
- In response to the question *"Will you support a bylaw to restrict access of unhealthy food within 500 metres of all schools in Alberta?"* Joy Bowen-Eyre responded "YES" however, both George Lane and Carol Bazinet indicated they would not support this action.



The APCCP endeavours to support decision-makers to use public policy as a means to promote health and prevent risks for childhood obesity and chronic disease. To this end, I would be pleased to further discuss our interests in promoting healthy food environments in Alberta schools and how the APCCP could support your commendable efforts to bring forward changes in Calgary.

Sincerely,

Shandy Reed  
Policy Analyst, APCCP  
Ph: 780-492-0493  
Email: shandy.reed@ualberta.ca

## Schools that cut fat and sugar saw dramatic results

Globe and Mail

Tralee Pearce

April 22, 2008

Schools that get rid of high-fat snacks and soda may see quick results in the battle to prevent children from becoming overweight, new research shows.

A Temple University study, published in the current issue of the journal *Pediatrics*, found that schools that overhauled their nutrition policies saw a 50-per-cent reduction in new cases of overweight children in two years.

The growing rates of overweight and obese children have driven researchers to get outside of the health clinic and into the schools to study solutions, the study's lead researcher, Gary Foster, said in a statement. "We focused on school because children spend most of their lives there and eat at least one if not two meals there."

The study was conducted with 1,349 students in Philadelphia over a two-year period, looking at the results of 10 elementary schools that had adopted a revamped nutrition policy and five comparison schools. Under the revised policy, developed by the Food Trust, a non-profit organization, soda was replaced with water, fruit juice and low-fat milk; snacks were capped at 7 grams of total fat and 2 grams of saturated fat; and candy was eliminated.

Additionally, students received 50 hours of nutrition education a year and were rewarded with raffle tickets for prizes such as jump ropes and bicycles. The program also involved parent education.

Only 7.5 per cent of the students became overweight in the schools that transformed their nutrition policies - compared with 15 per cent in the control group. The number of new and existing obese students was constant at both sets of schools, suggesting different measures might be more successful for obese children.

While the changes were able to reduce the incidence of new cases of overweight in the students, Dr. Foster, director of the Center for Obesity Research and Education at Temple University in Philadelphia, says more needs to be done, such as intensifying physical education in schools and even trying to convince nearby corner stores to stock healthy and single-serving snacks.

Canadian observers say the findings support efforts being made here to encourage healthy eating in schools.

Last week, the Ontario government announced legislation banning trans fats in schools. Education Minister Kathleen Wynne said Dr. Foster's study is very encouraging to proponents of those efforts. It builds on a policy banning junk food in elementary vending machines - she says 97 per cent of the province's schools have complied - and increasing daily physical activity.

"This kind of research strengthens what we're trying to do here," Ms. Wynne said. "And it supports what we've already done."

Not that it's a hard sell to parents or educators. "This is something school communities want to do," she said. "It isn't a push for them."

While the Philadelphia study shows a nutrition makeover can work, physical activity should also be a high priority for elementary schools, said Marla Gold, director of McGill University's Cardiovascular Health Improvement Program in Montreal, which runs a summer program for teens to improve their eating and physical activity habits.

Physical activity should be more than the typical hour a week, and it shouldn't focus solely on sports, she added.

"They need to be lifelong activities in addition to sports and fitness," she said.

And, as the study found, parental involvement is crucial, she said. Often kids who are overweight also have inactive and overweight parents. Psychological support and group therapy are also important.



## School junk food ban works, study finds

Washington Post on-line

Valerie Strauss

May 30, 2010

Banning junk food from schools actually does have a beneficial effect on students, a new research study shows.

Schools that eliminated junk food from a la carte lines during school lunch hours have seen an 18 percent reduction in overweight or obese students, according to a new study from the University of Nebraska-Lincoln.

The researchers, Associate Professor of Marketing Patricia Kennedy and Associate Professor of Finance Mary McGarvey, examined nutrition policies as well as survey information from students, parents and administrators at eight Midwestern schools, and then considered a range of other factors to gauge the effect of schools' food policies on students' weight.

The study suggests expanding the Agriculture Department's current ban on selling so-called Foods of Limited Nutritional Value during school meal times to include all junk food a la carte selections.

Inexplicably, the current department ban doesn't cover items such as candy bars, soda, potato chips, cookies and other high-fat snack foods. I wrote a little while ago about the rather incomplete list of foods banned in school cafeterias by the department; you can see the actual list [here](#).

The researchers recommend that marketers of foods and beverages to children and adolescents limit or eliminate their sales of junk foods in schools, as well: "Marketers have known for some time that building long-term relationships with their consumers is much more profitable than having a constant turnover of buyers," the study says.

With more than 30 million children being served lunch and 9.7 million being served breakfast each school day, the new evidence adds to a growing argument for tightening school food policies.

The findings, which appears online in the *Journal of Public Policy and Marketing*, are from a three-year research project on child obesity that was funded by the U.S. Department of Agriculture.

## ARTICLE 3

# Obesity down in sugar-free schools: Swedish study

Breitbart on-line

Author not indicated

April 23, 2007

Stockholm schools that banned sweets, buns and soft drinks saw the number of overweight children drop by six percentage points in four years, a Karolinska Institute study published on Monday showed.

The number of overweight or obese six-to-10-year-olds dropped from 22 to 16 percent in the 10 Stockholm schools that participated in the study by banning sweets and introducing healthier lunches, the Swedish research institute said in a statement.

A control group of schools that did not introduce specific food regulations saw the number of overweight or obese children rise from 18 to 21 percent.

The results of the project were to be presented on Monday in Budapest at an international conference on obesity.

"Our results show that programs to reduce the increasing rate of obesity can be carried out within the schools' existing budgets," the head of the project, Professor Claude Marcus, said in the statement.

"We also interpret the results to mean that clear regulations in schools can help parents to set standards for their children and improve dietary habits at home," it said.

**CALGARY BOARD OF EDUCATION**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**SEPTEMBER 20, 2011**

**To:** BOARD OF TRUSTEES  
**From:** Danielle Doll, Assistant Corporate Secretary  
**Re:** Correspondence  
**Purpose:** Information

**Governance Policy Reference:** EL-3: Information, Counsel and Support to the Board of Trustees

**I. RECOMMENDATION**

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

- Letter dated June 9, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, enclosing the Success by 6, 10<sup>th</sup> anniversary children's books to be distributed to grade one students and school libraries.
- Letter dated June 29, 2011 from David Anderson, Executive Director, Alberta School Boards Association and John Rymer, Executive Director, Learner Assessment, Alberta Education to Superintendents of Schools, outlining this year's protocol for the release of provincial achievement test and diploma examination results.
- Email dated August 9, 2011 from Keray Henke, Deputy Minister of Alberta Education, to Superintendents of Public, Separate and Francophone and Charter School Boards Executive Directors of Stakeholder Associations, addressing feedback on the Action on Inclusion Expression of Interest process to select change agents and capacity builders.
- Letter dated September 7, 2011 from Jacquie Hansen, President, Alberta School Boards Association, enclosing an invitation to participate and a draft agenda for upcoming Fall Education Transformation Meetings.

Respectfully Submitted,  
Danielle Doll,  
Assistant Corporate Secretary





ALBERTA  
EDUCATION

*Office of the Minister*



June 9, 2011

Ms. Pat Cochrane  
Chair  
Calgary School District No. 19  
1221-8 Street SW  
Calgary, AB T2R 0L9

Dear Ms. Cochrane:

For ten years, as MLA for Edmonton-Whitemud, I held the Dave Hancock Charity Golf Classic in support of Success By 6. Since the year 2000 we have raised over \$1 million to support programs that provide young children with the tools necessary to succeed in school. The funds raised were used by Success by 6 primarily for children's literacy projects including the Classroom on Wheels (COW) bus.

For our 10<sup>th</sup> anniversary a children's book was created by children's author David A Poulsen. This book focuses on children's literacy, and I am honoured to be able to provide you with a copy of this book for each grade one student in your jurisdiction.

I would appreciate it if you would forward these to the schools in your jurisdiction and have them distribute them to their grade one students. We have also included a copy for each of your school libraries.

Should you require further copies of this book or would be interested in a visit from David A Poulsen, please contact Cathy Ponech at 780-427-5010 or [cathy.ponech@gov.ab.ca](mailto:cathy.ponech@gov.ab.ca).

Once again, thank you for your continued dedication and support of Alberta's children.

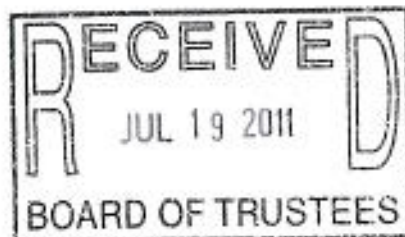
Yours very truly,

  
Dave Hancock, Q.C.  
Minister

Enclosure



9 43



June 29, 2011

TO: Superintendents of Schools

**RE: Joint Protocol for the Release of the 2010/2011 Provincial Achievement Test  
and Diploma Examination Results**

Each year, Alberta Education and the Alberta School Boards Association develop a protocol for the release of provincial achievement test and diploma examination results. The protocol provides a coordinated approach to the release of results, both locally and provincially.

Attached is a copy of the protocol outlining this year's timeline for the release of provincial achievement test and diploma examination results.

If you have any questions, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "D Anderson".

David Anderson  
Executive Director  
Alberta School Boards Association  
780-482-7311

A handwritten signature in black ink, appearing to read "John Rymer".

John Rymer  
Executive Director, Learner Assessment  
Alberta Education  
780-427-0010

Attachment

cc Board Chairs  
Elementary, Junior High, and Senior High School Principals

**JOINT PROTOCOL FOR THE RELEASE OF  
THE 2010/2011 PROVINCIAL ACHIEVEMENT TEST  
AND  
DIPLOMA EXAMINATION RESULTS**



# JOINT PROTOCOL FOR THE RELEASE OF THE 2010/2011 PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION RESULTS

*NOTE: The results are not final until the official release by the Minister.*

Dates	Action
August 26, 2011	Alberta Education makes available electronically on the Extranet the results of the 2008/2011 achievement tests and June diploma examinations for individual schools and jurisdictions together with the provincial results.
September 9, 2011	Alberta Education provides a briefing on provincial results and trends to the Alberta School Boards Association Board of Directors.
September 19, 2011	Alberta Education makes available electronically on the Extranet the Diploma Examination Multiyear Reports.
September 19, 2011	Alberta Education makes available electronically on the Extranet the Achievement Test Multiyear Reports.
September 30, 2011	<p>Alberta Education makes available electronically on the Extranet the individual student profiles, to be printed at the school for distribution to individual parents on or after September 30.</p> <p>(The individual student data is also available in <i>Table 7, Individual Student Results by Reporting Category</i>, of the school reports, which will be available on the Extranet on August 25.)</p>
By October 4, 2011	Each superintendent should inform his or her board of the school authority's results in a closed meeting.
October 4, 2011	Alberta Education provides a technical briefing about the provincial results and trends to representatives of various stakeholder groups.
October 4, 2011	The Minister of Education officially releases provincial results to the public based on the achievement test results and the diploma examination results made available to school authorities in August and September. This release is in conjunction with the release of Accountability Pillar results.

Dates	Action
On or after October 5, 2011	Boards may release school authority results, and schools may release their school results, to their local media.
On or after October 5, 2011	Alberta Education will post on its web site the multiyear results for all schools and school authorities.

*June 29, 2011*

From: Education Deputy Minister [mailto:EducationDeputyMinister@gov.ab.ca]  
Sent: Thu 9/8/2011 10:31 AM  
Cc: Dianne McConnell  
Subject: Update on Change Agents and Capacity Building within Action on Inclusion

To: All Superintendents of Public, Separate, Francophone and Charter School Boards  
Executive Directors of Stakeholder Associations:  
ASBA (Alberta School Boards Association)  
ASBOA (Association of School Business Officials of Alberta)  
ASCA (Alberta School Councils' Association)  
ATA (Alberta Teachers' Association)  
AAPCS (Association of Alberta Public Charter Schools)  
AISCA (Association of Independent Schools and Colleges in Alberta)  
CASS (College of Alberta School Superintendents)  
Federation des conseils scolaires francophones de l'Alberta  
Federation des parents francophones de l'Alberta

Over the summer, the department heard considerable feedback on the Action on Inclusion Expression of Interest process to select change agents and capacity builders. As you head into the capacity building meetings this month, I want to address this feedback.

Each jurisdiction is approaching implementation of an inclusive education system from a different starting point. Some jurisdictions have focused more intently on inclusive practice than others and are further along in their work. Implementing an inclusive education system on a provincial scale requires a change of practice across the system and relies on considerable leadership from school boards, administrations and individual schools. Fundamentally, Action on Inclusion is about changing the way we approach our collective work.

Education has committed to supporting all school authorities in the valuable contributions they must make as the education system moves to inclusive practices. The process signaled Education's intent to support change in practice through a different funding allocation. I believe that a transformed education system will not be realized if we simply rely on current processes to achieve our goals. As with all new processes, there is some ebb and flow as we learn our way forward. We cannot be afraid to take risks, be innovative or creative in our thinking and demonstrate leadership through action.

The Expression of Interest process was an important step forward in our shared efforts to respond effectively to the individual needs of students across the province. Inclusion is about making real changes in ways that benefit children for years to come. Each school jurisdiction that submitted an expression of interest demonstrated capacity for change by providing a snapshot of change within the current system, not an indication of where they will be in the next six months, 12 months or longer. All of the expressions of interest reflected change of practice and rightfully all submissions could be considered as change agents. The review process helped the review team determine who was furthest along the continuum of change in practice for broadening implementation of an inclusive education system. As we progress, some jurisdictions are likely to find that their work more closely aligns with the role of change agent because their expressions of interest exhibited exemplary practice in two or three of the areas. We will learn from these jurisdictions, and this progression is an indication of the ebb and flow of change; it is entirely appropriate.

Change agents were identified as those school jurisdictions that can provide us with the necessary system-wide information to support implementation on a much broader scale, but they will also focus on building capacity within their own jurisdictions and with others. Their funding comes with the expectation and



responsibility to help build momentum to develop a community of practice that builds capacity for all of us to move in the same direction.

Everyone has something to share, and there will be many opportunities to work collaboratively as we all support the transformation of the education system. Capacity builders have an important role in encouraging and supporting change of practice across the province.

As you embark on the next steps of the change agent and capacity builder work, I urge you to consider how you and your schools can work to reach the exemplary categories on the change agent rubric and what we can collectively do to ensure all school authorities share and eventually reach this goal.

Keray Henke  
Deputy Minister  
Alberta Education

cc: Board Chairs of Public, Separate, Francophone and Charter School Jurisdictions  
Presidents of Stakeholder Associations:  
ASBA (Alberta School Boards Association)  
ASBOA (Association of School Business Officials of Alberta)  
ASCA (Alberta School Councils' Association)  
ATA (Alberta Teachers' Association)  
AAPCS (Association of Alberta Public Charter Schools)  
AISCA (Association of Independent Schools and Colleges in Alberta)  
CASS (College of Alberta School Superintendents)  
Federation des conseils scolaires francophones de l'Alberta  
Federation des parents francophones de l'Alberta



September 7, 2011

Dear Colleagues:

Through *Inspiring Education*, Albertans said they want our education system to evolve. To date the response to this call for change has been mostly articulated by Alberta Education. We – Alberta Education, the Alberta School Boards Association and the Alberta Teachers' Association – recognize that a collective effort will be needed to articulate and drive change in support of an evolving and improving education system that benefits students today and into the future.

In support of this, Alberta Education, the Alberta School Boards Association and the Alberta Teachers' Association have worked together to plan meetings in September and early October which will bring school boards, teachers and department representatives together to work on this agenda. I do want to acknowledge up front that this is difficult timing for school boards. We did communicate this clearly to our partners from the outset, but they chose to press ahead.

The key motivator for the fall timing was to signal strongly – that notwithstanding the current provincial political landscape – there is interest in moving forward on *Inspiring Education*.

Timing issues aside, if we want to achieve change of the scope envisioned by Albertans, school boards, teachers and government must work together to advance the transformation of Alberta's kindergarten to grade 12 education system. See the attached draft agenda (subject to change) for details about what we will be discussing and meeting times.

On behalf of the joint planning group, I would like to invite your school board to participate in these meetings. The second attachment is a chart indicating jurisdiction assignments for these meetings. Please note these are suggestions and that if there are conflicts with your local schedules, or if you would feel more comfortable attending a different location, you may make those arrangements. Alberta Education is managing the logistics for these meetings including pre-registration and meeting locations. If your board has any questions on this front, please [Colette.Orieux@gov.ab.ca](mailto:Colette.Orieux@gov.ab.ca).

If you have questions about the ASBA's involvement in this, please get in touch with me.

Finally each school board is able to send three representatives of its choosing including a superintendent or senior administrator. The following information about who the other organizations are sending may be a factor to consider as you choose your team:

The provincial ATA will be inviting your Local President, an administrator and a professional development leader.

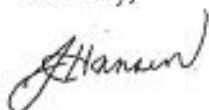
Alberta Education will be inviting its executive team and senior officials.

Our hope is these meetings will be the first step in developing a shared response to the challenges Albertans have put to us. More importantly, we hope these meetings will open the conversations that will engender the trust among us that will be essential to creating this change.

As we believe we will benefit from the same conversations at the provincial level, provincial representatives from Alberta Education, the ASBA and the ATA will also be participating in these meetings. We will be talking about how we can contribute to moving forward on *Inspiring Education*.

I am encouraged and enthusiastic about this collaborative approach. I look forward to seeing your board's representatives at these meetings.

Sincerely,



Jacquie Hansen  
President

Attachments: Invitation to Participate  
Draft Agenda

JH/C/A/E



## ALBERTA SCHOOL BOARDS ASSOCIATION/ALBERTA TEACHERS' ASSOCIATION/ALBERTA EDUCATION

### FALL EDUCATION TRANSFORMATION MEETINGS

#### Draft Invitation to Participate

The Alberta School Boards Association, the Alberta Teachers' Association and Alberta Education are holding joint meetings this fall to advance the transformation of Alberta's kindergarten to grade 12 education system.

These meetings are designed to follow-up on Alberta Education's *Inspiring Education* initiative, through which Albertans indicated a need for our education system to change in order to prepare students for the opportunities and challenges that await them in a constantly evolving and demanding global environment. To date, the impetus for leading the process of change has been, by and large, articulated by Alberta Education.

Recognizing that change is multi-faceted, complex and requiring several years to complete, Alberta Education, the Alberta School Boards Association and the Alberta Teachers' Association have joined forces to foster collaboration, cohesion and commitment that will form the basis for establishing long-term, mutually supportive relationships and working as partners to identify areas of change.

We believe that if we want change of the scope envisioned by Albertans, all of us: school boards, teachers and government must be at the table to:

- a) develop a shared understanding of what it means to transform education
- b) discuss relationship enhancements which articulate a new way of working together
- c) identify priority issues that need to be addressed to advance real change
- d) identify and delineate our respective roles, responsibilities and accountabilities in the transformation process
- e) discuss the next key steps that are critical to moving forward with change
- f) discuss how we will continue to meet and work together and individually to make change

Five Transformation Meetings have been planned for fall 2011; three for rural school authorities, one for urban school authorities and one for metropolitan school authorities. Below is a table with the dates, locations and types of meetings planned.

Date	Location	Type
September 20, 2011	Grande Prairie	Rural North Meeting
September 22, 2011	Edmonton	Urban Meeting
September 26, 2011	Edmonton	Metropolitan Meeting
September 27, 2011	Red Deer	Rural Central Meeting
October 6, 2011	Lethbridge	Rural South Meeting

The list of meeting dates and corresponding school authorities with registration links are found below. **Please register only once for the meeting where your school authority has been identified so that proper representation is assured.** You will receive a confirmation e-mail with further details, including information about hotel accommodations, once you have registered.

#### **METROPOLITAN SCHOOL AUTHORITIES – September 26, 2011**

If you are a member of the four school authorities below:

Calgary Roman Catholic Separate School District  
Calgary School District  
Edmonton Catholic Separate School District  
Edmonton Public School District

Please register for the **METROPOLITAN SCHOOL AUTHORITIES** meeting slated for **September 26, 2011** in **Edmonton** by following this link <http://edmonton2.eventbrite.com>.

#### **URBAN SCHOOL AUTHORITIES – September 22, 2011**

If you are a member of the 14 school authorities below:

Ft. McMurray Public School District  
Ft. McMurray Roman Catholic Separate School District  
Grand Prairie School District  
Grande Prairie Roman Catholic Separate School District  
Lethbridge School District  
Holy Spirit Roman Catholic Separate Regional Division - Lethbridge  
Medicine Catholic Separate Regional Division  
Medicine Hat School District  
Red Deer Catholic Regional Division  
Red Deer Public School District  
St. Albert Protestant Separate School District  
Greater St. Albert Catholic Regional Division  
Elk Island Catholic Separate Regional  
Elk Island Public School Regional Division

Please register for the **URBAN SCHOOL AUTHORITIES** meeting slated for **September 22, 2011** in **Edmonton** by following this link <http://edmonton1.eventbrite.com>.

#### **RURAL CENTRAL SCHOOL AUTHORITIES – September 27, 2011**

If you are a member of the 17 school authorities below:

Battle River Regional Division  
Buffalo Trail Public Schools Regional Division  
Canadian Rockies Regional Division  
Chinook's Edge School Division  
Clearview School Division  
East Central Alberta Catholic Separate Schools Regional Div

East Central Francophone Education Region  
Evergreen Catholic Separate Regional Division  
Lakeland Roman Catholic Separate School District  
Northern Lights School Division  
Pembina Hills Regional Division  
St. Paul Education Regional Division  
St. Thomas Aquinas Roman Catholic Separate Regional Div  
Sturgeon School Division  
Wetaskiwin Regional Division  
Wild Rose School Division  
Wolf Creek School Division

Please register for the **RURAL CENTRAL SCHOOL AUTHORITIES** meeting slated for **September 27, 2011** in **Red Deer** by following this link <http://albertaed-reddeer.eventbrite.com>.

#### **RURAL NORTH SCHOOL AUTHORITIES – September 20, 2011**

If you are a member of the 14 school authorities below:

Fort Vermilion School Division  
Grande Prairie Roman Catholic Separate School District  
Grande Prairie School District  
Grande Yellowhead Public School Division  
Greater North Central Francophone Education Region  
High Prairie School Division  
Holy Family Catholic Regional Division  
Living Waters Catholic Regional Division  
Northern Gateway Regional Division  
Northland School Division  
Northwest Francophone Education Region  
Peace River School Division  
Peace Wapiti School Division  
Aspen View Regional Division

Please register for the **RURAL NORTH SCHOOL AUTHORITIES** meeting slated for **September 20, 2011** in **Grande Prairie** by following this link <http://grandeprairie.eventbrite.com>.

#### **RURAL SOUTH SCHOOL AUTHORITIES – October 6, 2011**

If you are a member of the 11 school authorities below:

Christ the Redeemer Catholic Separate Regional Division  
Golden Hills School Division  
Grasslands Regional Division  
Greater Southern Public Francophone Education Region  
Greater Southern Separate Catholic Francophone Education



Horizon School Division  
Livingstone Range School Division  
Palliser Regional Division  
Prairie Land Regional Division  
Prairie Rose School Division  
Westwind School Division

Please register for the **RURAL SOUTH SCHOOL AUTHORITIES** meeting slated for **October 6, 2011** in **Lethbridge** by following this link <http://lethbridge.eventbrite.com>.

If you have any questions please contact ??????

**ALBERTA SCHOOL BOARDS ASSOCIATION/ALBERTA TEACHERS' ASSOCIATION/ALBERTA EDUCATION  
FALL EDUCATION TRANSFORMATION MEETINGS**

***DRAFT AGENDA***

<b>Time</b>	<b>Focus</b>
Pre-start	<b>REGISTRATION AND COFFEE</b>
10:00 – 10:10	<b>WELCOME AND INTRO</b>
10:10 – 10:55	<b>DISCUSSION WITH PROVINCIAL EDUCATION LEADERS</b> Description of educational change in Alberta/ sharing/ demonstrated collegiality and respect/ connection between work/ leadership evidence
<b><i>FOCUS AREA #1: SHARED UNDERSTANDING/ SHARED OPPORTUNITY</i></b> <b><i>OUTCOME: AGREEMENT ON THE IDEA OF TRANSFORMATION AS A SHARED PROCESS</i></b>	
10:55 – 11:50	<b>Part A: GROUP DISCUSSION</b>
11:50 – 12:00	<b>Part B: SHARING</b>
12:00 – 12:45	<b>LUNCH</b>
<b><i>FOCUS AREA #2: MOVING FORWARD TOGETHER: WHO DOES WHAT?</i></b> <b><i>OUTCOME: AGREEMENT ON AND A COMMITMENT TO PRIORITY ITEMS / ROLES AND RESPONSIBILITIES</i></b>	
12:45-1:45	<b>Part A: GROUP DISCUSSION</b>
1:45-2:15	<b>Part B: SHARING</b>
2:15 – 2:30	<b>BREAK</b>
<b><i>FOCUS AREA #3: NEXT STEPS</i></b> <b><i>OUTCOME: AGREEMENT ON MOVING FORWARD TOGETHER</i></b>	
2:30 – 3:15	<b>Part A: GROUP DISCUSSION</b>
3:15-3:35	<b>Part B: SHARING</b>
3:35 – 3:45	<b>WHAT YOU SAID/ EXPERIENCED TODAY</b> Moderator's summary
3:45 – 4:00	<b>CLOSE AND THANKS AND NEXT STEPS</b>

**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**September 20, 2011**

**RECOMMENDATION:**

**THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.**

**BACKGROUND:**

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Respectfully submitted,

D. Doll  
Asst. Corporate Secretary

Attachment: EducationMatters' July 31, 2011 Unaudited Internal Financial Report



Sept 13, 2011

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its July 31, 2011 unaudited internal financial report (the "Report") with you.

EducationMatters management ("Management") has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at July 31, 2011 and December 31, 2010
- Unaudited Statement of Operations for the period ended July 31, 2011 and comparative for the year ended December 31, 2010
- Unaudited Operating Budget Comparison to July 31, 2011
- Statement of EducationMatters Funds Established as at July 31, 2011
- Statement of Grants Awarded for the year to date July 31, 2011
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Information Systems, EducationMatters

Mark Saar - Treasurer, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at July 31, 2011

\$,000  
(unaudited)

	<b>As At July 31/11</b>	<b>As At Dec 31/10</b>
	(unaudited)	(audited)
<b>ASSETS</b>		
Cash and cash equivalents	234	49
Investments	2,747	3,284
Accounts receivable		4
Capital assets	6	11
Total assets	<u>2,987</u>	<u>3,348</u>
<b>LIABILITIES</b>		
Accounts payable	4	14
Deferred Contributions		500
Total liabilities	<u>4</u>	<u>514</u>
<b>FUND BALANCES</b>		
Endowment funds	1,754	1,670
Flow through funds	651	574
Operating funds	578	590
Total fund balances	<u>2,983</u>	<u>2,834</u>
Total liabilities and fund balances	<u>2,987</u>	<u>3,348</u>

**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date July 31, 2011**  
(thousands of dollars)

	<b>2011 BUDGET</b>	<b>31 - July Actual</b> (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	623	362
Events	86	3
Fund Development	35	12
Communications & Grants	127	74
Organizational Administration	140	102
Total Expenses	<u>1,011</u>	<u>553</u>



**EducationMatters**  
**Statement of Operations**  
Year to Date to July 31, 2011

\$,000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/10</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	36	396	21	453	862
CBE grants			500	500	750
Gains/losses on investments	67		7	74	87
Interest & fees			14	14	76
Total revenue	103	396	542	1,041	1,775
 <b>GRANTS</b>					
Grants issued	6	318		324	571
 <b>EXPENSES</b>					
Salaries & benefits			363	363	520
Consulting & professional fees			39	39	47
Administrative expenses	14		88	102	181
Advertising & communications			64	64	130
Total expenses	14		554	568	878
 <b>FUND BALANCES</b>					
Change during the period	83	78	(12)	149	326
Beginning balance	1,670	574	590	2,834	2,834
Balance, end of period	1,753	652	578	2,983	3,160

Total contributions since inception:

2011	453
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>6,505</u>

**EducationMatters  
Funds Established  
as at July 31, 2011**

	<b>Fund Balance \$</b>
<b>Flow Through Funds:</b>	
Allan Markin Healthy Learners Fund	85,504
Athletics Flow Thru Fund, Helping Students in Need	-
Benjamin (Ben) Albert Legacy Fund (Flow Thru)	-
Beverley Hubert Global Citizenship Fund	145
Bowness High School Enhancement Flow Thru Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	-
Campus Calgary Programs Flow Thru Fund	3,904
Career Pathways Flow Thru Projects Fund	5,750
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	143
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	3,752
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	570
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	2,968
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	604
Future Leaders Flow Thru Fund	37,342
French for the Future Program Fund	-
Heather and N. Murray Edwards Literacy Fund	84,300
High School Transition Program	-
Integro Legacy Fund	10,241
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	4
Louise Dean School Fund	950
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,750
Public Education Enhancement Flow Thru Fund (Designated)	23,259
Public Education Enhancement Flow Thru Fund	72,875
Schools Helping Schools Fund	2,546
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	185
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Imbursement Fund	2,566
West Springs School Enhancement Fund	958
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
<b>Endowment Funds:</b>	
Athletics Endowment Fund, Helping Students in Need	5,236
Beverley Hubert Global Citizenship Fund	15,402
Career Pathways Field of Interest Endowment Fund	59,580
Civil Society & Citizenship Education Endowment Fund	15,207
ConocoPhillips World Schools Debate Development Endowment Fund	35,404
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	53,389
Creagh Family Fund	14,702
Dr. Brendan Croskery Aboriginal Culture Fund	26,748
EducationMatters Admin Endowment Fund	29,476

	<b>Fund Balance \$</b>
Enhancing Education for Students with Special Needs Endowment Fund	26,464
Enhancing ESL Education Endowment Fund	41,922
Future Leaders Endowment Fund	32,043
Georgie C Higgins Junior High Memorial School Fund	6,012
Georgie C Higgins Investment Fund for Lester B Pearson High School	6,424
Governors' Endowment Fund	5,817
Jason and Jane Louie Memorial Fund	5,848
Lehew-Wyman Family Endowment Fund	23,921
M.P. Hess Fund	5,126
Margaret and Bill Whelan Endowment Fund	49,304
Mary Nelson Memorial Fund	47,253
Mawer Investment Management Literacy Fund	16,599
McGill University Faculty of Agricultural and Environmental Sciences Fund	5,303
Public Education Enhancement Endowment Fund	239,684
Schools Helping Schools Fund (Endowment)	21,100
Southland Transportation Career Pathways Endowment Fund	5,573
Sunnyside Community School Endowment Fund	13,042
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	27,173
TEAM Leadership Lord Beaverbrook HS Endowment Fund	5,002
Terry Wright Endowment Fund	5,704
Tiberious Publishing Program Fund	5,648
Tyler Zeer Endowment Fund	25,987
William Reid School Endowment Fund	14,584
Youth Mentorship Endowment Fund	7,236



**EducationMatters  
Funds Established  
as at July 31, 2011**

	<b>Fund Balance \$</b>
<b>Scholarship Funds:</b>	
Aaron Family Scholarship Fund	9,975
Aaron Family Scholarship Fund (Flow Thru)	-
Aberhart Alumni Scholarship Fund	55,174
Aberhart Alumni Scholarship Fund (Flow Thru)	1,900
Aboriginal Students Award Fund	2,000
Arrata Family Award for New Canadians	36,081
Arrata Family Award for New Canadians Fund (Flow Thru)	4,889
Ataturk Peace Scholarship	9,750
Benjamin (Ben) Albert Legacy Fund (Endowed)	135,155
Bruce Leidl Composition Award Fund	10,347
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	7,000
Carolyn Baxter Memorial Award Fund	5,814
City of Calgary Degree Granting Scholarship Fund	27,200
City of Calgary Post Secondary Scholarships	27,200
ConocoPhillips Canada Awards	21,620
CTS Scholarship Endowment Fund	59,435
CTS Scholarship Flow Thru Fund	663
David James Anderson Memorial Award Fund	11,173
David James Anderson Memorial Award Fund (Flow Thru)	1,080
Dr Gordon Higgins Student Award Fund	13,316
Edith Berger Memorial Scholarship Fund	12,801
EducationMatters Endowed Scholarship Fund	12
EducationMatters Scholarship Flow Thru Fund	12,870
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	9,469
Future Leaders Scholarship Endowment Fund	20,418
Future Leaders Scholarship Flow Thru Fund	2,001
Gary Weimann Award for Community Service (Endowment)	16,287
Gary Weimann Award for Community Service (Flow Thru)	238
George Morley Memorial Scholarship	7,631
Green & Gold Endowment Scholarship Fund	143,597
Green & Gold Flow Thru Scholarship Fund	13,974
Hal Winlaw Health & Nutrition Legacy Award (Endowment)	4,008
Hal Winlaw Health & Nutrition Legacy Award (Flow Thru)	950
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	23,426
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	6,000
Henry Wise Wood Class of 1970 Scholarship Fund	7,495
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	17,743
Henry Wise Wood Warriors Legacy Flow Thru Scholarship Fund	1,777
Hopewell Scholarship Fund	2,375
Hugh Robertson Science Award Fund	9,065
Ivy & Len Freeston Student Award Endowment Fund	14,155
Ivy & Len Freeston Student Award Flow Thru Fund	95
James Fowler School Award Fund	11,319
Jim Hoeppner Award (Flow Thru)	1,500
Keith Yu Memorial Scholarship Fund	21,623
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	90,426
Marjorie Taylor Memorial Scholarship Fund	50,051

	<b>Fund Balance \$</b>
Marofke Family Aberhart Music Scholarship Fund	24,097
Marofke Family Aberhart Music Scholarship Fund (Flow Thru)	1,585
Mary Belkin Memorial Scholarship Fund	17,199
MW & JR Tebo Memorial Journalism Fund	13,836
Queen Elizabeth Deaf & Hard of Hearing Scholarship & Program Enhancement Fund	11,727
Queen E Deaf & Hard of Hearing Scholarship & Program Enhancement Fund (FT)	2,000
Richard D Tingle Student Award Fund	21,707
Richard D Tingle Student Award Flow Thru Fund	750
Rick Theriault Memorial Athletic Scholarship Fund	12,471
Ruth Ursula Leipziger Scholarship Fund	23,352
Shawn Whitney Memorial Award Fund	9,261
Southland Transportation Scholarship Endowment Fund	5,861
Southland Transp. Scholarship Flow Thru Fund	1,770
Steven Irving Memorial Music Scholarship Fund	27,316
Susy Devlin Memorial Award Fund	20,241
Thomas Moore Memorial Bursary Fund	13,110
Verna Hart Toole Legacy Award Fund	4,582
Viscount Bennett Band Parents Assoc. Award Fund	6,761
William & Toshimi Sembo Badminton Scholarship Fund	6,238
William Keir MacGougan Memorial Bursary Fund	17,994

**EducationMatters**  
**Statement of Grants Awarded**  
**Year-to-Date July 31, 2011**

	<b>\$</b>
Bowness High School – Alberta Skills Competition	3,705
Calgary Board of Education – Teaming Up 4 Healthy Learners	153,249
Calgary Board of Education – Discovering Choices	5,000
Centennial High School – Alberta Skills Competition	760
Chaparral School – Enhancing Literacy Through Critical Thinking	5,200
Christine Meikle School – School Equipment Program	4,751
Dr. Gordon Higgins School – English Language Learner Literacy	10,000
Dr. Oakley School – Celebrating Readers	9,500
Forest Lawn High School – Alberta Skills Competition	1,805
Jack James High School – Alberta Skills Competition	1,615
Jack James High School – CBE Skills	7,600
James Short Memorial School – Literacy: Home Reading Books	1,900
Louise Dean School – Emergency Funds	5,795
West Springs School – West Springs School Playground	73,016
William Reid School – School Enhancements	614
<b>Total Program Grants</b>	<b>\$284,510</b>
<b>Total Scholarships</b>	<b>39,613</b>
<b>Total Grants and Scholarships</b>	<b>\$324,123</b>



**EducationMatters**  
**Discussion of Financial Position and Results of Operations**

***Statement of Financial Position***

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

At December 31, 2010 we deferred 500,000 of CBE operating contributions received in 2010 that relate to our fiscal year 2011.

Capital assets consist primarily of office furniture and equipment.

***Statement of Operations***

At July 31, 2011, we feel confident that we will be able to achieve the fund development targets set for 2011.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to July 31, 2011 reflect both realized and unrealized gains on funds as a result of a recovery of markets. For the long term EducationMatters expects steady growth as a result of improved markets and contributions.

The majority of granting activities occur in the fall of each year. Grants issued in 2011 continue to provide a significant contribution back to public school students and systems, particularly the CBE.

**CALGARY BOARD OF EDUCATION**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

**PUBLIC AGENDA**

**September 20, 2011**

**To:** BOARD OF TRUSTEES

**From:** Trustee Sheila Taylor

**Re:** Liaison Report – Calgary Association of Parents & School Councils (CAPSC)

**Purpose:** Information

**Governance Policy Reference:** GP-13: Board of Trustees' Linkages

**I. RECOMMENDATION**

**THAT** the attachments with respect to the Calgary Association of Parents and School Councils (CAPSC) be received for information and be considered as the liaison report for that organization.

**II. ISSUE**

Attached is an Annual Report and 2011/2012 meeting schedule provided by the Calgary Association of Parents and School Councils. As the Board of Trustees' representative for CAPSC, I am providing this to you for your information.

Respectfully submitted,

Trustee Sheila Taylor  
Liaison Representative

**Calgary Association of Parents and School Councils**  
**Annual Report**

Presented to members February 23<sup>rd</sup>, 2011



February 23<sup>rd</sup>, 2011

**Message from our Co - Presidents:**

The past year has been a very busy one for CAPSC's small executive team. In a wide variety of ways we've worked to further our mission, which is to promote excellence in publicly funded education through the support, participation and advocacy of parents, communities and schools in Calgary.

We're very proud of what we've accomplished in the last 12 months. Through our monthly meetings, e-newsletter and blog, we continue to inform parents about key issues in education. Equally importantly, we continue to find more frequent opportunities to add your voice to the CBE and Alberta Education.

Some of the highlights of the past year include:

- Hosting a panel discussion regarding upcoming changes to special education. Our expert presenters included the Director and Project Manager of Alberta Education's *Setting the Direction* initiative, the Director of the CBE's Learning Support, and the Executive Director of the Alberta Learning Disabilities Association. With approximately 200 parents in attendance, this was our biggest meeting of the year.
- Playing an active role in informing the public about Trustee candidate platforms and opinions in the lead-up to the October 18th civic election.
  - In partnership with the ATA's Political Action Committee, we created, distributed and then published for the first time an online, all-candidate questionnaire.
  - We hosted seven public, non-partisan all-candidate forums across the city
  - Kept the public up-to-date on election issues through timely blog postings
  - Utilized social media to promote the all-candidate questionnaire and forums
- Helping facilitate a quick turnaround on parental/school council feedback for the provincial Tripartite Discussions on behalf of CBE Trustees.

We also continue to try to build our executive team. This past year saw some major changes to our executive. Our president stepped down in September in order to run for a position on the CBE board of trustees. Additionally, two members at large stepped down: one because of family commitments and the other because her youngest child graduated from the CBE. Given these losses of key volunteers, we are delighted to have welcomed two new members at large

to our executive team. We are very appreciative of their commitment, experience, and insight.

We encourage any other interested individuals to join us! The executive time commitment can be as big or as small as an individual desires, and we are always delighted to add additional decision making voices to our team.

Looking to the future, we intend to continue growing our organization, to further develop the relationships we have with the CBE and Alberta Education, and to focus our advocacy and education work for maximum impact.

You can read about our work over the past year in more detail in the following annual report.

We'd like to thank the many people who have contributed to our organization over the past year! Our organization would not be able to do the work it does without our extremely dedicated volunteer executive; various additional volunteers who have stepped forward to help out throughout the year; and of course you, our members.

Yours,

Leslie Newton and Eryn Kelly,  
CAPSC Co-Presidents

## CAPSC Work March 2010 to Feb 2011

### Membership

We continue to strive to build membership and have seen an upward trend over the past four years (See chart below). For the first time this past year, we changed our membership format to include a choice to purchase a two year membership. Given that the recruitment of membership is a time consuming task for our communications coordinator, we believe that encouraging two year memberships will allow us to use our resources more efficiently and effectively.

<b>CAPSC Membership Since Incorporation</b>	
2009/2010	60 school members, 2 individual members
2008/2009	50 school members
2007/2008	35 school members
2006/2007	58 school members
2005/2006	60 school members
2004/2005	78 school members, 1 individual
2003/2004	56 school members
2002/2003	59 school members, 1 individual member
2001/2002	44 school members, 1 individual member
<b>Average</b>	56 school members, .6 individual members

It should be noted, that at the request of membership and in the spirit of public education, all CAPSC resources are freely shared and available to the public.

### Parent/School Council Education

Over the past year, we've continued to strive to offer parents and school councils a variety of ways to access information that can help them become better partners in education. We've done this in a range of ways.

#### **Newsletter:**

- Emailed once per month, generally one week prior to monthly meeting
- Written by the CAPSC Exec and CAPSC Communications Coordinator
- Professionally designed and delivered by Strategic Direct Marketing Group.
- 600 individuals are currently on our subscription list, up from 465 individuals a year ago and 279 individuals two years ago.
- We strive to ensure all CBE school councils also receive our newsletter.
- Content:
  - a letter from our president,
  - information on the upcoming meeting,



- an overview of new resources on our website,
  - CBE board of trustee public meeting notes,
  - recaps of presentations from the previous month's CAPSC meeting
  - information on relevant issues affecting education
- A few of the stories we have covered in our newsletters over the past few months include:
  - A Q&A on the CBE's new character, personal development and citizenship reporting
  - Updates on Alberta Education's Inspiring Action and Action on Inclusion initiatives
  - A review of the MLA committee report on recommended changes to the distribution of casino funds
  - Digital citizenship in the CBE
  - Proposed Education Act 2011 Framework

### **Website:**

Professionally designed, we strive to keep our website clear, concise and easy to read. It's also very easy for us to update, which means we can keep it current. All the maintenance work is done by our communications coordinator. We strive to encourage regular use of our website by members and non-members alike, as it is full of information and resources, and is the easiest way to get in contact with the CAPSC executive.

Traffic to our website continues to increase steadily as we get the word out about the site to more parents, and as we develop additional resources. Again, all sections of the website are open to the general public.

In January 2011, 39% of visits to our site were by new visitors. There were a total of 383 visits to the site, resulting in 1238 page views (an average of about 3.23 pages viewed per visit).

We are particularly pleased to be responding to parents' needs in a variety of ways through our website. Throughout the past year, we have offered multiple mechanisms for parents to provide feedback, to request information, or to obtain additional information online, including:

- online newsletter sign-ups
- online membership sign-ups
- online feedback tools
- links in our newsletter stories to pre-addressed emails so that parents can provide an instantaneous reaction and feedback to what they are reading.

## **Meetings:**

Our meetings continue to be great networking and learning opportunities for parents. Meeting attendance is up this past year, and we have been very proud to offer parents the opportunity to hear from many high level Alberta Education and CBE leaders. Some key topics and presenters over the past year include:

- CBE's Budget planning, presented by CBE's Acting Superintendent of Finance and Business Services, Wayne Braun
- Dr. Stephen Murgatroyd, a highly respected researcher who specializes in educational policy, student learning and school effectiveness, spoke to future education policy and how it will need to shape our education system in the coming decades
- A Q&A and informal discussion between parents and CBE Trustees
- Math curriculum changes, presented by the CBE's Secondary Math Specialist, Cheryl Schaub
- A panel discussion on upcoming changes to Special Education, presented by:
  - the Setting the Direction initiative Director, Dianne McConnell (Alberta Education)
  - the Setting the Direction initiative Project Manager, Anne Davidson (Alberta Education)
  - the CBE's Director of Learning Supports, Sydney Smith
  - the Executive Director of the Alberta Learning Disabilities Association, Kathryn Burke
- Digital Citizenship in the CBE, presented by CBE's Director of Learning Innovation and Technology, Brant Parker.
- CBE's new character, personal development and citizenship reporting system, presented by the CBE's Curriculum, Design and Assessment Department's Ronna Mosher and Alison Boyd.
- Student Accommodation Planning, presented by the CBE's Director of Community Engagement and Operational Planning, Calvin Davies.
- Proposed Education Act 2011 Framework, presented by Rakhi Pancholi, Legislative Assistant with Alberta Education.

Parents from approximately 50 schools have attended regularly over the past few months.

## **Blog:**

In our ongoing effort to provide up-to-date and in-depth coverage of a wide variety of educational issues, our executive posts to our online blog regarding key topics of educational interest. As the executive has become more comfortable with this tool, postings have steadily climbed from 2 in 2008, 32 in 2009, 88 in 2010 and 18 in the first six weeks of 2011. Accordingly, traffic has increased considerably – negligible last spring but since then the blog has had well over 6,000 page views. Blog analytics also help us to improve content.



In addition to using the blog to get up-to-date and in-depth information, we hope that parents will use the blog forum for constructive dialogue about issues. We continue our efforts to encourage parents to visit the blog and interact with it.

### **Individual Contact:**

We continue to work with school councils individually on a range of issues as necessary. Over the past few months, we have received correspondence from parents and school councils looking for advice and / or resources on issues from dealing with challenging school council members, to writing grant applications, to understanding CBE and provincial policies. A fairly common request over the past months has been how to get school council opinions directly to those in charge at the CBE and Alberta Education.

The focus of our association is to provide resources, information and support to all councils and we are diligent in not inserting ourselves into the operations of individual councils. However, we recognize that, at times, individual school councils require a sounding board and resource when they run into a stumbling block. Therefore, we regularly point school councils to supports within the community and CBE, we provide resources as necessary, and we liaise between different school councils to allow members to support each other. In many instances, we've taken the suggestions from parents and built a new resource for the website or written an item in the newsletter on the topic.

### **Parent Representation**

Another part of our mission is to represent parents and school council to the CBE and within the larger Calgary and provincial communities.

### **Board Meetings**

The most visible part of our representation role is our attendance at the regular CBE public board meetings, a job our Executive group shared responsibility for this year. CAPSC is recognized as an official stakeholder with the CBE, and is therefore granted a permanent seat at the CBE public board meetings. We take notes at these meetings and report on any items or discussion that might be of interest to parents in our newsletter and blog. This past year, we made two stakeholder reports and submitted a question for the public question period portion of the board meetings. Our intention is to use these two opportunities to engage more actively and regularly with the Board of Trustees.

### **CBE committee work**

Committee work is vitally important work, as it ensures that our parent voice is heard by many levels of government. Some of the committees we participated in over the past year include:



- **Transportation Advisory Committee:** Our past-president was the parent representative on the T.A.C. in 2010 and one of our Co-Presidents has taken up this work in 2011. The committee's initial task was to re-work the walk zones for each school from the old 1.2 km walk limit. This committee will continue to deal with transportation issues as they unfold.
- **Trustee Remuneration Committee:** CAPSC has a standing seat within this committee and one of our Co-Chairs has been appointed along with other stakeholder representatives. The committee, chaired by CBE Trustee George Lane, was tasked with examining CBE Trustees' remuneration.
- **Career and Technology Strategy Advisory Council:** The Co-Presidents were invited to participate on this council which will meet three times per year. The Council is made up of key administration from both the CBE and the Calgary Catholic School Board and key stakeholder groups such as the ATA, Staff Association, business and post secondary institutions. Members provide strategic advice for the ongoing development, implementation and evaluation of the CTS Strategy. As well, they will provide a conduit back to their organizations in order to inform and gather feedback.
- **Schools Helping Schools Fund:** CAPSC continues to liaise with and support the Schools Helping Schools Fund, an initiative managed by EducationMatters.
- **CBE:** CAPSC executive members meet and communicate regularly with the CBE's parent communications liaison, Karen Drummond, to ensure we help each other get key CBE and CAPSC messages to CBE parents.

We continue to receive requests from multiple organizations and departments regarding our participation in a variety of ways. Unfortunately, because our executive is small in number and all volunteers, and because our parent members tend to juggle many commitments, we have been unable to find appropriate representation for each of the requests. We attempt to stretch ourselves to cover the most important meetings and committees in order to ensure the CBE parent voice is heard and hope that we can grow our capacity for this work over the coming year.

- A member of the executive participated in a public forum, *Changing Landscapes for Learning Our Way to the Next Alberta*, co-sponsored by the Alberta Teachers' Association and Cambridge Strategies Inc.
- A researcher from the University of Calgary approached CAPSC to provide community support and partner on a project focused on bullying issues. They were looking for parental input in shaping the project and

then disseminating information as the research had direct implications for children in schools. Calgary Police Services was on board as a partner as well. Unfortunately, the grant money did not come through so the project is currently on hold.

- The Coalition for Equal Access to Education invited CAPSC to collaborate with them on a participatory research project that would address drop-out rates for immigrant youth in the K to 12 school system. Other collaborators include the U of C, U of A, School Boards and Kafe 12. We are awaiting further engagement.
- Several of the executive travelled together to Red Deer to attend a public dialogue with Sir Ken Robinson inspired by his book, "The Element: How Finding your Passion Changes Everything." This event is part of a series of public lectures and broad discussions around the future of education and our province. It was co-sponsored by the Alberta Teachers' Association and Cambridge Strategies Inc.

## **Media**

Since September, our co-presidents have handled a broad range of media requests and questions regarding parents' opinions on a range of educational issues. Because of their willingness to respond quickly and competently to media requests, we have become the key go-to source for many members of the local media including CBC Radio and Primetime Alberta. One of the co-presidents appeared on Primetime Alberta, along with ATA President Carol Henderson, as a panel guest.

## **Advocacy**

Our mission statement says that we work to support public education. We are proud to have done much of that through our advocacy work.

Communicating with governmental representatives and our CBE liaisons is a vital role for CAPSC. We frequently communicate with government and CBE bodies in order to further our advocacy work. Where possible, we meet directly with Alberta Education and CBE administrators in order to openly discuss issues and concerns. Where not possible to meet in person, we write advocacy letters. In our advocacy work, we recognize and respect that the parent voice is diverse.

## **Future**

We believe we are on the right track in terms of the information, resources and support that we provide parents and school councils. As we look to the future, we intend to:



- Strengthen and expand our relationships with a variety of educational stakeholders so that CAPSC can provide a wide array of knowledge/understanding/perspectives around educational issues for our members
- Look at developing a more formal framework for our relationships with the board of trustees (including our trustee liaison and administration)
- Continue providing parents with the information they require to create strong and effective school councils so that they may engage effectively with all levels of the system and government. This information will be disseminated through:
  - Online resources
  - Our e-newsletter
  - Our monthly meetings
  - Our blog
  - Increased visibility through use of social media
  - One-on-one support to individual parents and school councils, upon solicitation from that individual or school council.
- Build up on-line resources
- Continue using our e-newsletter to reach more parents/school councils.
- Support and strengthen our membership base.

### **Communications Coordinator**

Our part time (10-15 hours per week) communications coordinator continues to provide much of our administrative, organizational, and communications support. The job description for this role is as follows:

#### **E-Newsletter:**

- Use CMS program to create a monthly e-newsletter.
- Set deadlines for content submissions and ensure contributors adhere to deadlines.
- Research, write articles as necessary.
- Maintain newsletter e-distribution list.
- Coordinate review / editing by executives and sign-off
- Liaise with webmaster to ensure dissemination

#### **Meetings:**

- Send monthly reminders about meetings
- Attend all CAPSC meetings (regular and executive) and prepare minutes
- Track attendance
- Manage information, membership and contact requests



- Prepare detailed recaps of presentations for publication in the e-newsletter

#### Outreach, Membership and Member Support

- Work to expand paying membership by contacting schools and school councils and providing information about services, meetings, council development and the organization in general.
- Maintain database of member information.
- Correspond with members and non-members as necessary
- Act as first point of contact for member / non-member inquiries.

#### Website

- Update website as required, including writing content and adding pictures.
- Continually develop website into a 'one-stop' resource for parents on every educational issue of relevance
- Work with executive members to contribute information to the website
- Use content management system to post content.

#### Other

- Special projects as required

### **Promotion of CAPSC**

We strive to increase our membership and inform parents of the resources, support and advocacy we provide to them in several ways:

- We attempt to get in email and / or telephone contact with a member of every CBE school's school council each year.
- We send monthly e-newsletters to all CBE schools.
- We did a start-of-year mail-out of a brochure and membership sign-up form to every CBE school council.
- Our Executive makes itself available to speak at individual school council meetings about CAPSC upon request.
- We liaise with other parent organizations (Montessori Alternative Public School Society, Save our Fine Arts committee, GATE Parents' Association, various school council blogs) to share ideas and information and to advertise our meetings.

### Outreach

We continue to strive to reach all CBE school councils in order to provide them with support, resources and information, and to encourage them to add their voices to ours. To date, we have attempted to contact every CBE school individually via email and / or telephone. However, given that many school councils do not list email addresses for individual members, do not offer telephone numbers, and do not post information on their school council websites, getting in touch with some schools has proved challenging. To date, we have attempted to reach all school councils in the following ways:

- direct email solicitation
- direct phone call solicitation
- monthly e-newsletters sent to the school and the principal in order to be passed on to school councils
- monthly invitations to our in-person meetings
- a brochure and membership sign-up form sent to all schools in September
- liaison with other parent organizations to advertise our meetings

CAPSC Meeting Schedule for 2011/2012

Thursday, September 22

Wednesday, October 19

Wednesday, November 16

Wednesday, January 18

Wednesday, February 22 (AGM – 4<sup>th</sup> Wednesday)

Thursday, March 22

Wednesday, April 18

Wednesday, May 16

Note: Meeting time is 7PM in the library at AE Cross School.

NOTE: CBE System Meetings are scheduled for October 5 and April 11.



## **CALGARY BOARD OF EDUCATION**

### **REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA**

**September 20, 2011**

**To:** Board of Trustees  
**From:** Naomi E. Johnson, Chief Superintendent of Schools  
**Re:** Chief Superintendent's Update  
**Purpose:** Information

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#### **I. RECOMMENDATION**

It is recommended that the Board of Trustees receive this report for information.

#### **II. PURPOSE OF THE UPDATE REPORT**

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

#### **III. TIMELY INFORMATION**

##### **OFFICE OF THE CHIEF SUPERINTENDENT**

##### Young People Make a Difference

EL-3: Information, Counsel and Support to the Board of Trustees

When Rick Hansen agreed to be the Parade Marshall for the 2011 Calgary Stampede, he did so on the condition that students who "make a difference" would join him. From the many nominations submitted, 17 young people ages 12 to 18 were selected by Rick Hansen and Stampede President Mike Casey. These 17 students represented provinces and territories from British Columbia to Nunavut and included six Calgary Board of Education students. All six CBE students are school-level Rick Hansen Difference Maker award winners. One student stated in an interview, "It was incredibly humbling to have been chosen. At the end of the day, I can't say enough about the school community, students

and the teachers who encourage us to be the best we are, and the work they put in to make the school a successful place.”

Students attended breakfasts, dinners, rodeo and grandstand shows. They walked the entire Stampede Parade route with Rick Hansen, greeting more than 400,000 people. Our students were outstanding ambassadors for Calgary, the CBE and the excellent youth who make a difference across Canada. Each of the six CBE students are guaranteed a spot in the 25<sup>th</sup> Anniversary Man in Motion Relay, which will come through Calgary in early 2012.

#### Trustee Inquiry

##### EL-3: Information, Counsel and Support to the Board of Trustees

At the Board of Trustees’ meeting on June 28, 2011 a response to a trustee inquiry was read into the record. To meet the requirements of Board Meeting Procedures, the response, in its entirety and as read, is published here.

#### Response to Trustee Inquiry Regarding Ends Assessment and Reporting

Ends assessment and reporting serves two important purposes. The primary purpose is that of improving teaching and learning. The assessment of qualities such as initiative and perseverance, participation in democratic processes and community events, the ability to set and work toward learning goals, and the ability to work in diverse learning communities, allows teachers to make informed instructional decisions and develop student-specific strategies to support and advance learning.

Explicitly incorporating Ends 3, 4 and 5: Citizenship, Personal Development and Character into instruction and assessment requires teachers to understand and respond to students in a holistic manner and know each student well. This provides teachers with the information they require in order to make evidence-based instructional decisions and actively involves students in reflection, self-assessment and goal-setting. This shared responsibility between teacher and student to mutually design and monitor learning is a hallmark of personalized learning.

Ends assessment and reporting provides students and parents with specific, descriptive feedback about the ways in which student decision-making and working processes impact their learning and academic success, and provides evidence of the Calgary Board of Education meeting the expectations set by the Board of Trustees on behalf of the people of Calgary.

The second purpose of Ends assessment and reporting is to provide the Board of Trustees with information on the impact of the organization in developing students who demonstrate the qualities of responsible citizenry, the character to do what is right, and who are prepared to reach their highest personal potential.



With a focus on citizenship, character, and personal development in and through learning, Ends assessment and reporting aligns with provincial expectations for competency-based learning and the policy direction of Inspiring Action. Ends assessment and reporting provides evidence from Calgary Board of Education classrooms that the CBE is accountable to its mandate as a democratic institution.

Teaching is challenging, demanding, powerful work. The work of Ends assessment and reporting involves instructional planning, classroom teaching, gathering evidence of learning, collaborating with professional learning communities and reporting to parents and students. Ends assessment and reporting cannot be separated out into discrete component parts for an isolated cost assessment as it is embedded throughout the work of instruction and evaluation, and represents an essential component of a system-wide approach to ensuring that each student is taught in the way he or she learns best.

The development of resources to support teachers and administrators with Ends assessment and reporting, the professional learning opportunities provided to teachers and administrators, and the ongoing communication and record keeping systems required for Ends reporting were all accomplished effectively and efficiently within the structures and budgets for our current service units. It did not require the infusion of additional funds. Just as teachers and school administrators have incorporated Ends assessment and reporting into their ongoing work, specialists and senior administration in Curriculum Design and Assessment, Learning Support and SIRS have incorporated it into their work as well. As with other shifts in teaching practices, such as the recent implementation of Alberta Education's new Program of Studies for Mathematics, building professional capacity is embedded in the work of our learning organization.

Incorporating elements of Citizenship, Personal Development and Character into classroom learning tasks enriches learning experiences and makes intentional the work of achieving those Ends. For example, when aspects of Citizenship are considered in the course of planning a social studies debate, students may be asked not only to form and defend an opinion, but also to reflect on how they manage ideas that stand in conflict with their own. When aspects of Personal Development are incorporated into problem-based math tasks, students may be taught to use metacognitive strategies to analyze patterns of decision making that led to solutions. A science task gains depth and meaning when aspects of Character are incorporated, involving students in making decisions about how to conduct an experiment with consideration for scientific ethics and integrity. The work of the Ends does not diminish the quality of classroom learning experiences, but has the potential to greatly improve them.

Student-teacher interactions that relate to Ends assessment consist of conversations about learning targets, student self-assessment, peer and teacher feedback, goal-setting and self-monitoring, are essential to learning the content of the Program of Studies. These instructional practices are strongly supported by



current research (Alberta Assessment Study, 2009; Assessment Reform Group, 2006; Friesen, 2009; Hattie, 2009; Popham, 2008) as strengthening teacher-student relationships and positively impacting learning.

Writing report card comments is not part of classroom instruction, and therefore does not take away from other opportunities for students because teachers are not available. The process of evaluating and reporting student learning - gathering a body of evidence, analyzing that evidence in relation to indicators of success, and communicating those findings to students and parents – has long been reported by teachers to be time-intensive. Adding Ends reporting on top of existing reporting practices is not what is expected in a learning organization where we promote a workplace culture that ensures continuous improvement in program provision, service delivery and professional learning. In the Calgary Board of Education, we support the type of ongoing professional learning where new practices are not simply superimposed upon existing practices but, rather, existing practices are continually monitored and revised such that **best** practices emerge.

The implementation of the Ends Assessment and Reporting Framework is a phased-in process whereby elementary schools, middle schools and junior high schools will gradually incorporate Ends 3, 4 and 5 into their assessment and reporting practices over a two-year period. High schools, for whom this framework represents a more significant change in practice and for whom existing structures will necessitate additional consideration around the logistics of collaboration, are working within a three year timeframe for their phased-in implementation. Special settings were not required to begin Ends reporting until the completion of the consultation process over the course of the 2010-2011 school year.

Additional Information about the implementation of Ends assessment and reporting, including information about system-wide supports provided to principals and teachers, has been provided to the Board of Trustees through the Chief Superintendent's monthly updates on November 2, 2010, February 1, 2011 and June 14, 2011.

In summary, Ends assessment and reporting serves two purposes: pedagogy and accountability. The most significant pedagogical impact of this work is the formative assessment process – the way teachers come to know their students holistically and to make instructional decisions accordingly. When well considered and intentionally done, the work of Ends reporting simply becomes the work of teaching. It is the work of knowing students well. It is the work of personalization. There is inherent value for students in the work of the Ends, as making the connections between their day-to-day actions and decisions and their success in learning helps to build the self-knowledge necessary for effectively engaging in life, work and continued learning.

## LEARNING INNOVATION

### Continued and Enhanced Support for Digital Citizenship

Ends 1: Mega End

Ends 2: Academic Success

Ends 3: Citizenship

Ends 5: Character

EL-3: Information, Counsel and Support to the Board of Trustees

The Learner Accessible Network is launched and our students are able to use personal devices to connect with the internet at school. Before this network was activated, each school completed the [digital citizenship process](#). An annual review of digital citizenship is an expectation for schools going forward. We want to continue our diligence around digital citizenship and will support schools with this important work.

Digital citizenship is not a single lesson or unit nor is it centred on a specific technology. Digital citizenship is a comprehensive approach to the use of digital technologies that spans student education from kindergarten to grade 12 and into adulthood. Digital citizenship should be practiced in every course, throughout the school and at home. It is an ongoing partnership between teachers, students and parents. Just as teachers build an awareness of the importance of digital citizenship at school, parents build and reinforce these concepts with their children at home. Students need to approach any use of technology with the digital citizenship components in mind.

The new Learner Accessible Network will honour existing content filtering levels. Sites that are currently blocked in a school will remain blocked on a student's own device. Principals and teachers retain absolute discretion over when students can use this network in class.

### Innovation & Learning Commons

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

The Innovation & Learning Commons is located on the second floor of the link. The Commons is a dynamic physical and virtual space designed to promote and support innovation and best practices that enhance the personalization of learning.

A primary focus of the Innovation & Learning Commons is to connect teachers across the system with similar interests and learning goals. Teachers will participate in professional learning cohorts and collaboration teams to leverage shared learning. Additional supports from the Innovation & Learning Commons include: (1) information on what is new and exciting in teaching and learning both in the Calgary Board of Education and in the literature; (2) access to professional resources, emerging technologies and a collaboration space; and (3) support for



schools in understanding the how and why of making the move from school library to learning commons.

#### New Campus Calgary/Open Minds School

Ends 1: Mega End

Ends 2: Academic Success

Ends 3: Citizenship

Ends 5: Character

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The newest Campus Calgary program is located in the Carl Saffron Centre. Students and teachers move their classroom to the Centre for an entire week. Students will explore curriculum through the unique lens of public education and the role public education plays in the community. Benefits of this teaching and learning model include:

- immersion in educationally rich locations,
- exposure to the resources and expertise at the site,
- each week is personalized to meet the needs of the learning community.

In addition to expanding the existing Campus Calgary/Open Minds programs, we are exploring:

- possibilities created as the science school moves to the new TELUS World of Science site,
- possible funding through Winsport Canada to expand the Canada Olympic Park site beyond the present 14 weeks per year,
- potential community partners expressing an interest in becoming a part of Campus Calgary/Open Minds, for example, China Town, Cardel Place, Police Interpretive Center and Tsuu T'ina Nation.

#### CBe-learn Updates

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Starting this fall, senior high students at CBe-learn can register and start their courses with increased flexibility. By offering continuous registration and access, students are able to personalize their high school experience, and make online learning a functional part of their academic goals. Another new initiative at CBe-learn is the re-organization of Career and Technology Studies (CTS) courses. Ten new CTS pathways based on the identified passions and career aspirations of students are available. There are now over 60 courses for students to explore and Spanish 10. Registration is well underway and student demand for multisite registration is increasing.



The CBe-learn junior high team has been hard at work meeting with parents and students preparing for the new school year. Junior high learning leaders and teachers are involved in the registration and intake process, ensuring that students and families are well supported. The first open house at the new Ernest Manning High School location is scheduled for Thursday, October 6. This open house will allow current and perspective students the chance to view the on-site and on-line supports available to junior high students. Registration is ongoing and at this time we currently have approximately 55 students in the program.

CBe-learn senior high information:

[http://www.cbelearn.ca/pdf/CBe-learn\\_2011\\_2012.pdf](http://www.cbelearn.ca/pdf/CBe-learn_2011_2012.pdf)

CBe-learn junior high information: <http://www.cbelearn.ca/juniorhigh/default.asp>

#### Homeschooling: Connecting Families with Facilitators

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The CBE Homeschooling program continues to rapidly expand with 168 students enrolled to date. This increased enrolment in our blended parent/teacher facilitated homeschooling program has necessitated a reorganization of the classroom grades. Students are now placed into grade groupings of 1/2, 2/3, 4/5, 6/7 and 8/9. This allows increased teacher-facilitator interaction and personalization, as each class is grouped around two grade-levels. As the natural growth of our program, students enrolled in homeschooling are now moving into on-line courses in both junior and senior high. We are continuing to explore the natural synergies and connections between homeschooling, on-line programming and the Career and Technology Centre.

Homeschooling Program information including dates and times of open houses:

<http://www.calgaryhomeschooling.com/>

#### Career & Technology Centre: Finding Your Future

Ends 1: Mega End

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The Career and Technology Centre (CTC) is launching the first phase of credentialed programs with apprenticeship credits for Calgary Board of Education students. The four suites open to students this fall are Cosmetology, Pre-Engineering, Fabrication and Autobody. These suites provide opportunities for student to achieve industry recognized credentials in high-demand, highly technical trades and professions. Students are instructed by journeyman teachers in state-of-the-art facilities based on the personal learning profile and plan of every individual student. Construction of new suites will continue at the CTC all

year, and regular updates will be provided through our website to all students, staff and community members.

## LEARNING SERVICES

### English Language Learning Updates

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The CBE website Teaching Refugees with Limited Formal Schooling, [www.teachingrefugees.com](http://www.teachingrefugees.com), was successfully launched. It provides access to publications, educational materials and exemplars from the field that promote effective programming for students of this profile. This site was made possible by a grant from Alberta Education to the Calgary Board of Education.

Drawing upon the experience of Calgary practitioners and upon research and best practice literature from Canada and other English-speaking refugee resettlement countries, this site serves as a central repository of information and resources for kindergarten to grade 12 educators. Topics include background information about refugee groups in Canada, language benchmarks and learning indicators, ideas for young learners and their families, resources for addressing socio-emotional development, and exemplars of programming models, supportive practices and teaching strategies. Each section offers Toolkits of practical materials for teachers and administrators; and extensive lists of additional links and references. Under the terms of the contract with Alberta Education, the CBE will maintain and update this site over three years. We will also monitor the “traffic” and feedback via the *info@* email link.

The English Language Learner Community of Practice in The Staffroom continues to serve as the main source of information and resources. A new document has been posted to support school employees in building capacity to assess language proficiency against the English as a Second Language Benchmarks. It is titled “Intake and Assessment of English Language Learners: A tool to support the school-based intake and assessment of 303s in grades 1-12.”

### Student Admissions Updates

EL-3: Information, Support and Counsel to the Board of Trustees

In the 2010-2011 school year a total of 3,135 new students were welcomed to the CBE through our Admissions Office. Assessment of students coming to us from other countries is a two-part process. The first part is about whether the student has a right to attend a school in Canada. The second part assesses English language support. The students assessed and registered in CBE schools in 2010-2011 came from 133 countries and speak 90 languages. The top five source countries were China, India, Pakistan, Philippines and the United States. The major language groups were Arabic, Chinese, English, Filipino and Urdu.



The table below illustrates the admission numbers from July 2008 to June 2011. The difference between the number of students assessed and the number of students admitted is the students who came to us from other countries and who are English-speakers.

School Year	Number of Students Assessed for Language Support	Total Number of Students Admitted to CBE Schools
2008-2009	2208	3622
2009-2010	1767	2877
2010-2011	1990	3135

In July and August 2011, a total of 869 students were processed through the Admissions Office and designated to 149 CBE schools. Areas III, IV and V welcomed the most number of students. Compared to the same time in 2010, 19 fewer students were processed. These students came from nearly 90 countries, speaking 60 languages. The top five source countries are the same: China, India, Pakistan, Philippines and the United States. The major language groups are Arabic, Chinese (Mandarin and Cantonese), English, Filipino and Punjabi.

#### Alex Community Health Bus Service Expanded

EL-3: Information, Counsel and Support to the Board of Trustees

EL-16: Learning Environment/Treatment of Students

We are pleased to announce the expansion of a community initiative that provides medical services to high school students in our jurisdiction. The Alex Community Health Bus is a mobile health unit on wheels – the first of its kind in Western Canada. It lowers barriers to health by providing direct services, education and advocacy to students free of charge. The Alex Bus has had tremendous success bringing this resource to high school students at Forest Lawn High School and Discovering Choices @ Marlborough Mall. The Alex Community Health Centre has received funding for a second bus. This weekly service will expand to a total of eight high schools for the 2011-2012 school year. Schools were identified through consultation with public health nurses, guidance counselors, Area Directors and Learning Services. The schools are:

- Forest Lawn High School
- Discovering Choices @ Marlborough Mall
- James Fowler High School
- Lord Beaverbrook High School
- Jack James High School
- Lester B. Pearson High School
- Crescent Heights High School
- Central Memorial High School



The Alex Bus will visit two schools per day from Monday to Thursday. The service is designed to target those students who do not have a family doctor, who have difficulty accessing one or may have other barriers to accessing health services. The Alex Bus employees encourage students to keep their family doctor as their main health care provider if they have one.

Information about this resource can be accessed at [www.thealex.ca](http://www.thealex.ca)



Naomi E. Johnson  
Chief Superintendent of Schools  
CALGARY BOARD OF EDUCATION

Attachment: Emergency Executive Succession Plan 2011-2012



Calgary Board of Education  
**MEMORANDUM**

DATE: August 15, 2011  
TO: All Trustees  
RE: **Emergency Executive Succession Plan – 2011-2012**

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In accordance with *EL-2: Executive Succession and Back-up* I wish to advise you of the Emergency Executive Succession Plan for 2011-2012. In the event of a sudden loss of Chief Superintendent services, the following three Superintendents are certificated, are familiar with the issues and processes of the Calgary Board of Education and could assume Chief Superintendent responsibilities on an emergency basis:

- David Stevenson, Deputy Chief Superintendent of Schools
- Deborah Lewis, Superintendent, Learning Services
- Cathy Faber, Superintendent, Learning Innovation

Throughout the 2011-2012, I will advise you of specific coverage that would be required due to any absences I may have related to business travel or personal vacation.

Naomi E. Johnson  
Chief Superintendent of Schools

Cc David Stevenson, Deputy Chief Superintendent of Schools  
Cc Deborah Lewis, Superintendent, Learning Services  
Cc Cathy Faber, Superintendent, Learning Innovation

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**CALGARY BOARD OF EDUCATION**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES  
PUBLIC AGENDA**

**September 20, 2011**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **EL-18E: Student Fees Report**

**Purpose:** Information and the record

**Governance Policy Reference:** Executive Limitation 18E: Student Fees

**Originator:** Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

**Resource Persons:** Wayne T. Braun, Director, Corporate Finance  
Gordon Walker, Manager, Service Delivery

**I. RECOMMENDATION**

It is recommended that the Board of Trustees receive this report for information.

**II. ISSUE**

The Board of Trustees requires that a Student Fees Report be submitted in compliance with Executive Limitation 18E. EL-18E states:

A Student Fees Report shall be submitted to the Board of Trustees by the end of September and contain information from the previous school year on Calgary Board of Education school and system programs including:

- (a) a total cost for instructional supplies and materials,
- (b) the number of students,
- (c) the amount of the fee(s) for instructional supplies and materials,
- (d) the amount of the fee(s) for instructional supplies and materials expressed as % of the total cost,
- (e) the number of waivers,
- (f) the amount of money collected under the instructional supplies and materials fee(s), and
- (g) the amount of money collected under the instructional supplies and materials fee(s) expressed as a percentage of the actual per-student costs for instructional supplies and materials for the preceding school year.



### III. BACKGROUND

Executive Limitation-18: *Student Fees* and Executive Limitation-18E: *Student Fees Report* were adopted by the Board of Trustees on Feb. 20, 2007. In June 2007, Superintendents' Team approved Administrative Regulation 7005 *Student Fees* and Administrative Regulation 7006 *Reporting on Student Fees* to meet this requirement. These new regulations were communicated to affected CBE employees in late June 2007.

The September 2011 EL-18E report is prepared on a basis consistent with that of the September 2010 report using the definition of "Instructional Supplies and Materials (ISM)" as developed and approved in 2007.

In the fall of 2011 a comprehensive review of all student fees charged by the CBE, including the Instructional Supplies and Materials Fee (ISM), will be undertaken with a subsequent report to Superintendents' Team for action.

### IV. ANALYSIS


Referring to all grade levels, Attachment I indicates the Instructional Supplies and Materials Fees (ISM) charged to parents/students for the 2010/2011 school year were essentially fully expended to purchase the required instructional supplies and materials for students within the CBE. It should be noted that in 2009/2010, expenses were in excess of the fees collected in all categories. During the 2010/2011 school year expense in two categories were marginally below the fees collected, however over the two-year period in all categories expense exceeded fees collected. During 2010/2011 some schools chose to draw down instructional materials and supplies inventory purchased the prior year yielding the results indicated.

The Instructional Supplies and Materials Fee rate, expressed as a percentage of the Average Cost per Student for the materials purchased ranges from 91.5% at the Junior High level to 101.3% at the Senior High level. The total Instructional Supplies and Materials Fees collected as a percentage of Total Costs for ISM ranges from 74.6% at the Junior High level to 100.2% at the Kindergarten level (average for all categories was 86.0%).

Both of the above indicators, considering expenses and associated fees collected in 2009/2010, provide evidence that the CBE is not charging Instructional Supplies and Materials Fee rates to parents or students in excess of the cost to purchase the instructional supplies and materials consumed by CBE students in the 2010/2011 school year.

### V. CONCLUSION

This report and the accompanying Attachment I on Student Fees outlines all the required elements identified in EL-18E. This September 2011 report was completed under the 2007 identified definition for "Instructional Supplies and Materials" and is fully compliant with the expectations and intent of EL-18E.

  
Naomi E. Johnson  
Chief Superintendent of Schools  
CALGARY BOARD OF EDUCATION

<b>2010-2011 Student Fees Report</b> <b><u>Instructional Supplies and Materials (ISM) Fees and Costs</u></b>						
EL-18E Requirement		Kindergarten	Elementary	Junior High	Senior High	Total
(b)	Number of Students <sup>1</sup>	7,459	42,879	21,693	25,667	97,698
(c)	Number of Instructional Supplies and Materials Fee Waivers	419	3,166	1,839	2,011	7,435
(f)	Fees Collected at Schools	\$111,833	\$1,115,421	\$1,852,563	\$3,156,667	\$6,236,484
(a)	Costs <sup>2</sup>	\$111,645	\$1,270,564	\$2,484,090	\$3,387,705	\$7,254,004
Additional Information	Average Cost per Student	\$14.97	\$29.63	\$114.51	\$132.00	
(c)	ISM Fee	\$15.00	\$30.00	\$105.00	\$132.00	
Additional Information	Average cost per student less ISM Fee	(\$0.03)	(\$0.37)	\$9.51	(\$0.01)	
(g)	ISM Fee as a % of Average Cost per Student	100.2%	101.3%	91.7%	100.0%	
(d)	Fees Collected as a % of Costs	100.2%	87.8%	74.6%	93.2%	86.0%

<sup>1</sup> Sept. 30, 2010 enrollment per Fall Resource Allocation Method (RAM) to CBE schools.

<sup>2</sup> Includes costs of Career and Technology Studies (CTS) supplies, photocopying costs and textbooks at Junior High and Senior High level and classroom supplies, photocopying and textbook costs at Kindergarten and Elementary levels as reflected in the Oracle accounts. It should be noted that from year to year these overall costs will vary due to variability in, and timing of, principals' purchasing and budgeting decisions to meet student needs and required curriculum changes.