

Calgary Board of Education

Minutes of the Regular Meeting of the Board of Trustees held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta, on Tuesday, March 18, 2008 at 5:00 p.m.

PRESENT:

Board of Trustees:

Trustee P. Cochrane, Chair
Trustee C. Bazinet
Trustee L. Ferguson
Trustee P. King
Trustee K. Kryczka
Trustee G. Lane

ABSENT:

Trustee G. Dirks

Administration:

Dr. B. Croskery, Chief Superintendent of Schools
Mr. F. Coppinger, Superintendent, Facilities and Environmental Services
Ms. J. Crarer, Acting Superintendent, Educational Support Services
Mr. D. Dart, Superintendent, Corporate Services – Secretary Treasurer
Mr. J. Jones, Executive Assistant to the Chief Superintendent
Ms. B. Kuester, Executive Director of Communications
Mr. R. Peden, Director and General Counsel, Legal Affairs
Ms. J. Barkway, Assistant Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. B. Anderson, Canadian Union of Public Employees
Ms. A. Craig, Calgary Board of Education Staff Association
Ms. J. Regal, Alberta Teachers' Association, Local 38
Ms. L. Shutlak, Calgary Association of Parents and School Councils
Ms. J. Staines, Principals' Association for Adolescent Learners (PAAL)

Action By

1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

Chair Cochrane called the meeting to order at 5:00 p.m. and the singing of the national anthem took place on the plaza, led by the Crescent Heights High School Choir. The meeting resumed in the Board Room and Chair Cochrane acknowledged and welcomed representatives from the aforementioned organizations, journalism students from SAIT and the general public.

2.0 CONSIDERATION/APPROVAL OF AGENDA

MOVED by Trustee Ferguson:

THAT the Agenda for the Regular Meeting of March 18, 2008, be approved as submitted.

The motion was
CARRIED UNANIMOUSLY.

3.0 SCHOOL/SYSTEM PRESENTATIONS

3.1 Nellie McClung School

Mr. G. Hamby, System Assistant Principal, Area V, introduced the school presentation and called forward Ms. C. Cochrane, Principal, to make further introductions. The following staff and student from Nellie McClung School were in attendance:

Ms. C. Porter, Assistant Principal
Ms. K. Davis, Teacher
Mr. J. Thompson, Teacher
Mary – Student

Ms. Cochrane shared comments about the work of teachers and students in a project they undertook with Alberta Initiative for School Improvement (AIS) funding to explore learning in the 21st century, through the design of robots. She pointed out the teachers have also woven Howard Gardner's *Five Minds for the Future* work into the school curriculum. This work speaks to the accelerated changes in our world that call for new ways of learning and thinking in school.

Ms. Davis and Mr. Thompson provided highlights about the student involvement in the project, including the concepts and initialization, the follow-through work of the project, which was assisted by the use of Lego Mindstorm kits, and the resultant task, including the design of robots that could clean up debris from the ground. Aspects of this technological work were extremely challenging for all involved. Ms. Davis noted students had to be totally involved in the problem-solving process in order for them to accomplish their task. Students worked with partners, they documented their progress throughout the process, the programming and problem solving, and learned much about their own personalities and abilities. Mary came forward and demonstrated her robot. She shared that she liked working without the instruction book and having an open-ended project because it was a really good feeling to know that she could solve a problem on her own. Mary said the project improved her problem-solving skills and her ability to work better in a partnership and cooperatively.

On behalf of the Board of Trustees, Trustee Kryczka thanked the presenters for sharing the project work they have done at Nellie McClung School.

4.0 HONOURS AND RECOGNITIONS

4.1 Lighthouse Award

Chair Cochrane welcomed Ms. M. Levy who has taken on the new role of System Principal for Corporate Partnerships. Ms. Levy noted that recognition is being given to a partner who shares the same value as the Calgary Board of Education – that students come first – and who is dedicated to addressing the needs of the growing Korean communities in Calgary. The recipient of this month's Lighthouse Award is The Korean Language and Culture Academy, which has been a leading resource to the Calgary Board of Education since Dr. Won-Jae Lee founded the Academy in 1979. Supports to the Calgary Board of Education from The Academy include programs for teachers, administrators, students and support staff. The curriculum includes helping Korean students be successful in Calgary schools. Programs are also provided at the Chinook Learning Centre to help Korean adults and immigrants become familiar with Canadian culture so the transition into Canada is more enjoyable.

Ms. Levy noted that Dr. Lee recognizes it is not only important to educate Korean families who have moved to Canada, but that Korean culture instruction is equally important to

younger generations so they can become part of a greater language community. To create these broader communities, The Korean Language and Culture Academy offers an Introduction to Korean Culture course and Korean language instruction every week. The program attracts enrolment from both Korean families and other community members who have a true passion to learn.

Dr. Lee noted it was his pleasure to accept the Lighthouse Award and that the Academy's partnership with the Calgary Board of Education was a gratifying one. He thanked Chair Cochrane, Chief Superintendent Croskery, Trustees and staff for their efforts in working together with The Korean Language and Culture Academy. A gift of appreciation from Dr. Lee was given to each Trustee. Chair Cochrane presented Dr. Lee with the Lighthouse Award.

5.0 PUBLIC CONVERSATION AND INFORMATION

5.1 Report from the Chair and Trustees

Trustee Ferguson reported on her visit the previous week to Beddington School, where a celebration of learning took place and the children's performances demonstrated literacy, presentation skills, mathematics, great imagination and a lot of enthusiasm, as well as resiliency and courage. Trustee Ferguson shared also that she has heard that one of our schools, as an AISI project, is focusing on an analysis of how gender may impact learning strategies and teacher practice for grades 1 and 2 classes, where they have a preponderance of boys enrolled.

Trustee Kryczka informed that she and other trustees were given a tour of Windsor Park School by Ms. L. Davis, Principal and Ms. L. Just-Tuff, Assistant Principal. She noted as well that on March 10th she attended a meeting at Canyon Meadows School where they are very proud of the advancements being made in their Spanish bilingual program. On the same evening, she attended a school council meeting at Woodlands School. On March 11th she attended an afternoon performance at William Reid School to celebrate St. Patrick's Day.

Chair Cochrane shared that earlier in the day trustees visited the Calgary Board of Education's Reception/Admission Centre for newcomers to Canada and to the Calgary Board of Education, and she noted it is very impressive to see the variety of processes in action. In the past school year approximately 3,500 students came through the doors of this Centre, and about 2,600 of those immigrant students required some kind of assessment due to their student records not being readily available.

Trustee Bazinet noted that she and Chief Superintendent Croskery attended the Calgary Booster Club and Calgary Senior High School Athletic Association Dinner held at Jack James High School on March 17th. The students of Jack James provided an excellent dinner for 300-400 people at the event. The sport categories that received awards at this event were: Male Basketball Player; Female Basketball Player; Student Wrestling; Swimming & Diving, which is a first time award. These awards are given on the basis of 40% athletic ability in the sport; 30% academic performance; 20% school involvement and 10% community involvement. Each award recipient receives a \$1,000 scholarship when they attend a post-secondary institute.

5.2 Report from the Chief Superintendent

Chief Superintendent Croskery provided highlights of the following issues and events:

- He shared a portion of a letter that he received from New Brunswick School District No. 15 in response to his letter to the Superintendent and the Board

expressing condolences on the loss of seven students and a teacher from Bathurst High School a mini-bus crash this past winter.

- He visited Capitol Hill School and viewed the art they will be using in their upcoming annual *Art Walk* entitled “Stories of Humanity”, through which some of the Board’s Ends Statements were deeply embedded.
- March 7th he met with Mr. K. Henke, Deputy Minister of Alberta Education.
- March 11th he met with the City Manager and CEO Mr. O. Tobert and others from The City of Calgary, to discuss potential joint efforts in the development of senior leadership in The City and in the Calgary Board of Education. Mr. J. Jones, Executive Assistant to the Chief Superintendent of Schools will continue this work.
- March 7th the 2008 Immigrants of Distinction Awards were held at the Westin Hotel, where Calgary Board of Education had a good turnout.
- March 14th-16th the Calgary Board of Education’s Entry Academy Conference was held at Kananaskis Lodge, an event that is open to assistant principals and entry-level managers, and the theme was “The Leader’s Story”.
- Dr. D. Yee, Principal, Lord Beaverbrook High School, informed him that on March 13th they held a full-day conference called “CHANGE 2008”, which is an acronym for change hurtful attitudes now – generate equality for everyone. This encompassed a very comprehensive program that addressed issues of bullying, harassment, and caring for one another.

5.3 Public Question Period

Ms. Barkway read into the record an inquiry that was received from Mr. D. Burns, as follows:

“What is the current Calgary Board of Education position regarding moving, demolishing or refurbishing Ernest Manning High School in light of the escalating West LRT project developments?”

Chair Cochrane provided the following response:

“The City of Calgary has publicly indicated its intention to expand the West LRT. Depending on the expansion route selected by The City, the project is expected to have a direct or, at the very least, an indirect impact on the Calgary Board of Education’s Ernest Manning High School. The full impact will not be known until the final specifics of the project have been determined by The City, and they have indicated to the Calgary Board of Education that those project specifics have not yet been finalized. Control over this project resides with The City of Calgary.

To the extent that the Calgary Board of Education has had the opportunity to provide input into this project, the Calgary Board of Education has strenuously advocated and continues to maintain that if, and as, the proposed expansion does directly or indirectly impact the students and families of Ernest Manning High School, the best educational interests of our students and families must be given priority. To facilitate the Calgary Board of Education’s ability to respond to this situation as it evolves, the Board has complied with applicable legislative and governance provisions, as required, and accordingly the Board did pass a motion on January 29, 2008 to give consideration to closure of Ernest Manning High School and all other schools and programs at that site, in order that they could be appropriately accommodated elsewhere.”

5.4 Stakeholder Reports

There were no stakeholder reports.

5.5 Trustee Inquiries

There were no Trustee inquiries.

6.0 **ACTION ITEMS**

6.1 Decision regarding Consideration of Closure of the Regular Program at Windsor Park School

Trustees posed some questions, which were responded to by Administration and are summarized as follows:

- It was asked if the Calgary Board of Education receives funding to operate before and/or after school child care programs in schools, and whether such programs impact any of the funding for students within those particular schools. Director Carlton responded the only revenue that would be generated from those programs would be through any lease arrangement that was made between the organizations operating such programs and the Calgary Board of Education. There is no additional funding received for students in those programs.
- In response to a question as to why Elboya School and Windsor Park School share a principal, Ms. K. Krylly, Director, Area IV, noted that the decision was made by Administration to dedicate one FTE position to the two schools as a result of the low student enrolment at Windsor Park School.
- A question of safety was raised in relation to young children having to cross 50th Avenue to get to and from Elboya School if Windsor Park School is closed, to which Director Carlton noted that as was stated at the consideration of closure public meeting, The City of Calgary has indicated that they will be installing a controlled crosswalk on 50th Avenue. In addition, and as also noted at the public meeting, the Calgary Board of Education has students in the kindergarten to grade 6 range of age who currently travel across 50th Avenue as they have chosen to register at Elboya School.

At the request of Chair Cochrane, Ms. Barkway addressed a written submission that was received after the public meeting and was copied as part of Attachment 6 to Trustees. She noted that the submission was sent as a "Petition to Keep Windsor Park School Open"; however, under the School Act there are certain requirements in order for a submission to be considered a petition, some of which include: each signature has to be witnessed and signed by an appropriate witness; there has to be a contact provided for the petition; and the statement that each petitioner is signing has to be repeated on each page. These requirements were not met for this particular document and it is thus treated as a written submission.

MOVED by Trustee Bazinet:

1. **THAT the Minutes of the Public Meeting of February 25, 2008, attached to the report as attachment #1, be approved by the Board of Trustees, and**
2. **THAT the report *Consideration of Closure of the Regular Program at Windsor Park School* be received for information and for the record.**

The motion was
CARRIED UNANIMOUSLY.

Trustee Kryczka commented on the legal obligations and formal processes that are required and were met by the Board of Trustees with respect to the consideration of closure of Windsor Park School. She provided a summary of the written submissions that had been received since the public meeting, as follows:

- an opinion was expressed that the decision to close the school has already been made;
- a concern was noted that there was no room for enrolment in a grade 1/2 class at Elboya School, as it is at the maximum class size of 27 students, which includes 4 autistic children;
- a parent recently moved back to Windsor Park, her childhood community, so her children could attend schools in the area, but noted confusion and frustration with what school to enroll her child, Elboya or Windsor Park, at this time;
- an opinion was expressed that statistics quoted at the public meeting seem to be inadequate because it appears many children are moving to the area and with all the houses that are for sale, there is a possibility there will be more;
- it was asked that the Board keeps the school open and limits its operations or finds other solutions to keep the school open;
- a submission that was signed by 427 local community members asked that the school be kept open, and it read: "We, the citizens of Calgary and members of the local community, petition the Calgary Board of Education to keep the regular program at Windsor Park School open. Despite enrolment challenges, this welcoming school has a long history of serving the unique needs of community children and members. It is a valued mainstay of this community. The regular program at Windsor Park School should be retained in some form and enhanced. It should be complemented by various programs that address the changing needs of the community; maintain the existing pre-Kindergarten program, offer before and after school care, day care, and alternative programming (other than language immersion)."

Ms. Kryczka noted further that as Trustee for Ward 11 she attended a focus group meeting of all three schools involved in this process, held at Elboya School; she also attended a school council meeting at Windsor Park School.

Motion Arising:

MOVED by Trustee Bazinet:

THAT the Kindergarten to Grade 6 regular program at Windsor Park School be closed effective June 30, 2008.

Trustee Bazinet provided rationale for the motion noting her concern is strictly around the low enrolment numbers and the impact that would have on offering a quality program that our students need and deserve. She pointed out that with respect to the idea of putting in an alternative program at Windsor Park School, the Calgary Board of Education has experienced situations where an alternative program was brought into a school but it did not improve enrolment in the regular program that co-existed in the same school. Trustee Bazinet expressed her understanding there is room for new enrolments at Elboya and the school is able to accommodate those who currently attend as out-of-boundary students, and she commented on the distance between Elboya School and Windsor Park, noting it is not far.

Trustees' comments in support of the motion included:

- there would be many advantages if the students were consolidated at Elboya School, including more diverse and exciting programs and more teachers to bring a greater range of expertise;

- students can transition to Elboya School with friends and possibly with teachers who might also be transferred;
- Elboya School is within reasonable walking distance from the Windsor Park community;
- the declining enrolment at Windsor Park School is such that it can not support its own administration; the Principal and Vice Principal would be available to students at all times at Elboya School;
- the Windsor Park Community Association would still exist for the residents of the community;
- some children in the community of Windsor Park already attend Elboya School;
- the Calgary Board of Education must recognize the needs of the system overall, to conserve its resources and allocate them in the best way possible;
- quality education is important and with only 2.5 FTE teachers to cover six grades as well as a kindergarten program it makes it very difficult to provide quality education;
- it is believed that the children of Windsor Park will continue to support their community pride;
- students attend Elboya School from many different communities in the city for the French Immersion program offered at the school;
- it is believed the staff and students at Elboya School would be very welcoming of students from Windsor Park School for the regular program;
- it was noted that this consideration is not about the closure of a school – but it is about the closure of a program, and should the community of Windsor Park grow to the point where the number of students warrants the reopening of a regular program at the school, that may be considered a future possibility.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

6.2 Student Accommodation Plan for Grades 7 to 9 at Piitoayis Family School

Superintendent Dart provided a brief introduction of the report, noting the intent is to initiate the consideration of closure of the junior high program at Piitoayis Family School, as Administration has determined that it is not possible to support the broad array of programming necessary to accommodate the variety of needs of the junior high learners at the school. He pointed out that Mr. P. Carlton, Director, Community Engagement & Operational Planning was present to assist with questions.

Chair Cochrane shared some additional background information, noting that in conversation between then principal Ms. I. LaPierre and our aboriginal communities, subsequent to the closure of the Plains Indians Cultural Survival School (PICSS), which was a junior and senior high school, it was the desire of the community to put in place an aboriginal elementary program, in addition to a junior high school program. She asked if the issue under consideration today is viewed as a temporary measure because we don't have the critical mass of students to provide a junior high school program, or is it envisioned to be a permanent kindergarten to grade 6 learning environment for the Piitoayis Family School? Chief Superintendent Croskery noted that the answer would depend on the desire of our aboriginal communities, and if we had a sufficient number of students for a kindergarten through grade 9 program the Administration would be willing to work towards rebuilding that configuration. He pointed out that we do have a very strong Aboriginal Pride program at Ernest Morrow School, which at this point the majority of our families felt to be a better alternative for their children in junior high. He noted he would not exclude the possibility of revisiting that particular configuration for Piitoayis Family School in the future if there were sufficient demand.

It was noted that with regards to our capital plan showing the need for a kindergarten to grade 9 Piitoayis School, there are a number of issues that require further consultation and discussion surrounding future needs.

In response to a question about the demographics of our aboriginal families and our ability to serve the learning needs and accommodation of those students, Chief Superintendent Croskery noted the Calgary Board of Education is very committed to that agenda and we've had some successes as well as some disappointments in the way we've been able to serve those children. Director Carlton informed that Calgary is the third largest centre for aboriginal students and population in Canada. Our demographics show that the aboriginal population mainly resides in the northeast, east to southeast quadrants of the city. We have a number of schools that have large aboriginal populations, of which some examples were given, and all students in the Calgary Board of Education have the option of enrolling in a regular program or an alternative program of their choosing.

A Trustee noted there are no students currently attending grade 8 and 9 at Piitoayis Family School and asked why the Administration is making a recommendation for closure of the program and why could we not just cease offering the program for those grade levels? Director Carlton stated that Administration is obliged by the Board's Executive Limitations to bring forward a consideration of closure when the last grade in a division ceases to exist within a school building.

MOVED by Trustee King:

1. **THAT the Board of Trustees receives for information and for the record, the *Student Accommodation Plan for grades 7 to 9 at Piitoayis Family School.***
2. **THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of the junior high program at Piitoayis Family School in accordance with the *Closure of Schools Regulation* and the Board of Trustees' *Governance Process Policy 5E: Board of Trustees' Procedure – Consideration of School Closure*, sections 4 to 7.**

Trustees' comments in support of the motion included the belief that Administration has provided sufficient information to warrant proceeding to consideration of closure of the junior high program at Piitoayis Family School, and that the process would be an opportunity for Trustees to hear the voice of the community.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 6:31 p.m.
Reconvened: 6:50 p.m.

7.0 BOARD DEVELOPMENT

7.1 Nutrition in the Calgary Board of Education – Administrative Regulations, Practices and Guidelines

Acting Superintendent Crarer introduced the presenters for the Board Development session on Nutrition in the Calgary Board of Education, Ms. K. Campbell, Specialist, Health, Career and Life Management (CALM) program of studies, and Ms. L. Bateman, Specialist, Food and Nutrition.

Ms. Campbell noted that copies of the PowerPoint presentation were distributed at the meeting. She provided an overview of the presentation, which covered information regarding Administrative Regulation 3047, our nutrition regulation, in the context of today's learner. As noted in the Calgary Board of Education's *Review of Secondary Education* our youth today benefit from opportunities for authentic decision-making and choice; and, by engaging in meaningful, real-life situations they become better able to seek accurate information and to apply their knowledge by making well-informed choices.

The overarching goal of the K-9 Health and Life Skills program of study is consistent with the aim of the High School Career and Life Management program, to support students in developing strength of character, achieving personal potential and building strong foundational skills and attitudes for a successful and healthy lifestyle. This also aligns directly with 21st century learner outcomes as well as the CBE's Ends statements. This program of study has a three-pronged approach to promote healthy learners and is advocated through curriculum instruction, access to health and community services and through the development of a healthy school environment. Using nutrition as an example, students are best able to make positive, healthy choices when they engage in meaningful learning opportunities about nutrition and eating well, when the school nurse provides information to families and sets up displays in the school, and when the cafeteria and vending machines offer healthy choices.

Ms. Bateman addressed the questions that were asked by Trustees in advance of the presentation, as follows:

- Incentive for amending Administrative Regulation (AR) 3047:
 - To move beyond "must contain nutritious choices", which was the only reference made to nutrition in the previous AR 3047 - Nutrition. The wording of this descriptor was largely open to interpretation and the discretion of individual schools.
 - To align the Nutrition AR with the philosophy linked through the Health and Life skills and CALM Programs of Study, as well as our Ends statements, which supports the concept that a well-informed student is able to make healthy choices.
 - To address current research regarding youth health, which indicated an alarming increase in overweight and obesity in youth. Nutrition not only plays a role in the prevention and control of chronic disease but is also a key determinant of health and physical development throughout one's life. Evidentiary research brings to the forefront the paramount need to engage students in taking a proactive rather than a reactive approach to healthy lifestyles. Studies have shown that the youth of today do not eat to nourish the body but through socialization, advertising, peers and a busy schedule, the style of eating is now a learned social behaviour.
 - To identify a system direction for Nutrition in CBE schools and review what is being sold through the cafeterias, school stores and vending.
 - To review the role and culture of foods in schools. With non-nutritious foods being used in schools as motivators, rewards, and fun food days it became apparent that the issue was bigger than just what was being sold.
 - The challenge is "How can we influence the decision-making process of students to make the right choice both inside and outside of school?"

- Development of Administrative Regulation 3047:
 - The focus began in 2003-2004 working with site based staff, with an introduction of site based self-evaluation report cards at the elementary level to introduce the concept of the culture and role of foods in school. The junior & middle schools with cafeterias were issued a "Junk Food Challenge" to evaluate the impact of removing non-nutritious food. A *Healthy Actions Team* (HAT) was established to promote a

- connectedness between CBE service units with a vested interest in healthy school concepts.
- Through this work it became apparent that to move further in reducing non-nutritious foods and to bring about sustainable change around the culture and role of foods in schools, it would be a logical step to revise AR 3047, building on the groundwork already started.
 - A dietetic intern did a review of current trends in nutrition regulations.
 - November 2006 was the first meeting of the AR 3047 committee. This committee had representation from Calgary Health Region, CBE Administration, Policy Operations, Curriculum, Food & Nutrition and Elementary Noon Supervision. There were proponents of the “ban all non-nutritious foods” solution while others felt that if reasonable, reachable, targets were built into the AR there would be less resistance to the changes. As these targets were met, new targets would be set to further reduce the amount of non-nutritious foods in the schools. Thus, the 80/20 concept for incremental progress toward the reduction of non-nutritious foods was selected.
 - The draft regulation was drawn up and sent to principals for review, as well as to the Standing Committee for Administrative Regulation Development and Implementation (SCARDI).
 - In July 2008, the AR was signed off by Administration.
- Outline of the Administrative Regulation:
 - Aligned with the expectations of the Ends statements.
 - Included defined targets for reduction of non-nutritious foods for sale to student within the CBE.
 - 80% of all food items must come from the *Serve Most Often* and *Serve Sometimes* categories.
 - A target of reducing by 80%, the *Serve Least Often* category (traditional junk food).
 - Provisions limiting students from not selling food or beverages to other students, curbing the black market underground sale of non-nutritious foods, which has occurred in other jurisdictions with complete bans.
 - Inclusion of Refreshments Canada industry guidelines for sale of beverages in schools, which removes regular sugared beverages from all schools by 2009-2010 and restricts the sale of sports drinks to athletic functions. This translates into a 100% reduction of the sale of pop in schools.
 - Inclusion of Calgary Health Region requirements for ingredient lists to be available upon request for all foods offered for sale at a school (by 2010).
 - The AR includes information on food fun days, food example lists and timelines for change.
 - Categorization of Foods:
 - The categorization of foods in this manner was first included in the June 1990 amendments for AR 3047. The original lists were used as a prototype and items were evaluated on nutrients, fat, salt, and sugar content. Consideration for the physical kitchen facility was also a major factor. We are aspiring to provide higher nutrient dense foods most of the time where the kitchen facilities allow for the production of foods that have undergone little or no processing and provide substantial amounts of vitamins and minerals with relatively fewer calories.
 - Moderate nutrient dense foods are still items that contain essential nutrients for growth and learning, but are somewhat lower in fibre and higher in fat, salt, sugar, sweeteners, and/or are more processed.
 - The mini cafeterias that are predominately in middle and junior high schools are problematic in that the design and structure does not facilitate mass production of food from scratch. These units were designed to provide extras to the bag lunch such as soup, salad, beverage or dessert items. Over time, the expectations of the

- school community influenced these units to try and expand the menu to provide a full-scale lunch service, thus more of the moderate nutrient dense foods are utilized in these units.
- Low nutrient dense foods are foods that supply calories but are generally high in fat, sugar or salt with trace amounts of micro and/or macro- nutrients. This category is where the new AR will have the most effect. By the school year 2010-2011, items offered for sale to students in the *Serve Least Often* category will be reduced by 80%.
 - When a new AR is put in place it is common to make amendments in the first 12 to 18 months as the changes go into effect. There are two considerations put forth at this time: 1) revising how the example lists are laid out with better descriptors for each category; and 2) reviewing the items on the example lists, taking into account nutrient content and the types of items each food service operation can safely produce.
- Three-Year Implementation of the Administrative Regulation:
 - Year One - Create Awareness: within the system and through discussions with our suppliers, educating the school communities about the 80/20 concept and how it may impact the role of foods in schools; initiating discussions with our suppliers and vendors about finding healthier menu and vending options; and, establish evaluation tools for active product research.
 - Year Two - Create Engagement: encourage active participation in schools through projects such as the *Teaming Up 4 Healthy Learners* initiative; and, involve staff, students and parents in the vision and educating the school communities about the 80/20 concept and how it may impact the role of foods in schools.
 - Year Three - Create Sustainability: share what works online and through site-based visits; and, stay connected and in touch through data.
 - Ongoing workshops for CBE staff to learn how to revamp menus will be offered through all three years of implementation.
 - Response from Schools and Feedback:
 - The response from elementary schools has been very positive. There is a greater impact on junior and senior high schools. The introduction at this level has varied from total acceptance to those indicating reluctance to change, and many are close to achieving or are working on achieving the 80/20 objectives, i.e., the Administration at MidSun, a middle/junior high school, initiated changes to the menu and vending which met the 80/20 concept in December 2007. Other schools are targeting items for elimination or are in the process of revamping menu items to healthier alternatives.
 - One common issue that has been raised is the safety and security of junior and senior high school students. With the reduction of items available at the school there is a concern that more students will leave the school grounds to walk or drive to convenience stores. When students leave the school grounds there is a greater chance of the students being influenced by strangers and peers. Community members living close to schools have voiced concerns about students loitering on their property and littering.
 - Measures for Success:
 - In June of 2007, a *Beyond Eating for the Moment* survey was completed at the elementary level through Accountability Services. The issue of what is sold in elementary schools has minimal impact because there is little or no vending with minimal food service during school time. This survey was formatted around the role of foods in schools and what students are bringing in their lunch. Utilizing a similar format and again in conjunction with Accountability Services, a baseline survey is being developed to go out to schools this spring. By setting a baseline and

comparing the baseline survey to subsequent surveys we will be able to measure the incremental progress of the AR. Anecdotal evidence of day-to-day success stories is encouraging. These stories indicate that we are moving in the right direction for sustainable change and that students are embracing knowledge.

- “Reasonable” responsibility of CBE:
 - Who has the ultimate authority or the right to decide what a student will eat – family, society, or educational institutions? The CBE’s responsibility lies within the confines of its sphere of influence as a dynamic learning community of choice to educate students to develop and maintain a healthy, active lifestyle. Families, as the primary care givers, have the greatest impact on the values placed on nutrition and, ultimately for healthy lifestyles.
 - The K-12 curriculum stream places emphasis on students developing decision-making skills. By utilizing the 80/20 model students still have choice and can take ownership for decision-making skills in a safe environment.
 - We need to support and encourage “lifelong healthy living skills” through curriculum, by modeling appropriate behaviour and by changing the culture surrounding foods offered in schools. We, as an organization, need to engage the whole school community to look at the role and culture of foods in schools.

- Cost Implications:
 - School revenues are expected to drop as students and staff become accustomed to the changes. It has been shown that as the changes become part of the culture of the school, revenues will gradually stabilize.
 - To have an aggressive approach to changing the way foods are prepared, the purchase and installation of different equipment needs to be budgeted. If all senior high schools had the deep fat fryers removed and commercial steaming units installed, the cost to the CBE would be approximately \$150,000. This figure is based on extrapolating the cost of one school and could vary depending on each location.
 - The minimum cost of contract work for product standardization, development of standardized recipes and school-based resources is estimated at \$15,000.

- A Vision for Nutrition:
 - The vision of Administrative Regulation 3047 is to enhance the health of the school community by teaching students, staff and families ways to begin and maintain a healthy active life style.

Trustees posed questions, which were addressed by Administration, and a summary of the discussion is as follows:

- In response to a question of whether this concept or plan, or something similar has been tried or proven elsewhere, Ms. Bateman noted to her knowledge this is not a model that has been utilized in other jurisdictions, but what has been utilized is the model of the ban to remove non-nutritious items totally and completely. In reply to a question of whether the success of the CBE model will be compared to the success of the “ban” model, Ms. Bateman said that a Calgary Health Region representative did a search for literature on specific areas where bans have worked and, in particular, the outcomes of bans in relationship to the overall nutrition of the students and specifically addressing issues of overweight and obesity, and to her knowledge no such literature was found.
- Families are being informed through the schools individually, by way of newsletters, displays at the schools, material is circulated to students and to families through the Health and CALM teachers, and information is often shared by school nurses through the newsletter.

- With regard to studies showing that schools can influence society's eating habits, it was noted that students from schools with a focus on health promotion perform better academically and develop healthier lifestyles, skills and attitudes.
- Discussions on the subject of nutrition are shared collaboratively, through forums such as the CBE's Health Promotion Collaborative Committee, which meets regularly with the Rocky View School District, Calgary Catholic School District and the Calgary Health Region. Calgary Health Region also participated on the committee for the development of the Administrative Regulation, as well as with the initiation of the *Teaming Up 4 Healthy Learners*.
- Alberta Education, in the program of study, advocates for a comprehensive approach to school health beyond classroom instruction. There was a formal partnership between the CBE, the Calgary Health Region, Rocky View School Division and Calgary Catholic School Division in which schools who chose to be in the program received supports of a school health consultant; however, due to budget cuts at the Calgary Health Region those supports no longer exist.
- The Beverage Council is phasing out the sale of regular sugared beverages in schools and has a target date of 2010 whereby there will be a 100% reduction in the sale of pop in all schools. With respect to a question of whether the CBE could move faster than the council on this issue, Ms. Bateman said it would be possible. She noted this phase-out aligns well with the three-year implementation plan that was agreed to as a result of the resources that could be allocated to it, and in terms of the engagement and motivation for change and change management, this was felt a reasonable time period.
- A Trustee shared the belief that it is legitimate for school boards to decide what it is they are going to sell in their cafeterias. Chief Superintendent Croskery noted that some families object to the "Big Brother" approach of school boards making decisions for them.
- It was noted that, unlike the USA, which has many feeding programs, we have no funding to provide food to students; however, we do have some partnerships with programs that provide breakfast food for some children.
- A Trustee noted that educating people to make better choices is a very important factor.

Chair Cochrane reviewed the Board's governance policy 4E, *Board Development Sessions*, which notes that the Board shall formally consider next steps. The Board of Trustees agreed to discuss the issue of next steps at their upcoming work session.

On behalf of the Board of Trustees, Chair Cochrane thanked Ms. Campbell and Ms. Bateman for their presentation and the work they put into this important issue.

8.0 POLICY DEVELOPMENT AND REVIEW

8.1 First Reading to Amended Policy E-1: Mega End

Trustee Lane introduced the item, noting it arises as a result of a recent session with the Board's consultant on governance policy work. He pointed out that the Board monitors various aspects of Ends 1, but oftentimes the whole is greater than the parts, and sometimes it is less. He noted his belief there is some ambiguity around the issue of high school completion.

MOVED by Trustee Lane:

THAT the Board of Trustees approves first reading to the amended policy E-1: Mega End, as attached to the report dated March 18, 2008.

Trustee Lane spoke to some of the ambiguity around the matter, noting we don't seem to have anything in our system to count the number of students who don't have a high school

diploma but manage to be admitted to a post secondary program because they have taken an appropriate level of courses; and, while there are some who criticize the CBE for an allegedly low high school completion rate at the three-year level, he understands that when you look at the four or five-year level, that rate is fairly respectable. He was of the belief it is important that we ensure support for those students who take time out from completing their education and give them encouragement to return. He pointed out that this is our Mega End and he felt it important to ask how it is that we are making good progress towards that End.

A Trustee noted that the Board has heard at a previous board development session that there are many different definitions given to the meaning of high school completion, and as a school system we are very focused on this matter; however, we do not have a truly good understanding of exactly how that is being accomplished in our system. A Trustee expressed hope that the impact statement to be provided by Administration might give a clearer indication of what may or may not be obtained from this form of monitoring.

A Trustee shared a perception that the Mega End policy was more about the bigger picture around the educating of students and their being able to leave the system with the skills and abilities that they need to successfully function in their life after school.

A Trustee expressed an understanding that each student has his own level of ability and need, and that may change many times over in one's life. It was shared that it will be a challenge to describe or define what high school graduation means.

Chair Cochrane called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

9.0 CONSENT AGENDA

Chair Cochrane declared the following items to be adopted as follows:

9.1 Board Consent Agenda

9.1.1 Approval of Minutes

- Regular Meeting held March 4, 2008

THAT the Board of Trustees approves the Minutes of the Regular Meeting held March 4, 2008, as submitted.

9.1.2 Monitoring of Board Governance Process Policies 1, 2, 5 and 12 and Amendment of Policies GP-2 and GP-5

THAT the Board of Trustees approves the Governance Process Policy Monitoring reports for Governance Process Policies 1, 2, 5 and 12, in the form as submitted as Attachment 1 to the report dated March 18, 2008.

THAT the Board of Trustees gives first reading to the amended policy Governance Process 2: Governing Style and to the amended policy Governance Process Policy 5: Board of Trustees' Role Description, in the form as submitted as Attachment 2 to the report dated March 18, 2008.

THAT the Board of Trustees gives second reading to the amended policy Governance Process 2: Governing Style and to the amended policy Governance Process Policy 5: Board of Trustees' Role Description, in the form as submitted as Attachment 2 to the report dated March 18, 2008.

THAT in accordance with Governance Process Policy 3: Governance Policy Development, the Board of Trustees agrees to proceed with more than two readings of policy GP-2 and GP-5 at one Board Meeting.

THAT the Board of Trustees gives third and thereby final reading to the amended policy Governance Process 2: Governing Style and to the amended policy Governance Process 5: Board of Trustees' Role Description, in the form as submitted as Attachment 2 to the report dated March 18, 2008.

(For ease of reference, the amended policies are attached to these Minutes.)

9.1.3 Trustee Remuneration Committee – Appointment of External Members

THAT the Board of Trustees approves the appointment of the following members to the Trustee Remuneration Committee for the 2007-08 year:

- **Ms. G. Burger-Martindale (Calgary Association of Parents & School Councils representative)**
- **Ms. J. Bateson, Queen Elizabeth School Council Co-Chair (stakeholder representative)**
- **Mr. E. Miller (corporate representative).**

9.1.4 Alberta School Boards Association (ASBA) – Liaison Report

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated September 12-13, 2007, November 8-9, 2007, December 14, 2007 and February 14-15, 2008, be received for information.

10.0 TRUSTEE NOTICES OF MOTION

There were no Trustee notices of motion.

11.0 ADJOURNMENT

Chair Cochrane declared the meeting adjourned at 7:51 p.m.

Attachments:

- Amended policy - Governance Process 2: Governing Style
- Amended policy - Governance Process 5: Board of Trustees' Role Description



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-2: Governing Style

**Monitoring Method: Self-Assessment
Monitoring Frequency: Annual**

The Board of Trustees values the importance of strategic leadership, policy governance and accountability for governance performance.

The Board of Trustees shall govern with an emphasis on strategic leadership. This means a focus on:

1. Aligning decisions with mission, vision, values and Ends;
2. The future more than the past;
3. Proactivity rather than reactivity;
4. Collective rather than individual decisions;
5. Encouraging diversity in viewpoints;
6. Clear understanding of Board of Trustees and Chief Superintendent roles;
7. Monitoring, reporting and publicly discussing the Calgary Board of Education's performance.

The Board of Trustees shall direct, control, and inspire the district through the careful establishment of written policies. The Board of Trustees' major policy focus shall be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits. Individual trustees shall not:

1. Assume authority for resolving operational problems or complaints;
2. Give personal direction to any part of the operational organization.

The Board of Trustees shall hold itself accountable for the quality of its governance performance in Board meetings. This self-discipline shall apply to attendance, preparation for meetings, adherence to the principles of the Board of Trustees' governing model, respect for roles, and ensuring the long-term capacity for excellent governance in the district. To ensure that the Board of Trustees' boards meetings are conducted with maximum effectiveness and efficiency, trustees shall:

1. Come to meetings adequately prepared;
2. Speak only when recognized;
3. Not interrupt each other;
4. Not engage in side conversations;
5. Support the Chair's efforts to facilitate an orderly meeting.



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 2 to GP-2: Governing Style

The Board of Trustees shall monitor its meeting process and performance through a debriefing process. Self-monitoring shall include comparison of the Board of Trustees' performance with policies in the Governance Process and Board-Chief Superintendent Linkage categories.

Continuous Board of Trustees' development shall include orientation of potential candidates for the Board of Trustees and new members of the Board of Trustees about the Board of Trustees' governance process, and periodic Board of Trustees discussion and evaluation of its process to assure continued improvement.

The Board of Trustees shall allow no officer, individual, or committee of the Board of Trustees to hinder its performance or prevent its fulfilling its policy commitments.

Adopted: March 18, 2008



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process GP-5: Board of Trustees' Role Description

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1. In its role as governors, advocates and representatives, the Board of Trustees will concentrate its efforts on the following:
 - (a) providing the link between the Calgary Board of Education and citizens of Calgary;
 - (b) partnering with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;
 - (c) advocating on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;
 - (d) producing, reviewing and monitoring written governance policies, which, at the broadest levels, address:
 - (i) Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);
 - (ii) Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;
 - (iii) Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;
 - (iv) Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;
 - (e) requiring that the Ends are the focus of organizational performance;



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 2 to GP-5: Board of Trustees' Role Description

- (f) defining three-year priorities to drive district performance, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, the Board of Trustees shall be responsible for:
 - (i) approving the Three Year Education Plan;
 - (ii) approving the Three Year Annual Education Results Report; and
 - (iii) approving the annual operating and capital budgets for the organization;

prior to submission to the relevant Minister(s);
 - (g) hiring the Chief Superintendent and evaluating the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;
 - (h) giving consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorizing, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.
2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following:
- (a) appointing an auditor and examining the auditor's report;
 - (b) approving the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;
 - (c) naming or renaming the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;
 - (d) authorizing a plebiscite to consider taxation requisitions from a municipality;
 - (e) approving the bargaining mandate for all collective agreements;
 - (f) accepting the resignations of all teaching staff;



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process Page 3 to GP-5: Board of Trustees' Role Description

- (g) terminating the services of a teacher;
- (h) holding hearings for the purpose of appeals to teacher transfers;
- (i) approving all locally developed/authorized courses for use in the CBE;
- (j) making by-laws pursuant to legislation;
- (k) making rules governing its internal procedure and its meetings;
- (l) considering applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools);
- (m) authorizing the successful tender for school buildings prior to submission to the Minister of Infrastructure for approval.

Adopted: March 18, 2008