

🎵 Please join us on the Link for a presentation by students from Connaught School at 2:50 p.m. 🎵

public agenda

Regular Board Meeting

October 2, 2012
3:00 p.m.

Multipurpose Room
Education Centre
1221 - 8 Street SW
Calgary, AB

Mega Result Policy |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

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.

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
5 mins	3 Awards and Recognitions		GC-3.2	
	3.1 LEED Certificate Award	N. Johnson		
60 mins.	4 Results Focus			
	4.1 R-2: Academic Success – Provincial Achievement Tests and Diploma Exam Results <i>(In keeping with Ministerial requirements, this document will not be available until 3:00 p.m., Oct. 2/12.)</i>	N. Johnson	R-2	
20 mins	5 Operational Expectations			
	5.1 Operational Expectations 7: Asset Protection – Reasonable Interpretation	N. Johnson	B/CSR-5 OE-7	Page 5-1
	6 Public Comment [pdf]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action		GC-3.10	



Time	Topic	Who	Policy Ref	Attachment
	8 Board Consent Agenda	Board	GC-2	
	8.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held September 18, 2012 (<i>THAT the Board approves the minutes of the Regular Meeting held September 18, 2012.</i>) 			
	8.2 EducationMatters Financial Statements as at August 31, 2012 (<i>THAT the financial report be received for information and for the record.</i>)			Page 8-1
	8.3 Annual Monitoring – Governance Culture and Board-Chief Superintendent Relationship Policies (<i>THAT the Board approves the Board of Trustees' self-evaluation report as an accurate accounting of the Board's performance for the period January 2012 – August 31, 2012.</i>)	GC 1-9; B/CSR 1-5		Page 8-12
	8.4 Trustee Liaison Report re: ASBA Board of Directors (<i>THAT the liaison report containing the ASBA Board of Directors' Meeting Highlights of September 13-14, 2012 be received for information.</i>)			Page 8-18
	9 Chief Superintendent Consent Agenda		GC-2.6	
	9.1 Chief Superintendent Update (<i>THAT the Board receives the report for information.</i>)	Board		Page 9-1
5.50 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca



report to Board of Trustees

Summary of the 2011-2012 Provincial Achievement Test and Diploma Examinations

Date	October 2, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Cathy Faber, Superintendent, Learning Innovation and Chief Information Officer
Governance Policy Reference	OE-8: Communication With and Support for the Board
Resource Person(s)	Deborah Lewis, Superintendent, Learning Services Elizabeth Gouthro, Director, Learning Services Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended THAT:

1. The Board of Trustees receives the attached report titled “Summary of the 2011-2012 Provincial Achievement Test and Diploma Examinations” for information.

Issue

This report outlines the Calgary Board of Education student results in provincial examinations for the 2011-2012 school year.



Background

Provincial Achievement Tests and Diploma Examinations are one indicator of students' success in meeting the outcomes of the programs of study in the core academic areas. The purpose of the Provincial Testing Program is to determine if students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling and to assist schools, authorities and the province in monitoring student learning.

Analysis

In the 2011-2012 school year, participation and overall achievement of Calgary Board of Education students in Provincial Achievement Tests is above that of the province in Grades 3, 6 and 9 English Language Arts, French Language Arts, Mathematics, Social Studies and Science. In the Grade 9 Knowledge and Employability Provincial Achievement Tests, both participation and achievement are below provincial levels in all subjects.

In the 2011-2012 administrations of diploma examinations, 77% or more of Calgary Board of Education students achieved the acceptable standard in all subject areas, a rise of 4 percentage points over the 2010-2011 school year. At the acceptable standard, Calgary Board of Education diploma examination results were above provincial levels in eight out of eleven subjects.

At the standard of excellence, Calgary Board of Education diploma examination results were above provincial levels in ten out of eleven subjects. Particularly strong results were achieved in six of the eleven subjects, where the gap between the CBE and the province ranged from 7 percentage points to 11.5 percentage points above the province.

Diploma examination participation rates reflect the percentage of students enrolled in their third year of high school on September 30 of the reported school year and who completed the course by August 31 of the reported school year. Students may have completed the course in the reported year or an earlier school year.



Analysis of Provincial Achievement Tests

2011-2012 Calgary Board of Education Achievement Results Comparison to the Province

Calgary Board of Education											
ACHIEVEMENT TEST RESULTS: STUDENTS ENROLLED											
School Year 2011-2012 ¹											
SUBJECT AND GRADE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 3											
Eng.Lang.Arts	7570	44724	94.9	91.6	3.3	85.1	81.9	3.2	22.5	20.4	2.1
Fr. Lang.Arts	527	3379	98.5	96.3	2.2	89.2	82.1	7.1	17.1	14.5	2.6
Math	7580	44724	95.3	92.0	3.3	78.2	76.8	1.4	26.0	25.5	0.5
Grade 6											
Eng.Lang.Arts	7063	43211	93.5	90.8	2.7	86.3	82.7	3.6	19.5	17.8	1.7
Fr. Lang.Arts	423	2595	98.1	97.3	0.8	92.0	89.3	2.7	19.9	17.3	2.6
Math	7079	43211	93.8	91.0	2.8	76.8	74.7	2.1	18.0	16.6	1.4
Science	7044	43114	94.2	90.8	3.4	80.4	77.8	2.6	29.3	28.2	1.1
Soc. Studies	7066	43211	94.0	90.7	3.3	76.8	73.2	3.6	19.9	19.5	0.4
Grade 9											
Eng.Lang.Arts	7320	42344	91.3	88.9	2.4	78.8	77.4	1.4	16.8	16.4	0.4
K&E ELA 9	135	1657	70.4	80.1	-9.7	50.4	61.4	-11.0	2.2	5.8	-3.6
Fr.Lang.Arts	647	2345	98.8	97.4	1.4	90.3	87.5	2.8	13.8	12.2	1.6
Math	7195	41943	92.6	89.7	2.9	67.6	66.4	1.2	19.3	17.8	1.5
K&E Math 9	239	1945	84.1	87.1	-3.0	55.2	62.5	-7.3	11.7	15.3	-3.6
Science	7291	42341	93.2	90.1	3.1	76.1	74.1	2.0	24.6	22.4	2.2
K&E Science 9	143	1578	81.1	85.6	-4.5	58.0	67.9	-9.9	12.6	17.3	-4.7
Soc. Studies	7317	42464	91.9	89.1	2.8	72.1	68.9	3.2	20.2	19.1	1.1
K&E Soc.Studies 9	138	1591	79.7	84.0	-4.3	51.4	63.5	-12.1	10.1	13.9	-3.8

¹ Jurisdiction results are presented with percentages based on all students enrolled in the grade.

Table 1

Calgary Board of Education								
English as a Second Language Achievement Test Results								
School Year 2011-12								
SUBJECT AND GRADE	PERCENTAGE OF TOTAL that are		RESULTS BASED ON ENGLISH AS A SECOND LANGUAGE					
	ENGLISH		STUDENTS WHO WROTE THE TEST					
	AS A SECOND		ACCEPTABLE			STANDARD		
	LANGUAGE (%)		STANDARD (%)			of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 3								
Lang.Arts	29.6	15.9	85.2	83.8	1.4	18.3	15.8	2.5
Fr. Lang.Arts	9.4	5.5	77.6	82.0	-4.4	12.2	13.5	-1.3
Math*	30.8	16.4	79.3	79.7	-0.4	25.9	24.3	1.6
Grade 6								
Lang.Arts	29.9	14.8	89.7	85.8	3.9	14.6	12.1	2.5
Fr. Lang.Arts	8.7	4.3	88.9	93.6	-4.7	13.9	16.5	-2.6
Math*	30.8	15.4	79.0	77.8	1.2	19.2	16.7	2.5
Science*	30.9	15.4	80.0	78.4	1.6	23.1	21.6	1.5
Soc. Studies*	30.9	15.3	78.3	74.6	3.7	17.4	15.9	1.5
Grade 9								
Lang.Arts	18.0	9.6	74.4	75.2	-0.8	7.3	7.3	0.0
Fr. Lang.Arts	10.6	5.5	79.4	77.6	1.8	4.4	5.6	-1.2
Math*	18.7	9.9	67.4	67.6	-0.2	20.1	17.8	2.3
Science*	18.3	9.8	75.1	74.0	1.1	21.7	19.0	2.7
Soc. Studies*	18.3	9.7	69.5	68.5	1.0	15.0	13.2	1.8
* weighted for English and French								
								Table 2

As the table above (Table 2) shows, in almost every subject and at all three grade levels, the percentage of Calgary Board of Education writers who are English Language Learners is almost double that in the province as a whole. Nevertheless, achievement of English Language Learners (ELL) in the CBE exceeds that of ELLs in the province as a whole in all except Grades 3 and 6 French Language Arts at the acceptable standard and the standard of excellence and Grade 9 French Language Arts at the standard of excellence. Results are also very slightly below achievement of ELLs in the province as a whole at the acceptable standard



in Grade 3 Mathematics (0.4 percentage points), Grade 9 ELA (0.8 percentage points) and Mathematics (0.2 percentage points).

Calgary Board of Education								
Students with Identified Special Education Needs Achievement Test Results								
School Year 2011-2012								
SUBJECT AND GRADE	PERCENTAGE OF TOTAL THAT ARE SPECIAL EDUCATION (%)		RESULTS BASED ON SPECIAL EDUCATION STUDENTS WHO WROTE THE TEST					
	CBE	Prov.	ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 3								
Lang.Arts	8.5	7.5	88.1	81.9	6.2	16.5	10.8	5.7
Fr.Lang.Arts	2.1	2.6	100.0	70.2	29.8	0.0	4.8	-4.8
Math*	8.8	7.7	71.9	67.5	4.4	19.7	15.8	3.9
Grade 6								
Lang.Arts	13.7	10.0	89.0	80.4	8.6	8.6	5.0	3.6
Fr.Lang.Arts	7.0	5.1	86.2	84.4	1.8	10.3	3.1	7.2
Math*	13.7	9.9	74.9	61.1	13.8	7.2	5.2	2.0
Science*	13.7	10.2	74.9	68.9	6.0	17.9	13.5	4.4
Soc. Studies*	13.7	10.1	66.5	59.5	7.0	8.9	7.5	1.4
Grade 9								
Lang.Arts	13.3	8.7	66.8	64.3	2.5	6.2	4.0	2.2
Fr.Lang.Arts	5.2	3.8	78.8	74.7	4.1	0.0	2.3	-2.3
Math*	13.1	8.5	46.3	46.5	-0.2	7.6	6.6	1.0
Science*	13.9	8.9	62.7	61.9	0.8	12.4	10.0	2.4
Soc. Studies*	13.7	8.9	55.7	51.5	4.2	11.7	8.3	3.4
* weighted for English and French								
								Table 3

Calgary Board of Education also has a higher percentage than the province of writers who are identified with special education needs (Table 3). Achievement of students with identified special education needs also exceeds that of such students in the province as a whole, except in Grades 3 and 9 French Language Arts at the standard of excellence and Grade 9 Mathematics at the acceptable standard.

- Students identified as gifted are not included in the numbers recorded in Table 3.
- In contrast to the figures in Table 1, which are based on the cohort, or total number of students enrolled in the grade, the statistics in Tables 2 and 3 are based only on the number of students who actually wrote each test.

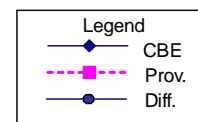
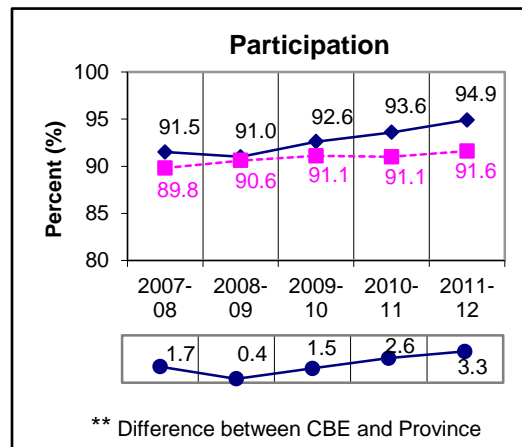
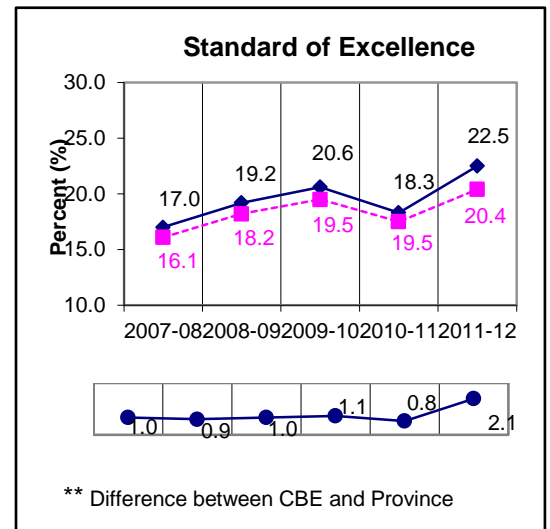
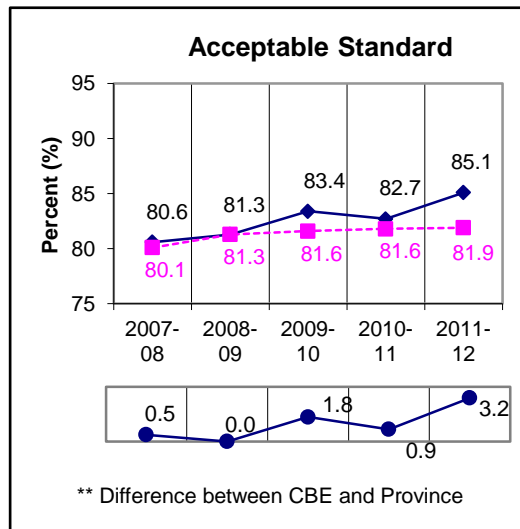
Calgary Board of Education Five Year Trends

Grade 3 English Language Arts Results

- Improvement in Grade 3 English Language Arts continues at both jurisdiction and provincial levels.
- The percentage of CBE students achieving at both the acceptable standard (85.1%) and the standard of excellence (22.5%) has increased, as has the participation rate (94.9%).

Grade 3 English Language Arts Results

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

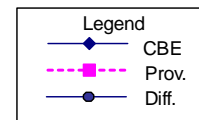
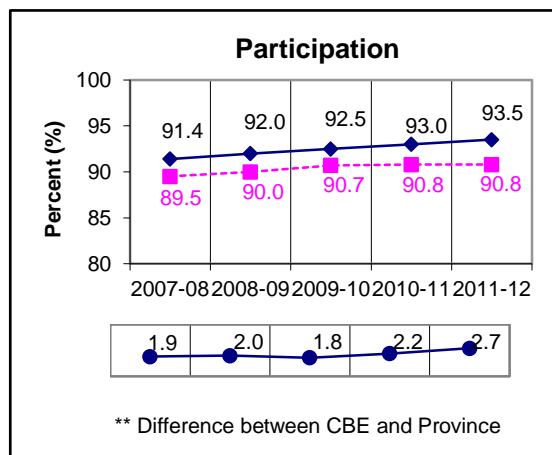
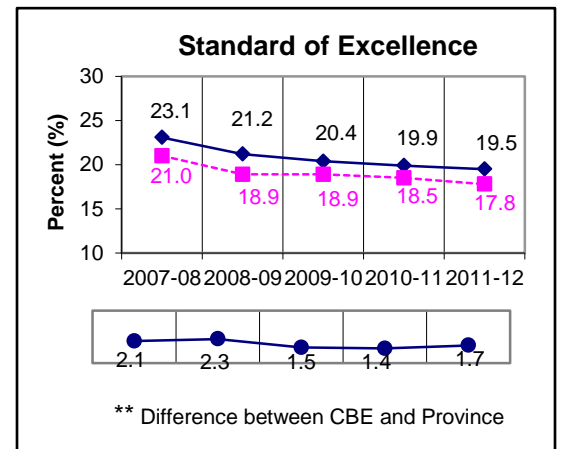
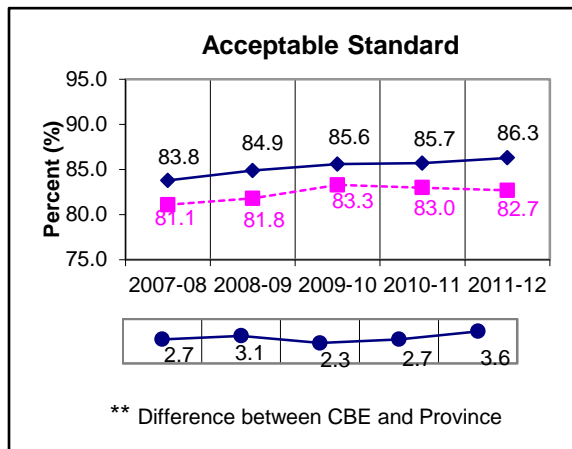
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 6 English Language Arts Results

- The percentage of CBE students achieving the acceptable standard in Grade 6 English Language Arts continues to trend upward.
- In CBE, the percentage of students achieving the standard of excellence declined by 0.4 percentage points. By comparison, provincial results show a decline of 0.7 percentage points.
- The participation rate continues to trend upward.

Grade 6 English Language Arts Results

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

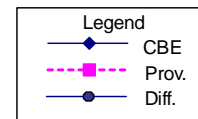
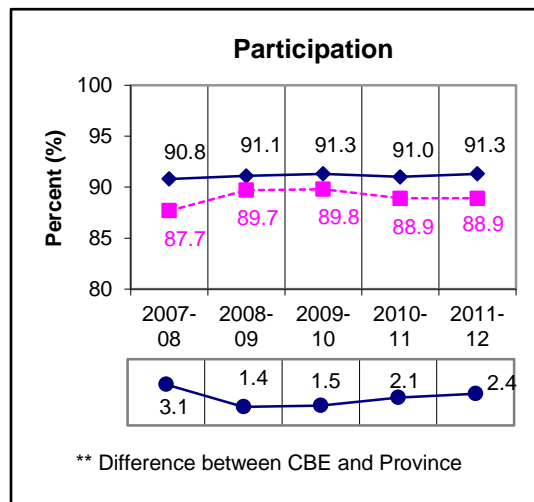
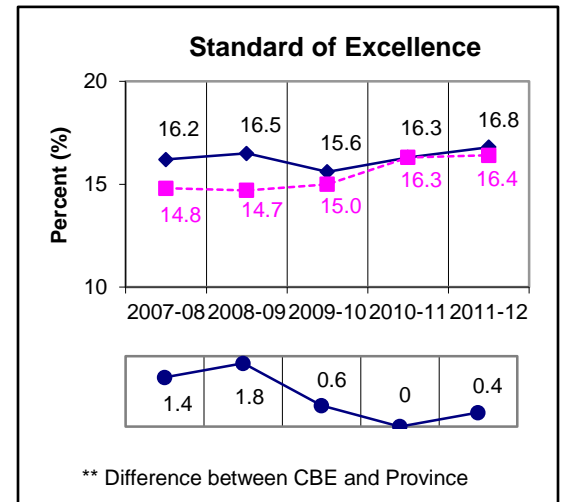
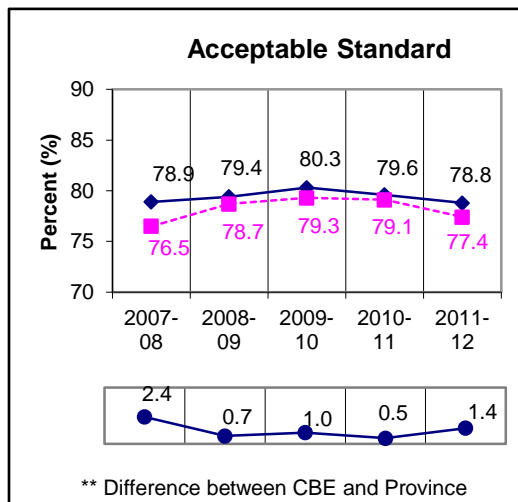
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 English Language Arts Results

- Over the past five years, the percentage of CBE students achieving the acceptable standard in Grade 9 English Language Arts has remained consistent between 78.8 percent and a high of 80.3 percent in 2009-10. In each of the years 2007-2008 to 2011-2012, the trend in CBE mirrors that in the province.
- The percentage of students achieving the standard of excellence in both CBE and the province rose very slightly.
- The participation rate continues to trend upward at the Grade 9 level.

Grade 9 English Language Arts Results

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

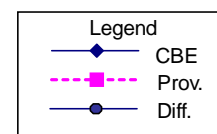
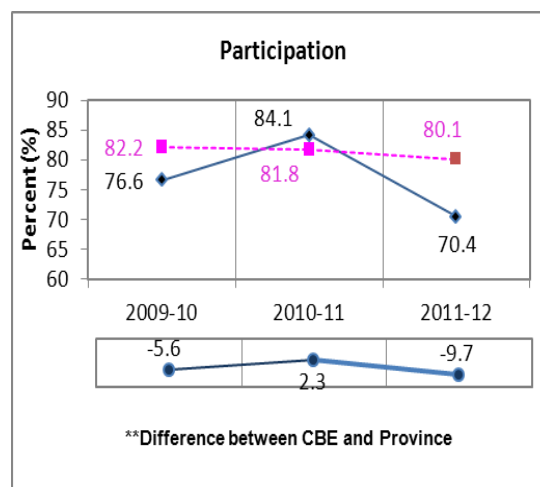
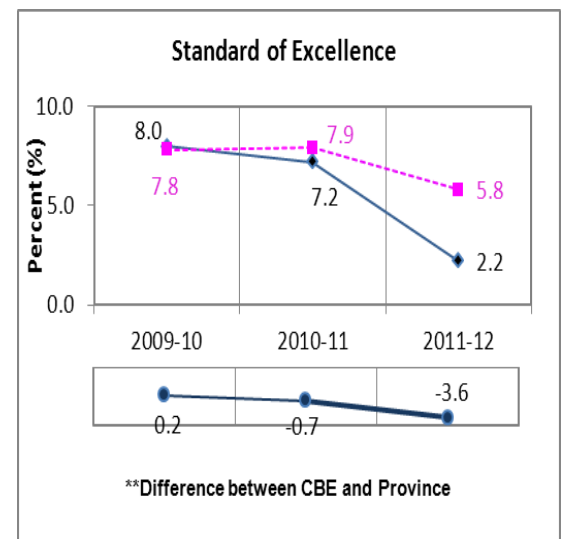
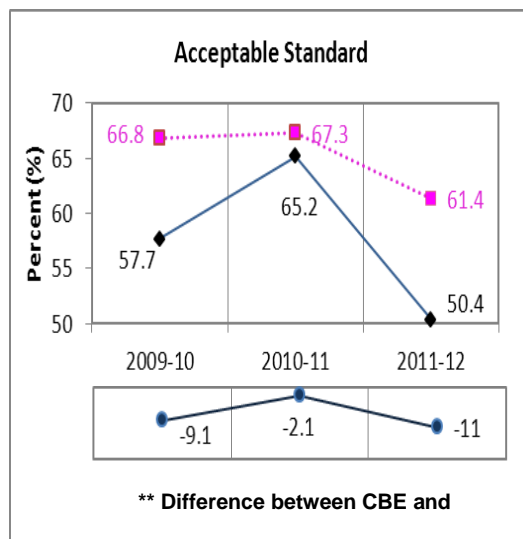
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Knowledge and Employability English Language Arts Results

- The cohort for this test was 135 students.
- The percentage of students achieving the acceptable standard was 50.4, 11 percentage points below that in the province.
- The percentage of students achieving the standard of excellence was 2.2%, 3.6 percentage points below the province.
- This test has two parts: Part A written in May and Part B written in June. The participation rate was impacted by the percentage of students who wrote only one part of the test (14.8%) for whom no results are available.

Grade 9 Knowledge and Employability ELA Results

*All Students Enrolled (Cohort)



Note:

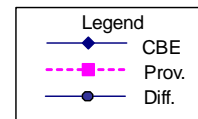
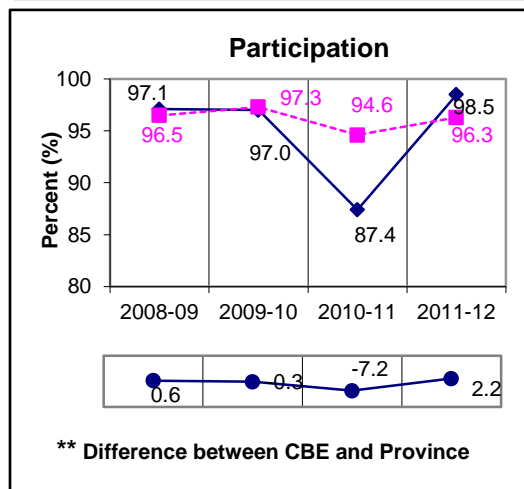
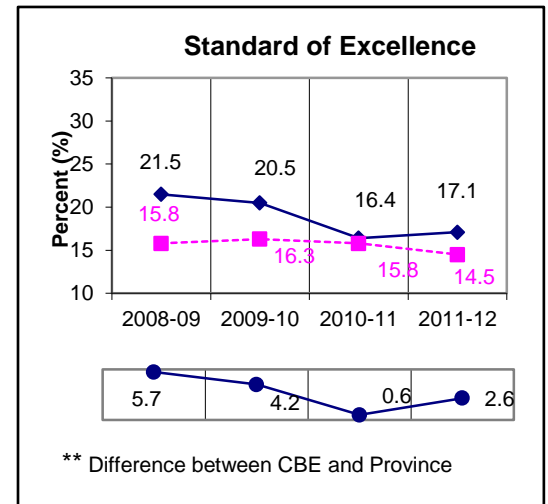
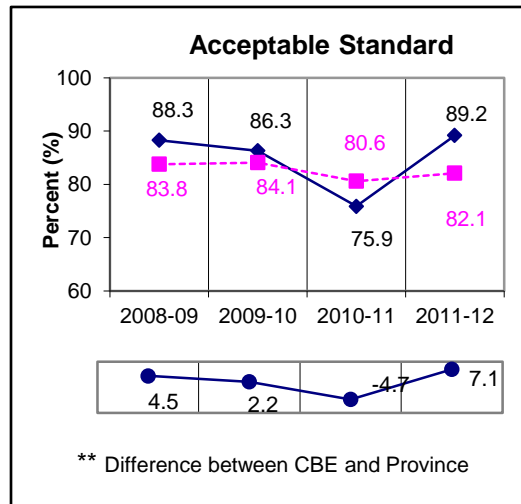
* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 3 French Language Arts Results

- The percentage of CBE students achieving the acceptable standard was 7.1% higher than the province as a whole.
- The percentage of students achieving the standard of excellence also rose, increasing the gap between CBE and the province to 2.6 percentage points.

Grade 3 French Language Arts Results All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

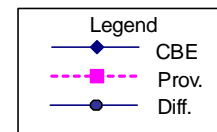
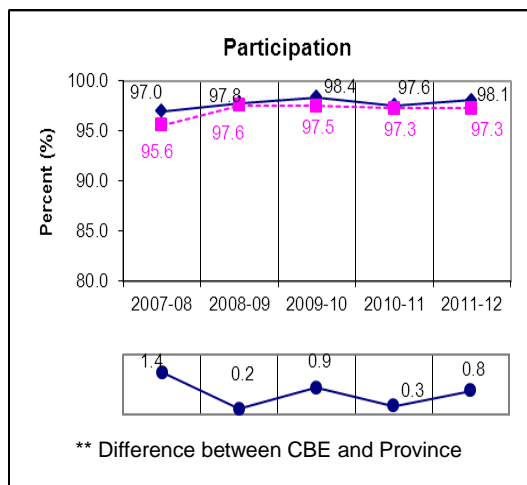
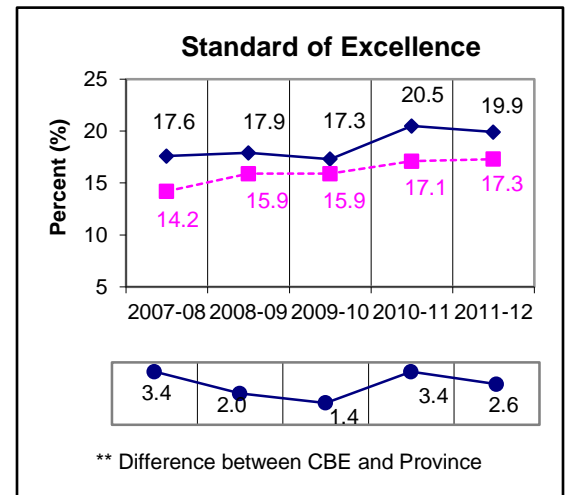
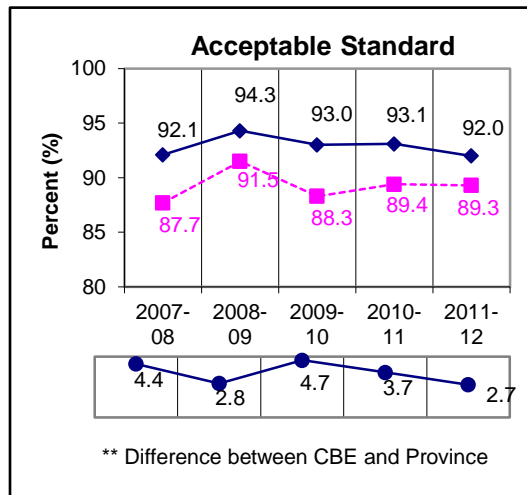
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 6 French Language Arts Results

- The percentage of students achieving at the acceptable standard decreased slightly.
- The percentage of CBE students achieving the acceptable standard was 2.7% higher than the province as a whole.
- The percentage of students achieving the standard of excellence decreased slightly. The gap between CBE and the province decreased to 2.6 percentage points.

Grade 6 French Language Arts Results

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

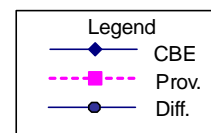
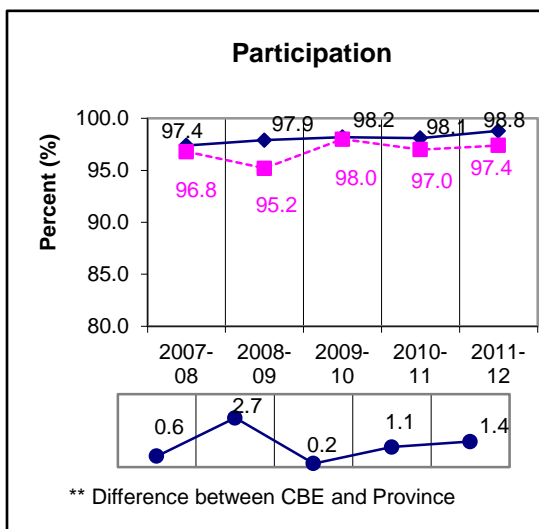
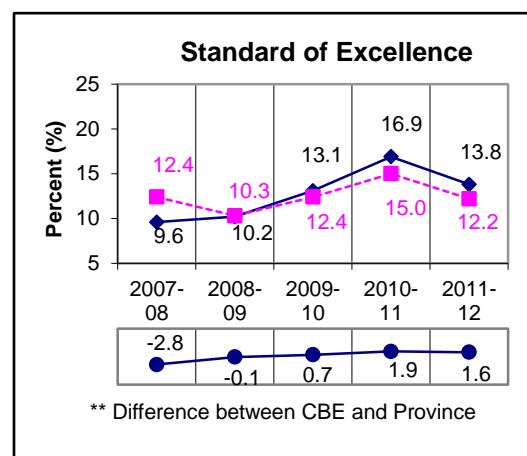
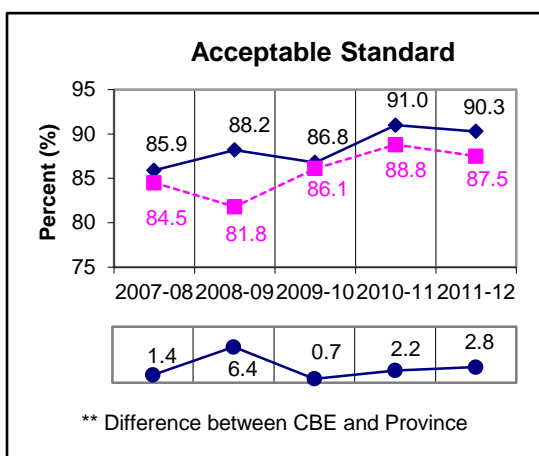
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 French Language Arts (FLA) results

- Consistent with provincial results, the percentage of CBE students achieving the acceptable standard decreased very slightly.
- The percentage of CBE students achieving the standard of excellence also decreased; this decrease is consistent with provincial results.
- At both standards, achievement of CBE students remains above that of the province.
- The participation rate for Grade 9 French Language Arts remains high.

Grade 9 French Language Arts Results

*All Students Enrolled (Cohort)



Note:

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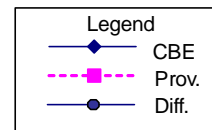
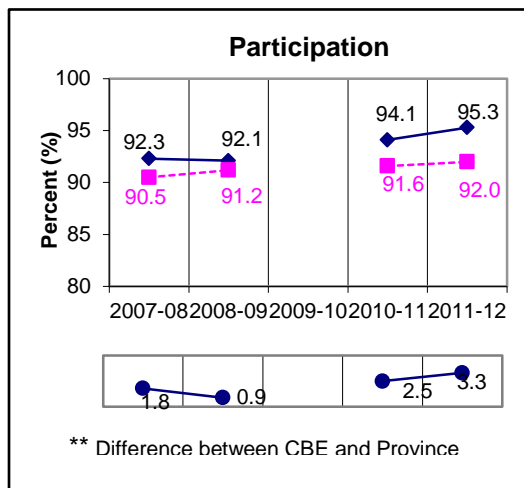
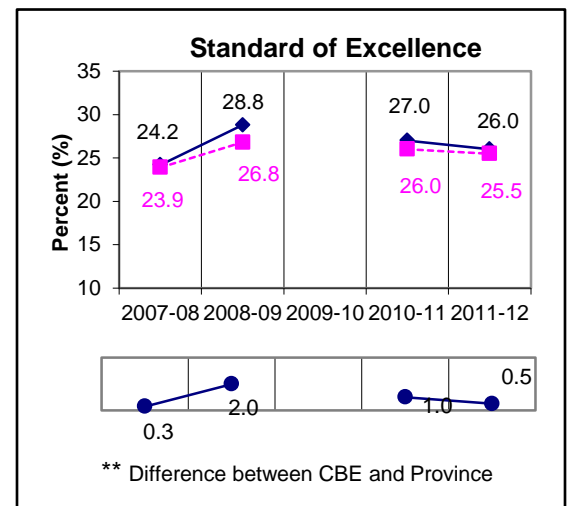
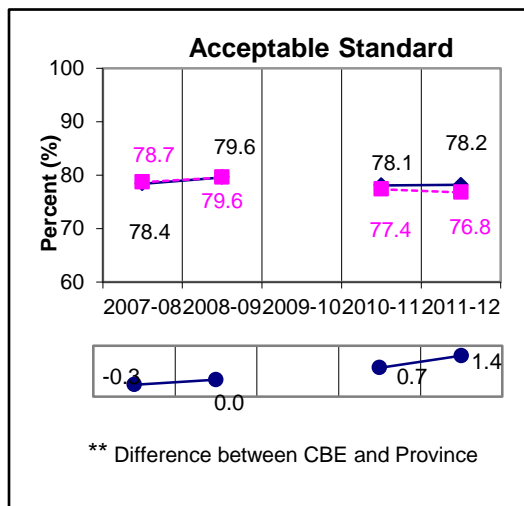
Provincial Achievement Tests: Grades 3, 6 and 9 Mathematics

- 2011-2012 marks the second year of full implementation of the Grades 3, 6 and 9 Provincial Achievement Tests for the new Mathematics program of studies.
- 2009-2010 marked the final year of administration of the PAT based on the old math program of studies and the pilot year for the PAT based on the new program. Because in 2009-2010 some students wrote the old and some the new test, results cannot be standardized and no results are reported for that year.
- It is not yet possible to infer trends.

Grade 3 Mathematics Results

- In this second year of administration, CBE students have maintained achievement at the acceptable standard.
- Consistent with provincial results, the percentage of CBE students achieving the standard of excellence decreased slightly.
- Participation rates are up over those in 2010-11.

Grade 3 Mathematics: *All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

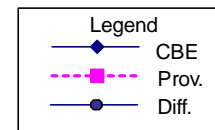
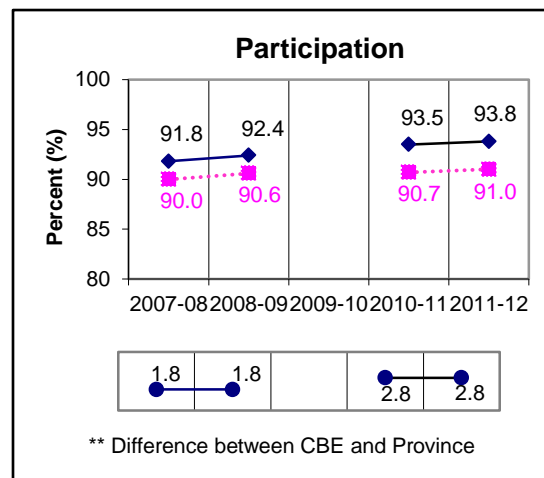
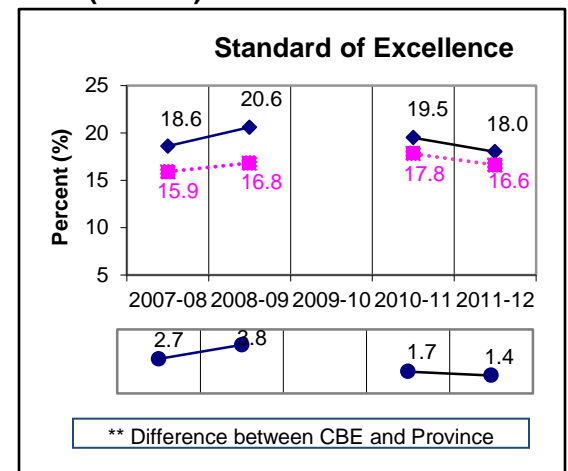
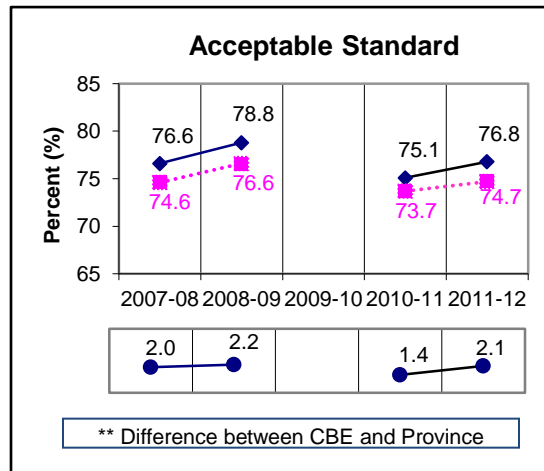
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 6 Mathematics Results

- In this second year of administration, achievement at the acceptable standard has risen to 76.8%.
- The slight decrease in students achieving at the standard of excellence is consistent with the trend in provincial results.
- Participation rates are stable.

Grade 6 Mathematics

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

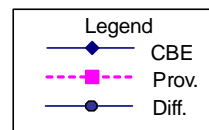
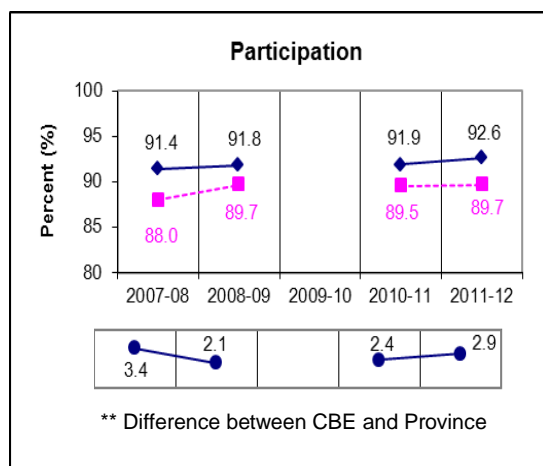
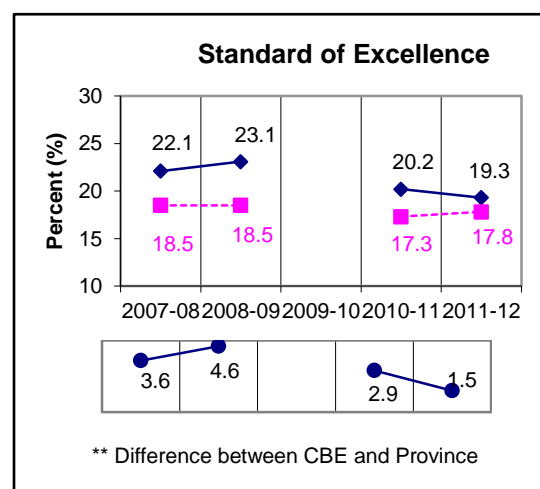
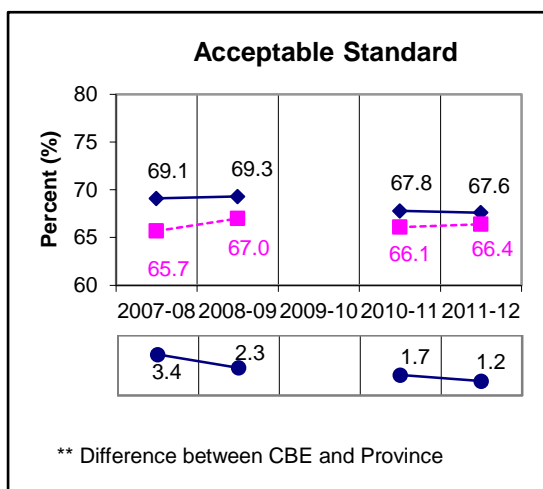
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Mathematics Results

- At the acceptable standard, achievement on the Grade 9 Mathematics PAT has been maintained and remains slightly above that of the province.
- The percentage of CBE students achieving the standard of excellence declined, while that in the province rose. The achievement of CBE students remains above that of the province by 1.5%
- Participation rates rose slightly. As a result, the gap between CBE and the province increased to 2.9%

Grade 9 Mathematics

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

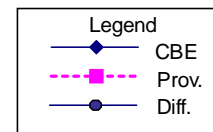
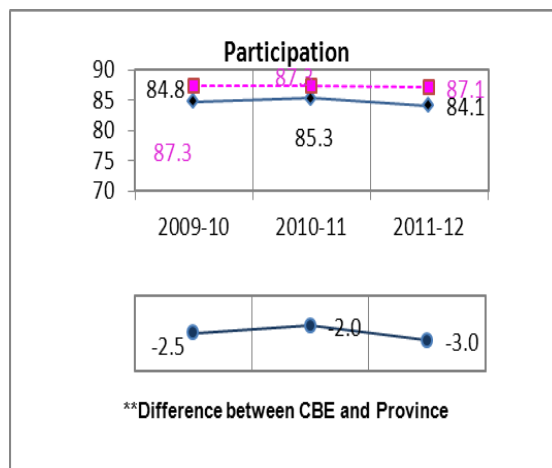
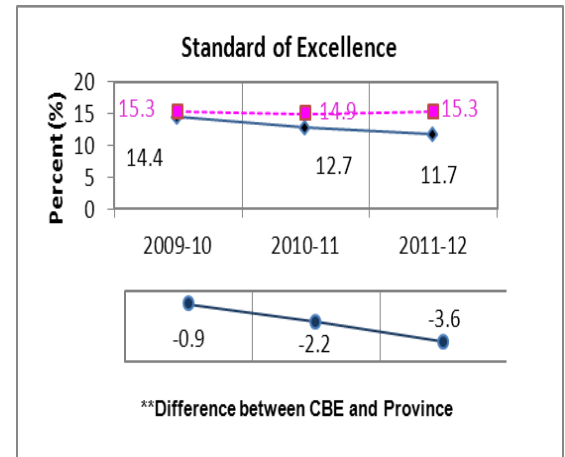
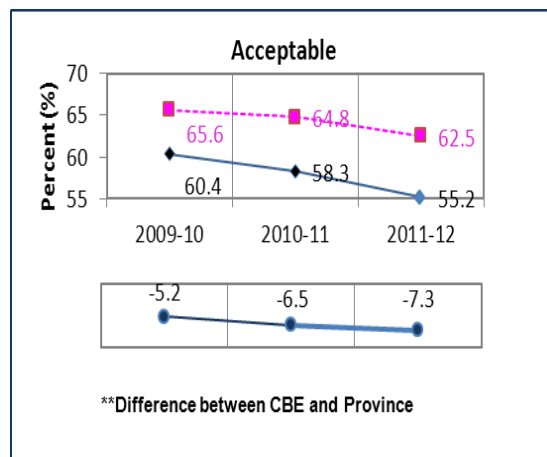
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Knowledge and Employability Mathematics Results

- The percentage of CBE students achieving the acceptable standard was 55.2 percent, 7.3 percentage points below the province.
- The percentage of CBE students achieving the standard of excellence decreased by 1 percentage point.
- The cohort for Grade 9 KE Mathematics consisted of 239 students. In both CBE and the province, a larger number of students are enrolled in Knowledge and Employability Mathematics than in any other Knowledge and Employability subject area.

Grade 9 Knowledge and Employability Mathematics Results

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

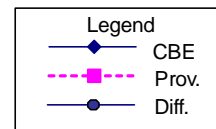
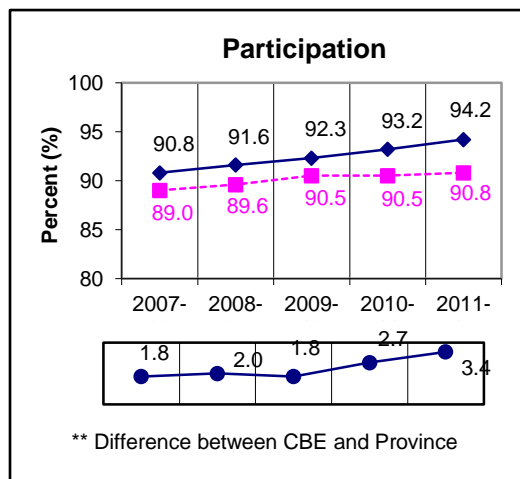
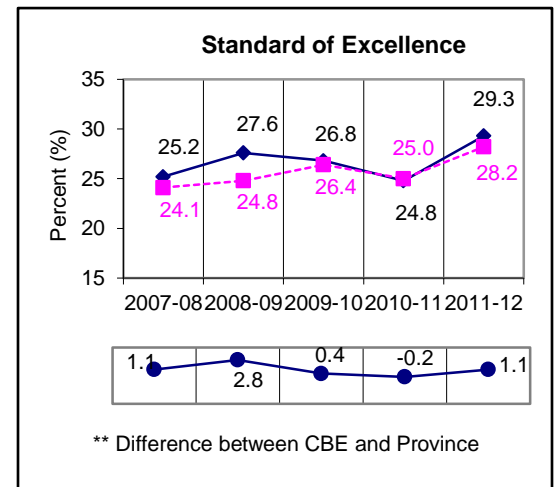
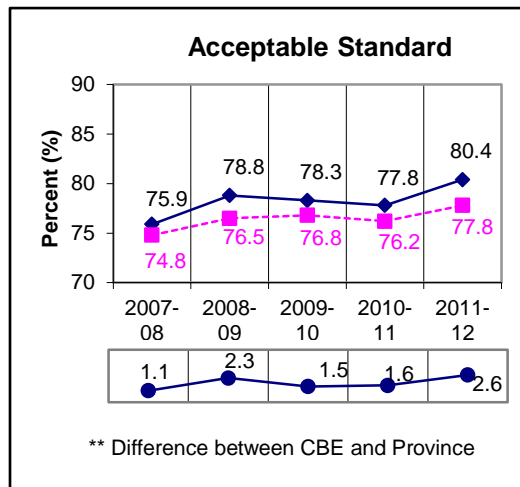
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 6 Science Results

- Achievement has improved at both the acceptable standard and the standard of excellence.
- 2011-12 produced the highest level of achievement over the past five years.
- The achievement of CBE students is above that of the province at both standards.
- Participation also increased and is 3.4 percentage points above that in the province.

Grade 6 Science Results

*All Students Enrolled (Cohort)



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

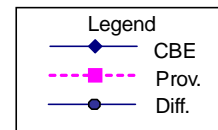
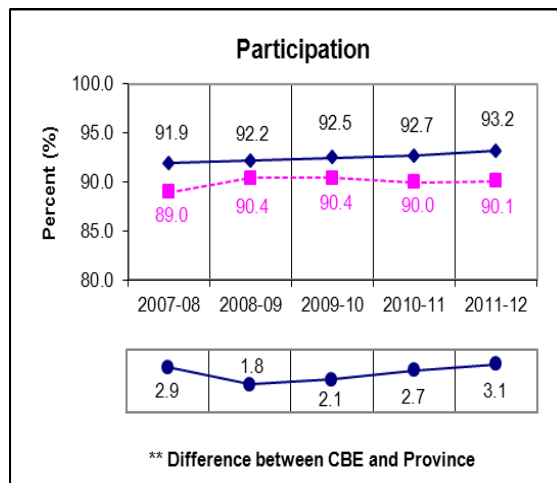
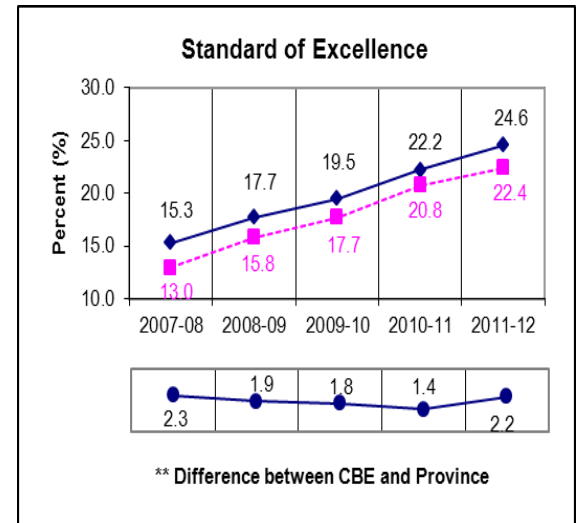
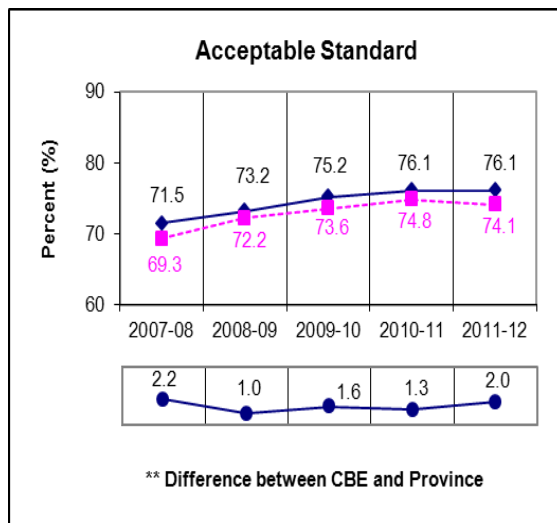
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Science Results

- Achievement at the acceptable standard has been maintained.
- At the standard of excellence, achievement is trending steadily upwards, to produce the highest level of achievement over the past five years.
- The achievement of CBE students is above that of the province at both standards.
- Participation has also increased and is 3.1 percentage points above that in the province.

Grade 9 Science Results

***All Students Enrolled (Cohort)**



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

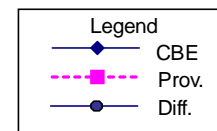
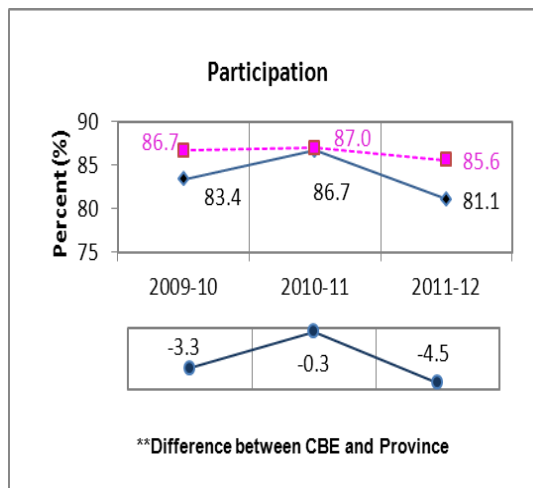
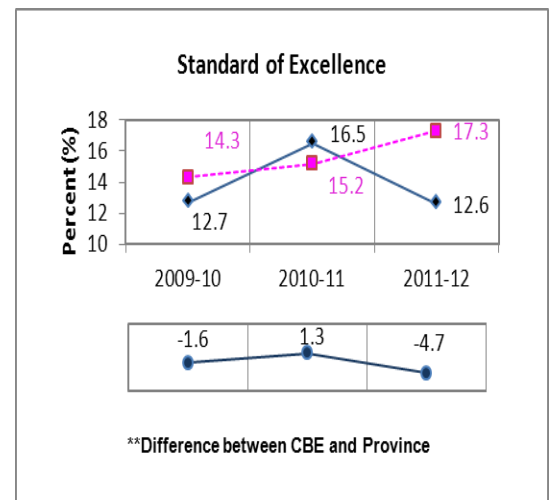
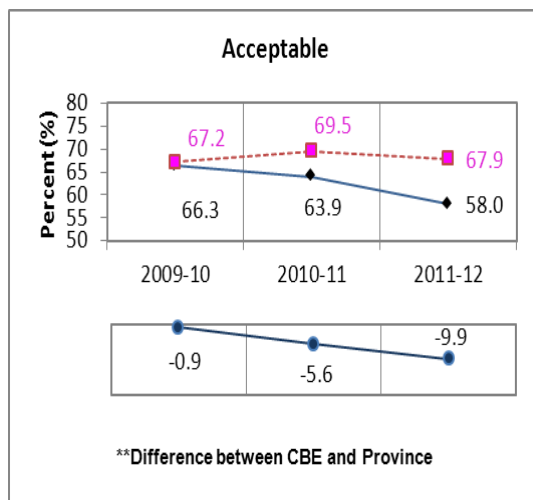
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Knowledge and Employability Science Results

- The percentage of students achieving the acceptable standard decreased by 5.9 percent.
- The percentage of students achieving the standard of excellence decreased to 12.6 %, 4.7 percentage points below the province.
- The cohort size is small (143 students). The participation rate reflects a small number of absent and excused students.

Grade 9 Knowledge and Employability Science Results

***All Students Enrolled (Cohort)**



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

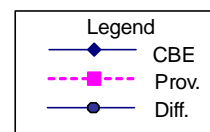
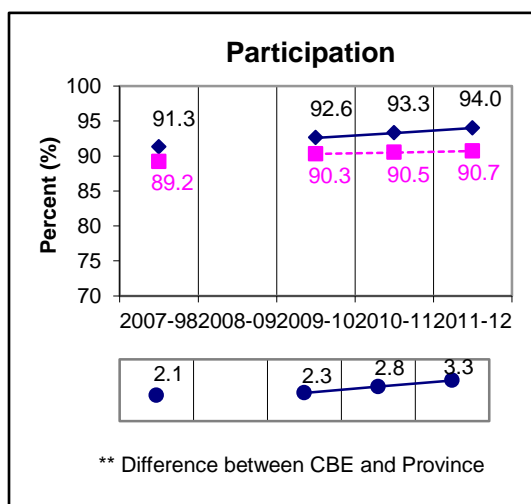
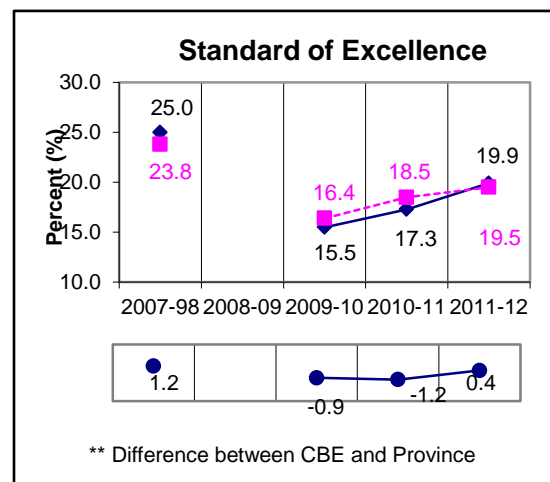
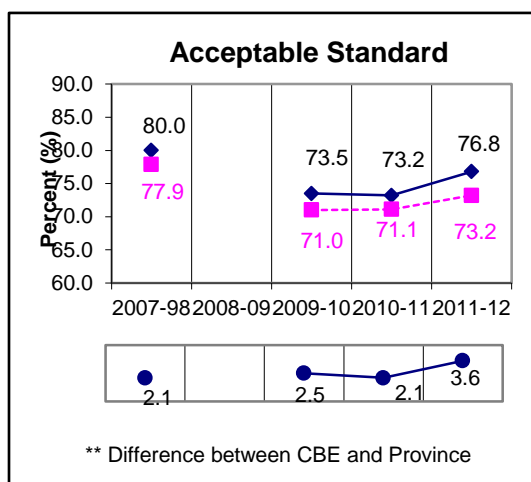
Grade 6 and 9 Social Studies Results

- 2008- 2009 marked the final year of administration of the PAT based on the old social studies program of studies and the pilot year for the PAT based on the new program. Because in 2008 -2009 some students wrote the old and some the new test, results cannot be standardized and no results are reported for that year.

Grade 6 Social Studies Results

- At both the acceptable standard and the standard of excellence, the achievement of CBE students increased this year, the third year of administration of the test for the new program of studies.
- At both standards, the achievement of CBE students was above that of the province.
- At the acceptable standard, the gap increased to 3.6 percentage points.
- The CBE participation rate of 94% was 3.3 percentage points above that of the province.

Grade 6 Social Studies Results



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

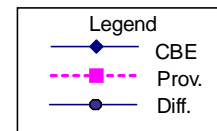
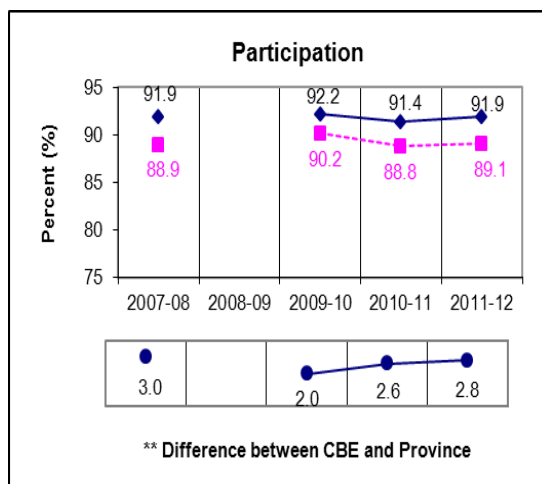
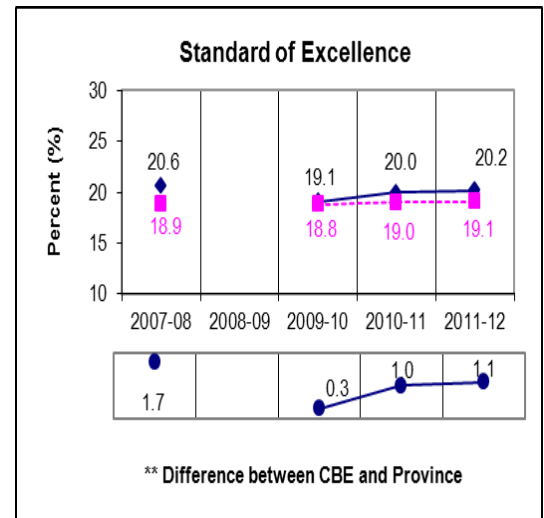
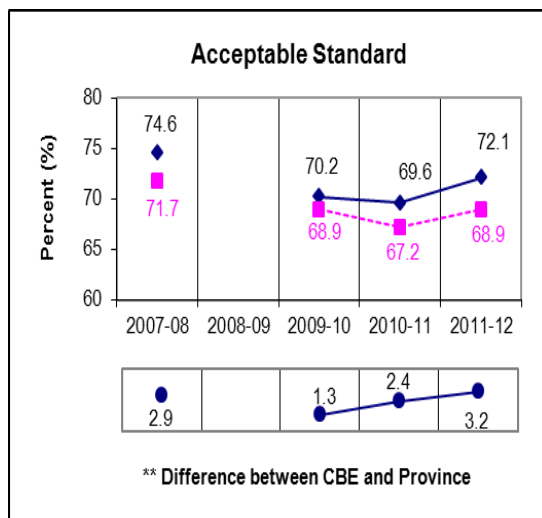


Grade 9 Social Studies Results

- The achievement of CBE students increased this year at both the acceptable standard and the standard of excellence, to reflect the highest results over the three years of the test.
- At both standards, the achievement of CBE students was above that of the province.
- At the acceptable standard, the gap increased to 3.2 percentage points.
- The CBE participation rate of 91.9% was 2.8 percentage points above that of the province.

Grade 9 Social Studies Results

***All Students Enrolled (Cohort)**



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

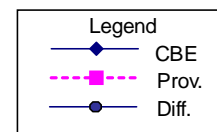
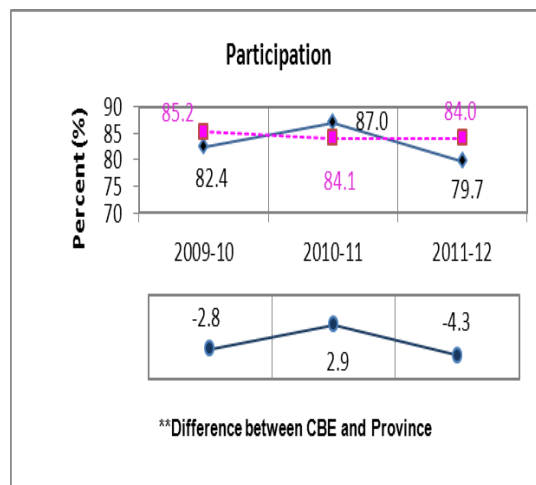
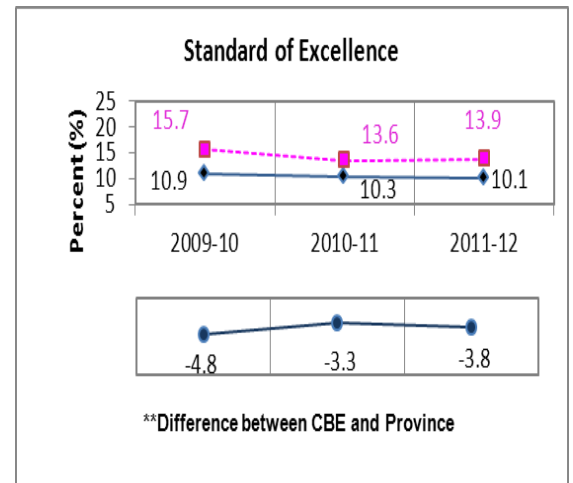
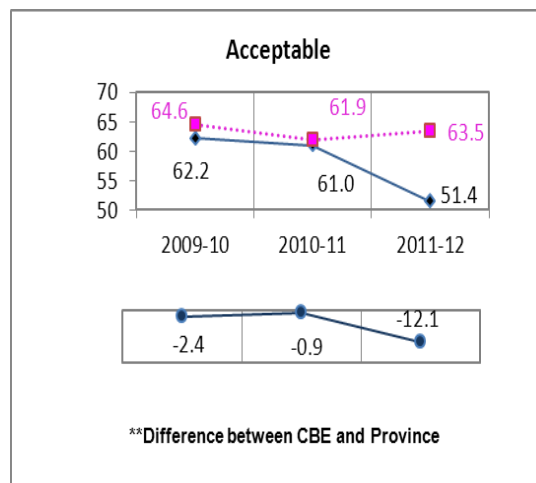
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Social Studies Results

- The percentage of CBE students achieving the acceptable standard decreased by 9.6 percentage points.
- The percentage of students achieving the standard of excellence was maintained.
- The cohort for the KE Social Studies PAT was 138 students; the participation rate was 79.7%.

Grade 9 Knowledge and Employability Social Studies Results

***All Students Enrolled (Cohort)**



Note:

* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Analysis of Diploma Examinations

Calgary Board of Education DIPLOMA EXAM RESULTS SCHOOL YEAR 2011-2012 (Entire School Year Results) ¹											
COURSE ⁵	NUMBER WRITING		PARTICIPATION RATE (%) ²			DIPLOMA MARKS					
						ACCEPTABLE STANDARD (%) ³			STANDARD OF EXCELLENCE (%) ⁴		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English 30-1	6,429	29,330	64.2	60.2	4.0	85.3	86.0	-0.7	13.5	11.3	2.2
English 30-2	2,300	14,560	23.4	29.1	-5.7	88.3	89.5	-1.2	11.7	10.7	1.0
Fr. Lang. Arts 30-1	402	1,208	4.8	2.9	1.9	96.3	95.5	0.8	16.4	13.4	3.0
Social 30-1	4,526	23,489	51.0	52.0	-1.0	90.4	86.2	4.2	24.4	16.7	7.7
Social 30-2	3,258	17,199	35.2	36.0	-0.8	85.9	83.0	2.9	20.7	13.7	7.0
Pure Math 30	4,999	21,693	51.5	46.7	4.8	86.9	81.8	5.1	37.5	27.1	10.4
Applied Math 30	2,000	9,993	19.8	21.6	-1.8	79.8	75.6	4.2	14.0	10.3	3.7
Biology 30	4,428	23,300	45.0	47.1	-2.1	86.2	81.8	4.4	36.6	28.1	8.5
Chemistry 30	4,568	19,927	45.3	40.4	4.9	81.7	76.7	5.0	37.6	28.4	9.2
Physics 30	2,233	10,562	24.0	22.5	1.5	87.1	81.0	6.1	41.8	30.3	11.5
Science 30	970	5,874	10.3	11.5	-1.2	77.8	79.8	-2.0	17.2	22.0	-4.8

¹ Entire school year results show the performance of all students in the school authority for all tests.

² The participation rate reflects the percentage of students enrolled in their third year of high school in the province on September 30th of the reported school year and who completed the course by August 31st of the reported school year. Students may have completed the course in the reported year or an earlier school year.

³ Percent of Students obtaining Acceptable Standard i.e. Pass - a mark of 50% to 100%.

⁴ Percent of Students obtaining Standard of Excellence i.e. Honours - a mark of 80% to 100%.

⁵ Students writing French translations of the examinations are included in the statistics.



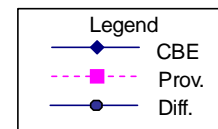
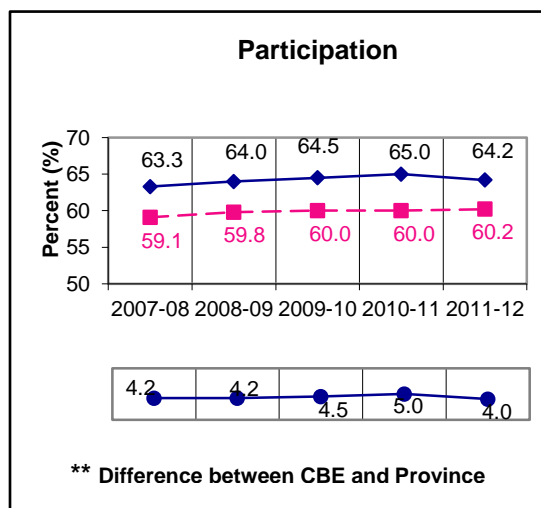
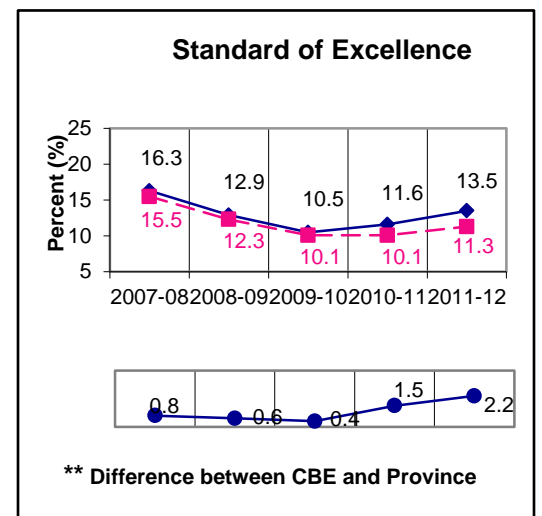
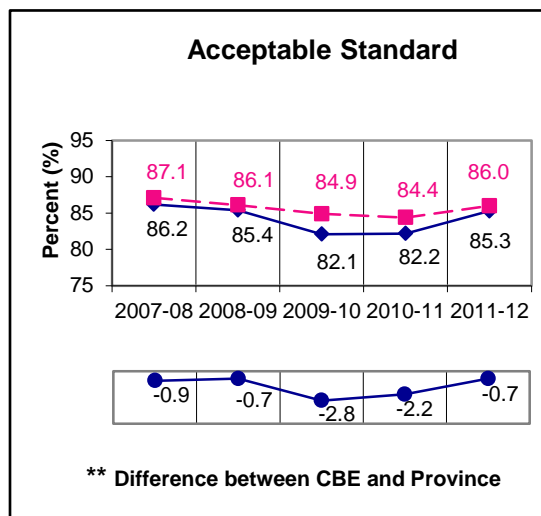
Calgary Board of Education Five Year Trends

English 30-1 Results

- For the second year, results at the standard of excellence are up for both the Calgary Board of Education and the province.
- This year, results at the acceptable standard have also risen slightly at both jurisdiction and provincial levels.
- Participation rates in English 30-1 in 2011-2012 are 4 percentage points above the province, a consistent trend over the last five years.

Five-Year Diploma Examinations Results

English Language Arts 30-1



NOTE:

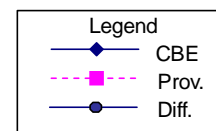
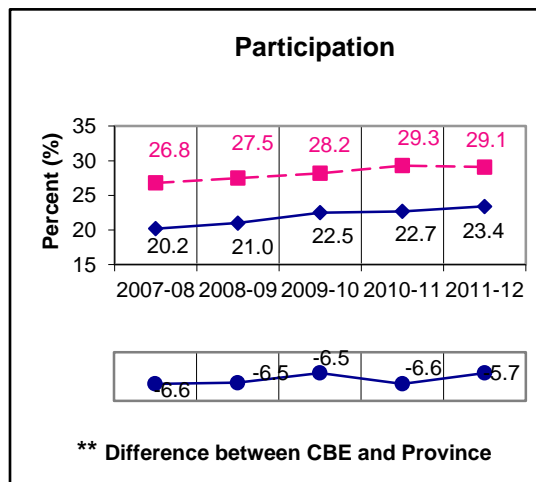
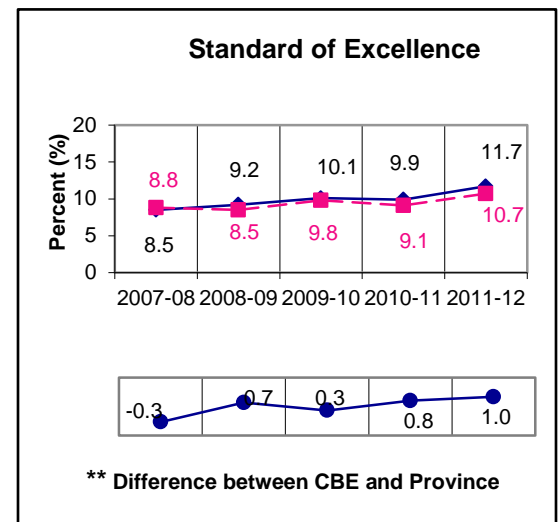
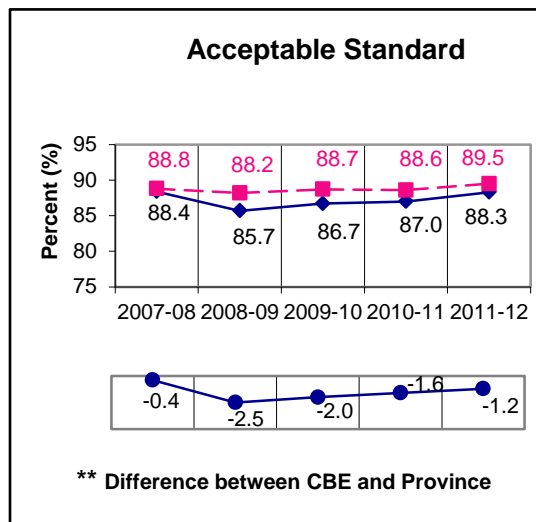
A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

English 30-2 Results

- While the percentage of students achieving the acceptable standard is still below that in the province, the gap has been steadily narrowing over the past four years.
- Over the past five years, the percentage of CBE students achieving the standard of excellence has been trending upwards.
- At the standard of excellence, the gap has been steadily widening over the past 3 years, reaching one percentage point this year, 2011-2012.
- The participation rate for English Language Arts 30-2 is 5.7 percentage points below the province.

Five-Year Diploma Examinations Results

English Language Arts 30-2



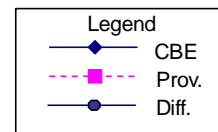
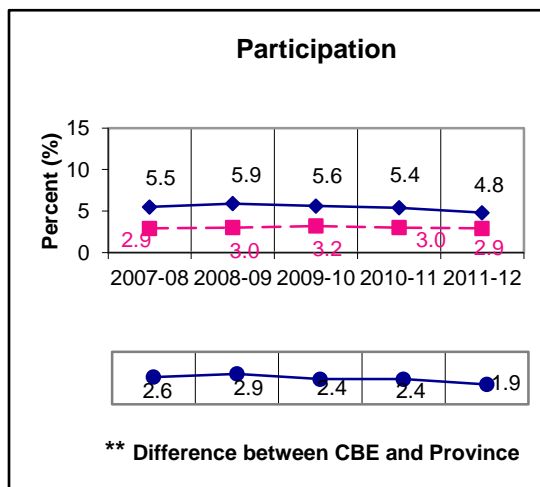
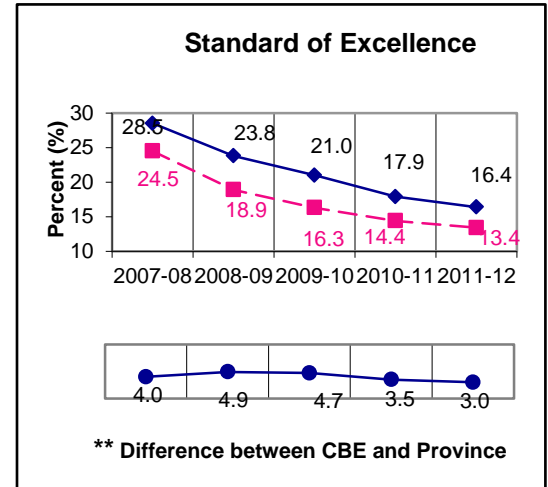
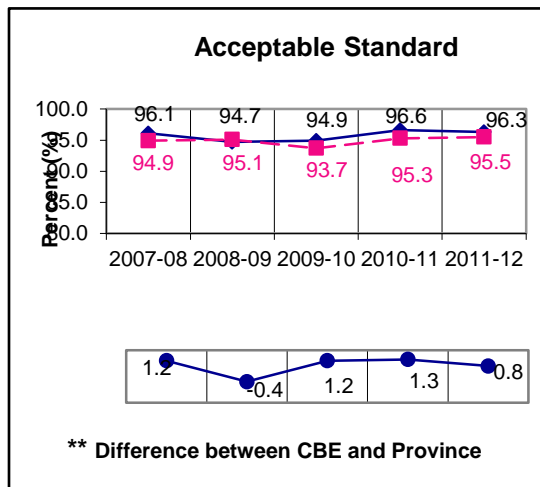
NOTE:

A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

French Language Arts 30-1 Results

- A higher percentage of students in the CBE than in the province achieved both the acceptable standard and the standard of excellence
- CBE students continue to demonstrate solid achievement with 96.3% attaining the acceptable standard this year.
- The percentage of students achieving the standard of excellence has declined steadily over the past five years. This decline is paralleled in the provincial results.

Five-Year Diploma Examinations Results French Language Arts 30-1



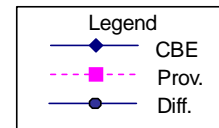
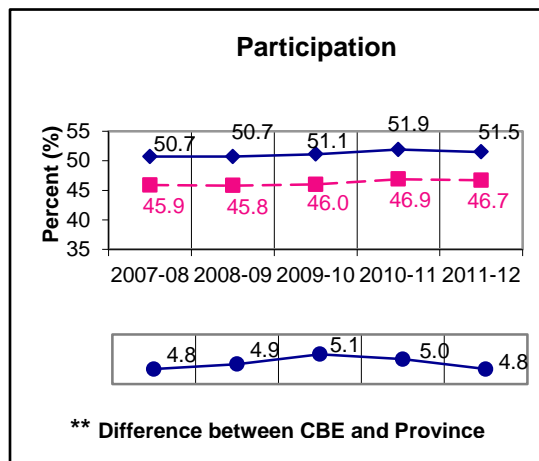
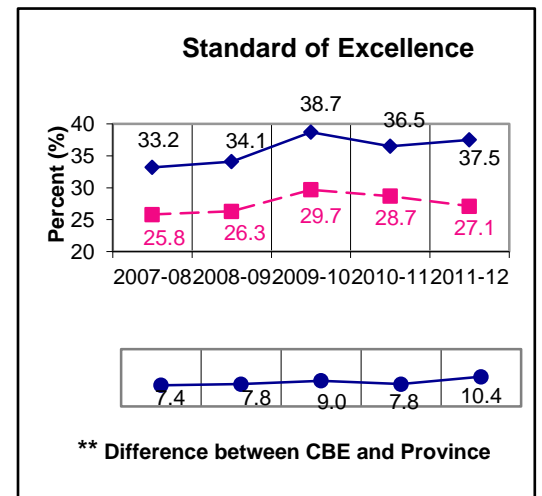
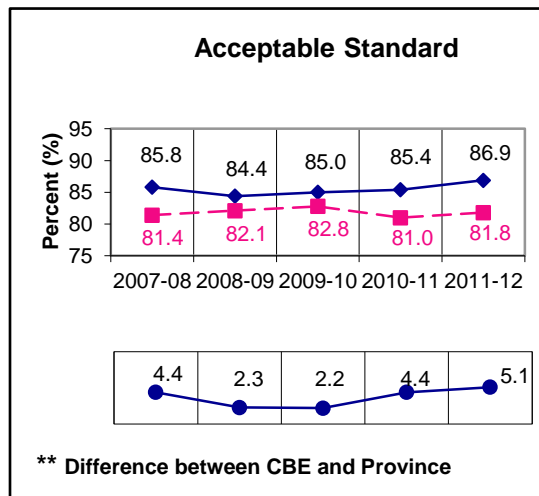
NOTE:

A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Pure Math 30 Results

- The percentage of students achieving the acceptable standard has risen to 86.9%, 5.1 percentage points above that in the province.
- The percentage of students achieving the standard of excellence has risen slightly over last year to 37.5%, 10.4 percentage points above that in the province.
- The participation rate in CBE is 51.5%, 4.8 percentage points above the province.

Five-Year Diploma Examinations Results Pure Math 30



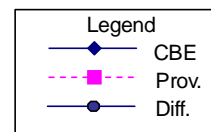
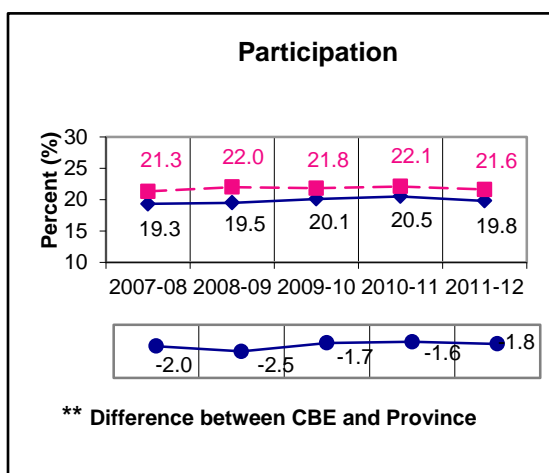
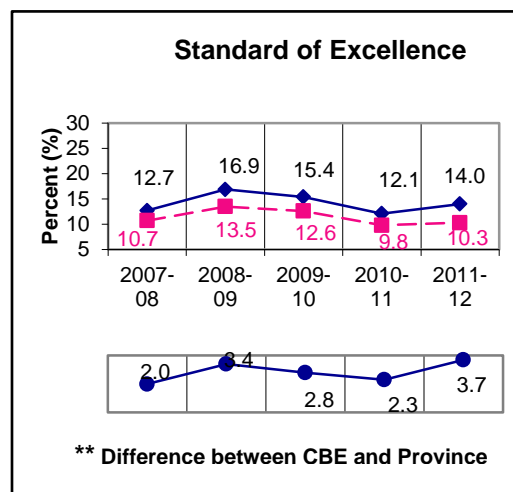
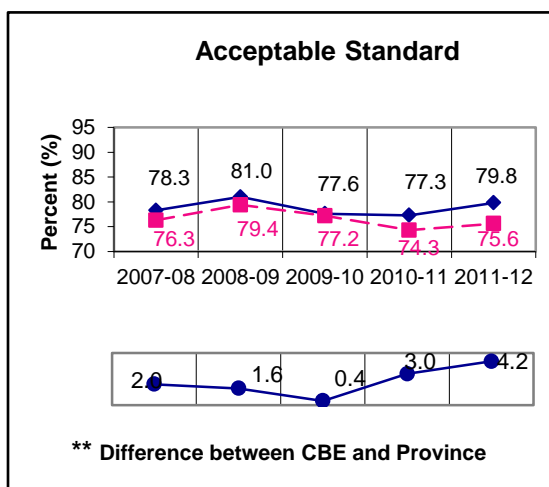
NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Applied Math 30 Results

- At both standards, achievement in Applied Math 30 improved over the 2010-2011 school year.
- The percentage of students achieving the acceptable standard has risen to 79.8%, 4.2 percentage points above that in the province.
- The percentage of students achieving the standard of excellence has risen to 14%, 3.7 percentage points above that in the province.
- The participation rate in CBE is 19.8%, 1.8 percentage points below that in the province.

Five-Year Diploma Examinations Results Applied Mathematics 30



NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

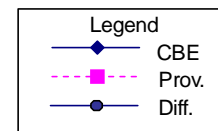
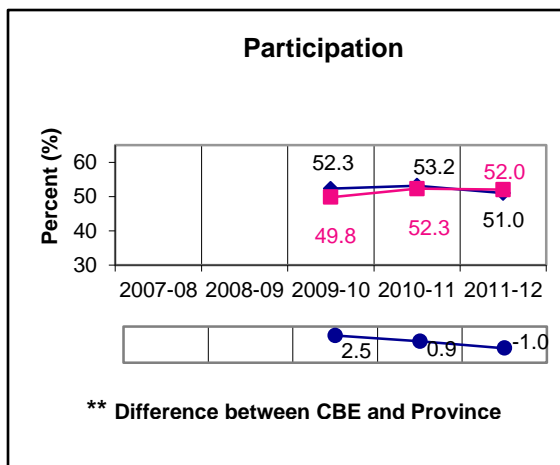
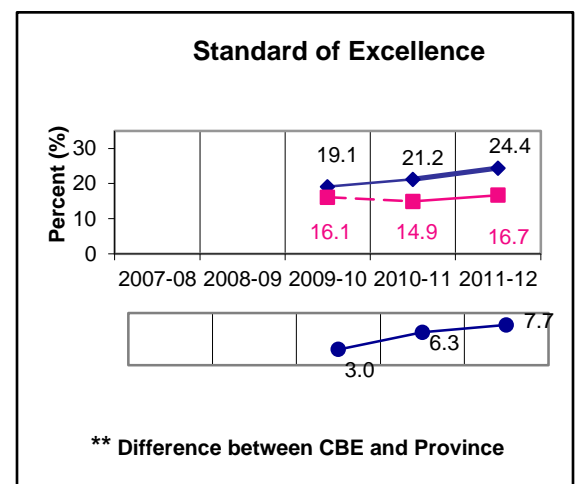
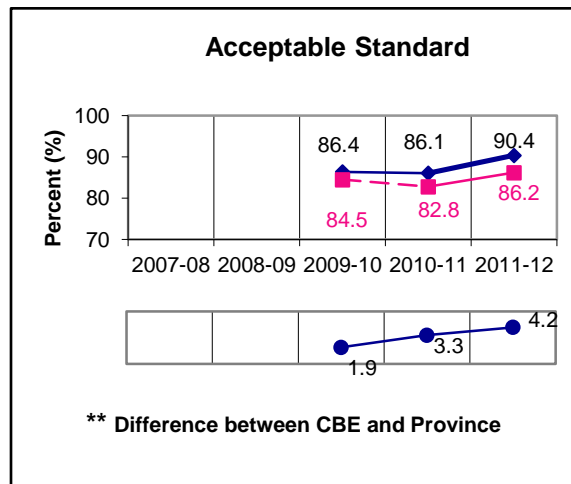
Social Studies 30-1 and 30-2 Results

- This is the third year of implementation for the diploma examinations based on the new programs, Social Studies 30-1 and 30-2, introduced in the 2009-2010 administrations.

Social Studies 30-1 Results

- The percentage of CBE students achieving the acceptable standard increased to 90.4%, 4.2 percentage points above that in the province.
- It is also noteworthy that 24.4 of students achieved the standard of excellence, 7.7 percentage points above the province.
- While participation remained steady in the province, participation in CBE declined by 1 percentage point.

Five-Year Diploma Examinations Results Social Studies 30-1



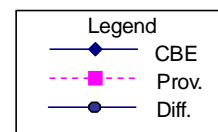
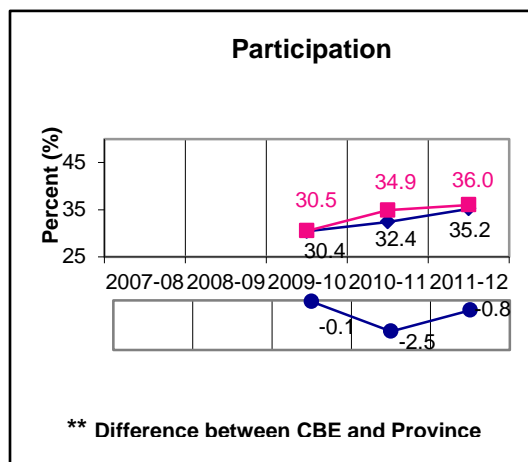
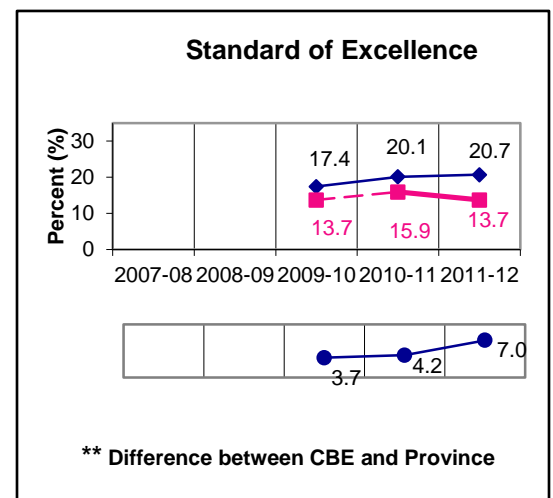
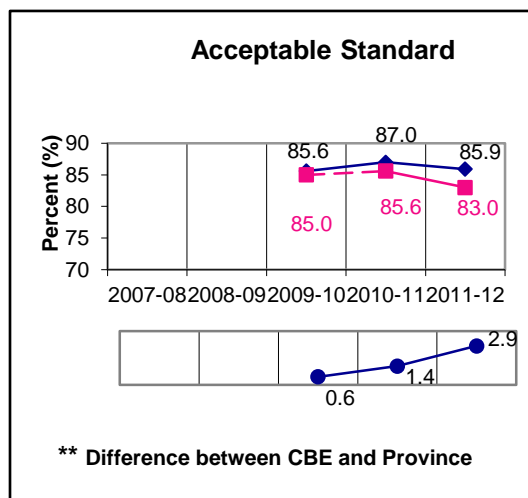
NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Social Studies 30-2 Results

- The percentage of students achieving the acceptable standard declined slightly in CBE; nevertheless, it remains 2.9 percentage points above that in the province.
- The percentage of students achieving the standard of excellence continues to trend up while the province demonstrates a slight downward trend; achievement of CBE students is 7 percentage points above that in the province.
- Participation has risen by 4.8 percentage points since implementation, but remains 0.8 percentage points below that in the province.

Five-Year Diploma Examinations Results Social Studies 30-2 *



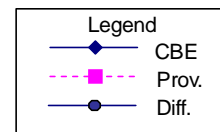
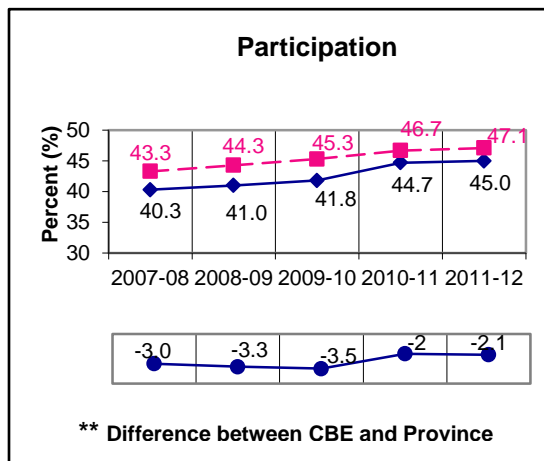
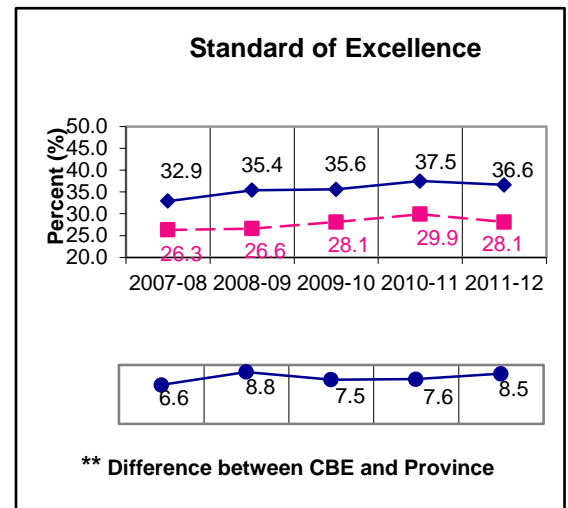
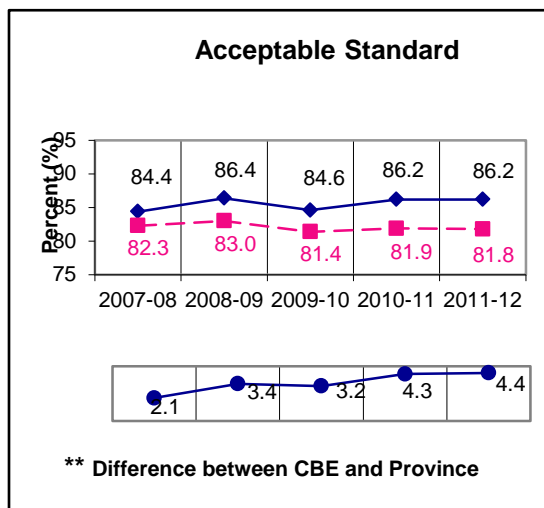
NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Biology 30 Results

- The percentage of students in the Calgary Board of Education achieving the acceptable standard remained steady at 86.2%, 4.4 percentage points above the province.
- In both the jurisdiction and the province, there was a slight decline in the percentage of students achieving the standard of excellence. At 36.6%, the percentage of students achieving the standard of excellence is 8.5 percentage points higher by comparison with that in the province.
- Participation rates in Biology 30 on a year by year basis are between 3.5 and 2.0 percentage points below those of the province.

Five-Year Diploma Examinations Results Biology 30



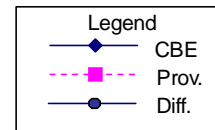
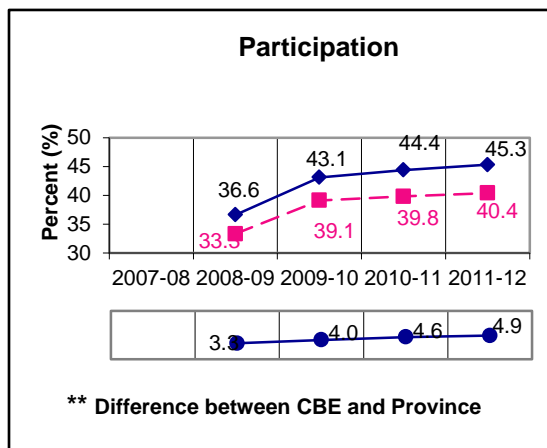
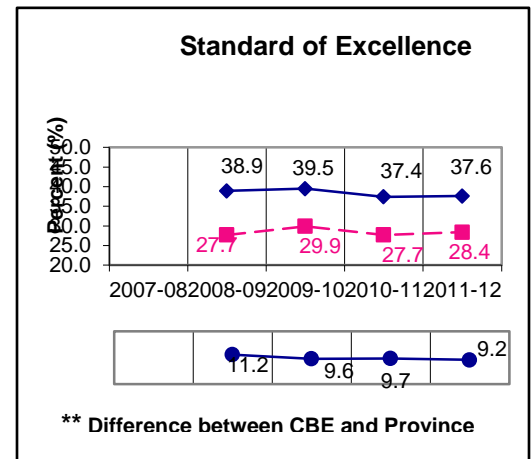
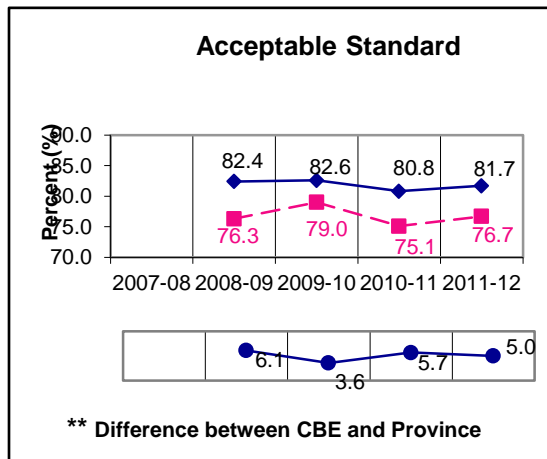
NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Chemistry 30 Results

- This is the fourth year of the diploma examination for the new program in Chemistry 30.
- Strong achievement has been maintained at both the acceptable standard and the standard of excellence.
- At 37.6%, the percentage of students achieving the standard of excellence is 9.2 percentage points higher than that in the province.
- The participation rate in CBE is 45.3%, 4.9 percentage points above that of the province.

Five-Year Diploma Examinations Results Chemistry 30



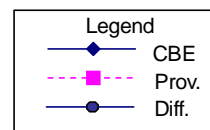
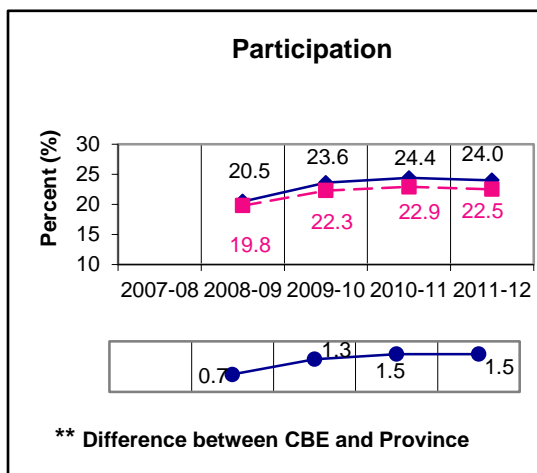
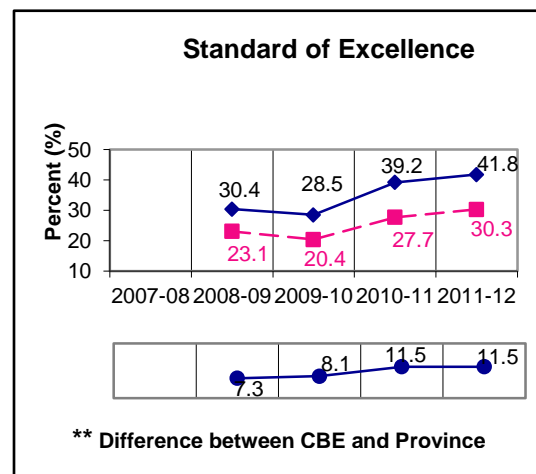
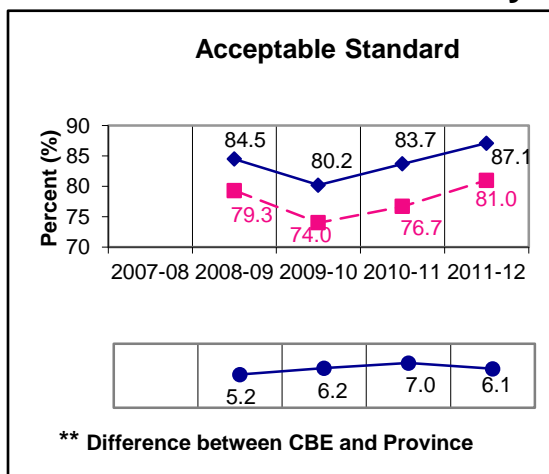
NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Physics 30 Results

- This is the fourth year of the diploma examination for the new program in Physics 30.
- Strong achievement has been maintained at both the acceptable standard and the standard of excellence.
- The percentage of students achieving the standard of excellence has risen steadily over the past three years from 28.5% in 2009-10 to 41.8% this year. The gap between CBE and the province stands at 11.5%.
- The participation rate in CBE is 24%, 1.5 percentage points above that in the province.

Five-Year Diploma Examinations Results Physics 30



NOTE:

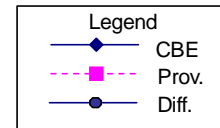
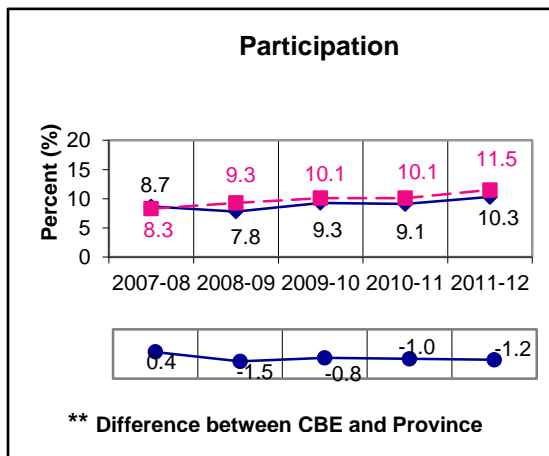
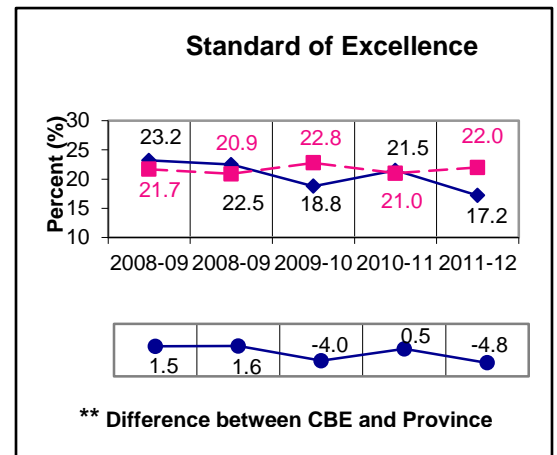
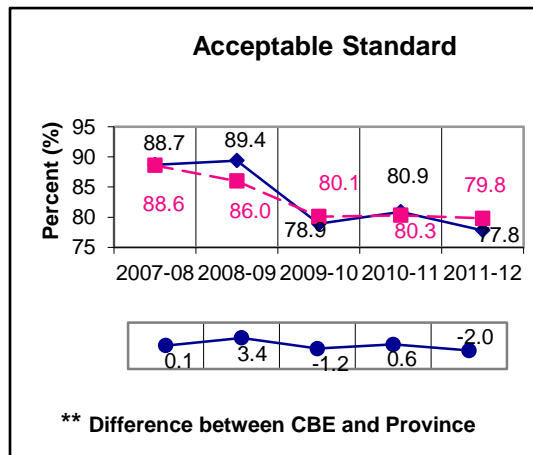
A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

- **Science 30 Results**

- The percentage of CBE students achieving the acceptable standard decreased by 3.1 percentage points to 77.8%, 2 percentage points below that in the province.
- The percentage of CBE students achieving the standard of excellence decreased by 4.3 percentage points to 17.2%, 4.8 percentage points below that in the province.
- The participation rate in CBE rose to 10.3%.

Five-Year Diploma Examinations Results

Science 30



NOTE:

A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Conclusion

In Results 2: Academic Success, the Calgary Board of Education expresses its commitment to success for each and every student:

Each student will be literate and numerate, able to integrate and apply the knowledge, skills and competencies acquired across all academic disciplines. Through a commitment to personalizing learning and a focus on the instructional core, we strive to provide a learning environment in which each student can achieve success every day.

While the scope of student learning is much broader than can be assessed by a test or examination, the results of the Provincial Achievement Tests and Diploma Examinations do supply one measure of our success in providing a learning environment in which each student can achieve success every day. In addition, they are one source of information which can be used to build our capacity to provide learning as unique as every student.

The Chief Superintendent commends students of the Calgary Board of Education on their accomplishment and recognizes the contribution made by parents, Calgary Board of Education staff and the broader community to the achievement of these results.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Reasonable Interpretation Operational Expectations 7: Asset Protection

Date	October 2, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-7: Asset Protection.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-7: Asset Protection.

2 | Issue

Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods." One of these methods is "by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;"



Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress."

3 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-7: Asset Protection.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable interpretation of OE-7: Asset Protection

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Governance: Defining values in policy that establish the vision and *Results* to be achieved by students. Defines organizational performance of the district's employees, holding them accountable for that stated standard of performance.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on *Operational Expectations* and monitoring reasonable progress on *Results*.



operational
expectations
monitoring report

October 2, 2012

Attachment

OE-7: Asset Protection REASONABLE INTERPRETATION REPORT

The Chief Superintendent will ensure that all organizational assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

Interpretation |

The Chief Superintendent interprets *all organizational assets* to mean all assets owned by the Calgary Board of Education. This includes all asset categories recorded on the organization's balance sheet.

Currently there are certain inventories of supplies that are not tracked and recorded on the balance sheet of the organization, and which therefore would not be considered as part of the above interpretation of *all organizational assets*. However, the CBE is in the process of developing tracking mechanisms for some of the larger inventories (such as musical instruments and textbooks), and at such time as they are incorporated into the balance sheet, OE-7 would apply.

The Chief Superintendent interprets *adequately protected, properly maintained, appropriately used and not placed at undue risk* to mean that controls and processes are in place to ensure that assets are safeguarded, kept in safe working order, used for the purposes for which they were intended – all within the context of the organization's defined risk tolerance profile. This means that controls and processes are in place to decrease risk to a medium or low level.

The Chief Superintendent will:

- 7.1 Insure against theft and property losses equal to replacement value and against liability losses to the organization itself, the Board of Trustees, individual trustees and staff in an amount at least equal to the average for comparable organizations.

Interpretation |

The Chief Superintendent interprets *comparable organizations* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium ("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Indicator of Compliance |

USIC (and therefore CBE) coverage of risks is greater than or equal to the Ontario School Board Insurance Exchange.



OE-7: Asset Protection
REASONABLE INTERPRETATION REPORT

- 7.2 Maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, employees and the organization itself in an amount that is reasonable for school districts of comparable size and character.

Interpretation |

The Chief Superintendent interprets *school districts of comparable size and character* to mean Canadian school districts having similar budget amounts and at least as many schools and employees. The CBE is a member of the Urban Schools Insurance Consortium ("USIC") and insures and manages its risks in cooperation with thirteen other Alberta school districts.

Indicator of Compliance |

USIC (and therefore CBE) coverage of risks is comparable to the Ontario School Board Insurance Exchange.

- 7.3 Protect intellectual property, information, files, records and fixed assets from loss or significant damage.

Interpretation |

The Chief Superintendent interprets *protect* to mean that internal control processes and insurance coverage appropriately reflect the risk exposure.

The Chief Superintendent interprets *information* to mean a collection of facts or data, and this sub-section to apply to corporate data – both digital and non-digital information.

The Chief Superintendent interprets Intellectual Property to mean certain intangible rights in works, materials, creations and inventions and includes, without limitation, trademarks, copyright, patents, trade secrets, moral rights and other intellectual property rights that are generated or result from the creation, invention or generation by CBE employees and contractors of such works, materials, creations or inventions in their course of their employment or contractual relationship with CBE or using CBE resources or funding. In such events, all such Intellectual Property rights vest, by statute, in the CBE, except for moral rights that vest in the creator unless waived in writing.

Intellectual Property rights in works, creations, materials and inventions created or generated by a CBE employee outside his or her CBE employment mandate and hours of work with CBE and not using CBE funding or resources will be deemed to vest in such employee, unless the CBE employee has assigned such Intellectual Property rights to CBE or another party.

The Chief Superintendent interprets *fixed assets* to mean assets capitalized on the balance sheet of the CBE's financial statements.

The Chief Superintendent interprets *loss or significant damage* to mean loss or damage sufficient to require replacement or major repair costing in excess of \$25,000.

Indicators of Compliance |

1. a) 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles), as measured by internal tracking.
b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.
2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked, as measured by internal tracking.
3. 100% of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.
4. To the extent any agreements or legal documents refer to Intellectual Property rights of CBE, such agreements or documents shall contain a provision clarifying that CBE has custody or control of the documents or materials with respect to which the Intellectual Property rights exist, provided such provision is applicable within the context of such agreements or documents, as measured by internal tracking.
5. 100% of Intellectual Property related to research works produced through the direction of the Board and any other Board produced documents required by the Chief Superintendent to be copyrighted, shall show the Calgary School District No. 19 copyright and an acknowledgement of the authors, as measured by internal tracking.



The Chief Superintendent shall not:

- 7.4 Allow facilities and equipment to be subject to improper use or insufficient maintenance.

Interpretation |

The Chief Superintendent interprets this sub-section to mean managing maintenance requirements within the confines of the funding provided by Alberta Education for the purposes of maintenance.

The Chief Superintendent interprets *improper use* to mean used for purposes other than intended, and excludes acts of vandalism and break and enters.

Indicators of Compliance |

1. 100% of provincial plant operations and maintenance funding is spent at a minimum on the following: custodial services, maintenance and repair of school buildings and grounds, utilities and facility support services, as measured by internal tracking.
2. 100% of the rolling three year average for Infrastructure Maintenance Renewal (IMR) funding entitlement is expended on qualified IMR projects, and 90% of these are expended annually, as measured by internal tracking.
3. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal", as measured by internal tracking.
4. No more than five instances, per annum, of remedial work exceeding \$10,000 is required to address the impact of improper use, as measured by internal tracking.

- 7.5 Recklessly expose the organization, the Board or employees to legal liability.

Interpretation |

The Chief Superintendent interprets *recklessly* to mean to act in a manner that would be considered by the courts to be negligence and/or willful misconduct.

Indicator of Compliance |

Zero instances of proven negligence or willful misconduct, as measured by internal tracking.



- 7.6 Invest in financial instruments that are not in accordance with the School Act, the Trustee Act, or as otherwise permitted by the Minister of Education.

Interpretation |

The Chief Superintendent interprets *financial instruments* to mean all investments.

The Chief Superintendent interprets *permitted by the Minister of Education* to refer to ability to invest in accordance with the "prudent person" rule granted by the Minister of Education. This provision restricts discretion in investments to that of a prudent person seeking reasonable income and preservation of capital.

Indicator of Compliance |

100% of all investments are in alignment with legislated and ministerial requirements, as measured by internal tracking.

- 7.7 Acquire, encumber or dispose of real property.

Interpretation |

The Chief Superintendent interprets this sub-section to mean that only the Board of Trustees is permitted to acquire, encumber or dispose of school properties, subject to Provincial and Municipal requirements.

The Chief Superintendent interprets *real property* to mean land and buildings.

Indicator of Compliance |

100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees, as measured by internal tracking.

- 7.8 Take any action that damages the organization's public image or credibility.

Interpretation |

The Chief Superintendent interprets this sub-section to mean that the Board of Trustees considers the organization's public image and credibility to be an asset that requires protection and preventative measures.

The Chief Superintendent interprets *take any action* to mean specific acts by employees of the Calgary Board of Education in the performance of their role within the organization.



The Chief Superintendent interprets *take any action that damages the organization's public image or credibility* to have the same meaning as *does not take action that endangers the organization's public image or credibility* as defined in OE-1, that is, to mean that administration leads the Calgary Board of Education and its operations in a way that meets or exceeds the community's expectations for the conduct of a public institution.

Indicator of Compliance |

Calgary Board of Education employees are alerted to the expectations for their conduct in the context of their employment with the CBE through Administrative Regulation 4027 – Code of Conduct for Employees:

- a) at the point of hire;
- b) annually by school principals;
- c) annually by supervisors.



report to Board of Trustees

EducationMatters Financial Statements August 31, 2012

Date	October 2, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Barbara Burggraf, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

It is recommended:

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

2 | Background

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

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements as at August 31, 2012



Sept 20, 2012

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its August 31, 2012 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 August 31, 2012 and audited December 31, 2011
- Unaudited Statement of Operations for the period ended August 31, 2012 and comparative for the year ended December 31, 2011
- Unaudited Operating Budget Comparison to August 31, 2012
- Statement of EducationMatters Funds Established as at August 31, 2012
- Statement of Grants Awarded for the year to date August 31, 2012
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters
Mark Saar - Treasurer, EducationMatters

EducationMatters
Statement of Financial Position

As at August 31, 2012

\$'000

(unaudited)

	As At Aug 31/12 <u>(unaudited)</u>	As At Dec 31/11 <u>(audited)</u>
ASSETS		
Cash and cash equivalents	168	241
Investments	3,760	3,175
Accounts receivable	1	2
Capital assets	7	6
 Total assets	 <u>3,936</u>	 <u>3,424</u>
 LIABILITIES		
Accounts payable	2	38
Deferred Contributions	-	125
 Total liabilities	 <u>2</u>	 <u>163</u>
 FUND BALANCES		
Endowment funds	2,238	2,115
Flow through funds	1,186	698
Operating funds	509	448
Total fund balances	<u>3,933</u>	<u>3,261</u>
 Total liabilities and fund balances	 <u>3,936</u>	 <u>3,424</u>

EducationMatters
Statement of Operations
Year to Date to August 31, 2012
\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/11</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	126	1,450	25	1,601	1,287
CBE grants			500	500	750
Gains/losses on investments	55	(2)	8	61	104
Interest & fees			20	20	24
Total revenue	181	1,448	553	2,182	2,165
 GRANTS					
Grants issued	37	960		997	812
 EXPENSES					
Salaries & benefits			358	358	602
Consulting & professional fees			16	16	51
Administrative expenses	20		114	134	207
Advertising & communications			5	5	66
Total expenses	20		493	513	926
 FUND BALANCES					
Change during the period	124	488	60	672	427
Beginning balance	2,115	698	448	3,261	2,834
Balance, end of period	2,239	1,186	508	3,933	3,261

Total contributions since inception:

2012 YTD	1,601
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>8,941</u>

EducationMatters
 Operating Budget Comparison
 Year-to-Date August 31, 2012
 (thousands of dollars)

	2012 BUDGET	31 - Aug Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	547	358
Events	46	
Fund Development & Communications	69	13
Organizational Administration	188	121
Total Expenses	<u>850</u>	<u>492</u>

EducationMatters
Funds Established
as at August 31, 2012

	Fund Balance \$
Flow Through Funds:	
Allan Markin Healthy Learners Fund	149,152
Athletics Flow Thru Fund, Helping Students in Need	225
Benjamin (Ben) Albert Legacy Fund (Flow Thru)	-
Beverley Hubert Global Citizenship Fund	736
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	7,024
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10,010
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	5,735
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	137
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	7,433
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	1,116
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	699
Future Leaders Flow Thru Fund	24,432
Heather and N. Murray Edwards Literacy Fund	26,000
High School Transition Program	-
Integro Legacy Fund	15,441
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	4
Louise Dean School Fund	1,900
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,750
Public Education Enhancement Flow Thru Fund (Designated)	463,557
Public Education Enhancement Flow Thru Fund	6,215
Schools Helping Schools Fund	2,160
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	660
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	1,178
West Springs School Enhancement Fund	3,278
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
Total Flow Through Funds (Granting)	\$731,923
Endowment Funds:	
Athletics Endowment Fund, Helping Students in Need	15,799
Bob Bannerman Memorial Fund	10,454
Beverley Hubert Global Citizenship Fund	15,708
Career Pathways Field of Interest Endowment Fund	58,420
Civil Society & Citizenship Education Endowment Fund	15,105
ConocoPhillips World Schools Debate Development Endowment Fund	35,298

	Fund Balance \$
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	52,360
Creagh Family Fund	16,993
Dr. Brendan Croskery Aboriginal Culture Fund	27,999
EducationMatters Admin Endowment Fund	27,607
Enhancing Education for Students with Special Needs Endowment Fund	25,954
Enhancing ESL Education Endowment Fund	39,380
Future Leaders Endowment Fund	31,426
Georgie C Higgins Junior High Memorial School Fund	7,838
Georgie C Higgins Investment Fund for Lester B Pearson High School	7,647
Governors' Endowment Fund	5,459
Jason and Jane Louie Memorial Fund	5,995
Lehew-Wyman Family Endowment Fund	25,861
M.P. Hess Fund	6,215
Margaret and Bill Whelan Endowment Fund	49,392
Mary Nelson Memorial Fund	46,341
Mawer Investment Management Literacy Fund	104,941
McGill University Faculty of Agricultural and Environmental Sciences Fund	5,440
Public Education Enhancement Endowment Fund	237,855
Public Education Enhancement Endowment Fund (Designated)	46
Schools Helping Schools Fund (Endowment)	23,074
Southland Transportation Career Pathways Endowment Fund	5,468
Sunnyside Community School Endowment Fund	20,358
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	27,860
TEAM Leadership Lord Beaverbrook HS Endowment Fund	5,128
Terry Wright Endowment Fund	5,849
Tiberious Publishing Program Fund	10,760
Tyler Zeer Endowment Fund	24,355
William Reid School Endowment Fund	14,952
Youth Mentorship Endowment Fund	7,419
Total Endowment Funds (Granting)	\$1,020,756

EducationMatters
Funds Established
as at August 31, 2012

	Fund Balance \$
Scholarship Funds:	
Aaron Family Scholarship Fund	9,734
Aaron Family Scholarship Fund (Flow Thru)	-
Aberhart Alumni Scholarship Fund	53,347
Aberhart Alumni Scholarship Fund (Flow Thru)	900
Aboriginal Students Award Fund	10,614
Arrata Family Award for New Canadians	33,682
Arrata Family Award for New Canadians Fund (Flow Thru)	1,791
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund (Endowed)	147,873
Bennett Jones Scholarship Fund	5,940
Bruce Leidl Composition Award Fund	10,102
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	4,000
Carolyn Baxter Memorial Award Fund	5,447
City of Calgary Degree Granting Scholarship Fund	18,703
City of Calgary Post Secondary Scholarships	20,400
ConocoPhillips Canada Awards	21,195
CTS Scholarship Endowment Fund	57,764
CTS Scholarship Flow Thru Fund	663
David James Anderson Memorial Award Fund	10,973
David James Anderson Memorial Award Fund (Flow Thru)	533
Dr Gordon Higgins Student Award Fund	14,070
Edith Berger Memorial Scholarship Fund	13,590
EducationMatters Endowed Scholarship Fund	12
EducationMatters Scholarship Flow Thru Fund	33,496
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	29,969
Future Leaders Scholarship Endowment Fund	19,874
Future Leaders Scholarship Flow Thru Fund	1,002
Gary Weimann Award for Community Service (Endowment)	16,651
Gary Weimann Award for Community Service (Flow Thru)	238
George Morley Memorial Scholarship	7,284
Green & Gold Endowment Scholarship Fund	140,566
Green & Gold Flow Thru Scholarship Fund	10,474
Hal Winlaw Health & Nutrition Legacy Award (Endowment)	4,099
Hal Winlaw Health & Nutrition Legacy Award (Flow Thru)	-
Haworth & hbi Architecture/Interior Design Scholarship Fund (Endowment)	24,391
Haworth & hbi Architecture/Interior Design Scholarship Fund (Flow Thru)	6,000
Henry Wise Wood Class of 1970 Scholarship Fund	7,495
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	24,493
Henry Wise Wood Warriors Legacy Flow Thru Scholarship Fund	8,237
Hopewell Scholarship Fund	22,325
Hugh Robertson Science Award Fund	9,667

	Fund Balance \$
Ivy & Len Freeston Student Award Endowment Fund	14,227
Ivy & Len Freeston Student Award Endowment Fund	-
James Fowler School Award Fund	11,159
Jim Hoeppner Award (Flow Thru)	1,520
Joan Ethier Women in Science Scholarship	292,443
Keith Yu Memorial Scholarship Fund	20,586
Kermit Archibald & Jacoba Van Den Brink	75,500
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	160,334
Marjorie Taylor Memorial Scholarship Fund	48,067
Marofke Family Aberhart Music Scholarship Fund	22,738
Marofke Family Aberhart Music Scholarship Fund (Flow Thru)	864
Mary Belkin Memorial Scholarship Fund	17,574
MW & JR Tebo Memorial Journalism Fund	13,546
Queen Elizabeth Deaf & Hard of Hearing Scholarship & Program Enhancement Fund	11,528
Queen E Deaf & Hard of Hearing Scholarship & Program Enhancement Fund (FT)	2,000
Richard D Tingle Student Award Fund	20,594
Richard D Tingle Student Award Flow Thru Fund	750
Rick Theriault Memorial Athletic Scholarship Fund	12,414
Ruth Ursula Leipziger Scholarship Fund	23,881
Shawn Whitney Memorial Award Fund	8,877
Southland Transportation Scholarship Endowment Fund	5,994
Southland Transp. Scholarship Flow Thru Fund	1,770
Steven Irving Memorial Music Scholarship Fund	26,316
Susy Devlin Memorial Award Fund	20,699
Thomas Moore Memorial Bursary Fund	12,383
Verna Hart Toole Legacy Award Fund	2,502
Viscount Bennett Band Parents Assoc. Award Fund	6,918
William & Toshimi Sembo Badminton Scholarship Fund	4,238
William Keir MacGougan Memorial Bursary Fund	18,169
Total Scholarship Funds (Endowment & Flow Thru Funds)	\$1,671,819

EducationMatters
Statement of Grants & Scholarships Awarded
Year-to-Date August 31, 2012

	\$
Beddington Heights - Library to Learning Commons	25,000
Bowness High School - Library to Learning Commons	25,000
Buchanan School - Library to Learning Commons	27,000
Cgy Learning Centre - Support for Success Parent-Child Workshops	8,160
Calgary School Athletics Assoc - Student Athletic Fees	1,200
Campus Calgary / Open Minds	110,929
Cappy Smart School - Library to Learning Commons	36,000
CBE - Energy Literacy in Action Program	112,135
CBE - International Youth Leadership Summit	11,200
CBE - Teaming Up 4 Healthy Learners	255,522
CBE - The Leader in Me	11,218
Centennial High School - Green Earth	7,800
Central Memorial School - Library to Learning Commons	25,000
Children's Village School - Literacy Project	5,000
Children's Village School - Creating a Learning Commons	10,000
Connaught School - English Language Learners - Oral Literacy Program	11,995
Douglasdale School - Library to Learning Commons	25,000
Forest Lawn High School - CBE Skills Competition 2012	1,425
Glenbriar Technologies Inc. - Technology purchase for EducationMatters	3,121
Guy Weadick School - Library to Learning Commons	25,000
Jack James High School - CBE Skills Competition 2012	12,290
John G. Diefenbaker High School - CBE Skills Competition 2012	380
John Ware School - New to Debate Tournaments	500
Langevin School - New to Debate Tournaments	500
Lester B. Pearson High School - Financial Literacy Project	4,994
Lord Beaverbrook High School - CBE Skills Competition 2012	1,140
Olympic Heights School - Library to Learning Commons	25,000
Rideau Park School - Library to Learning Commons	25,000
SEEDS Foundation - Energy Literacy in Action Program	25,000
Thomas B Reilly School - Student Enhancements	3,694
Tom Baines School - Library to Learning Commons	25,000
Vista Heights School - Library to Learning Commons	31,000
West Springs School - Composting Program	475
West Springs School - Playground Development	1,738

Total Program Grants	\$894,416
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Total Scholarships	101,760
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Total Grants and Scholarships	\$996,176
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Total Grants since Inception	\$4,103,788
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Total Scholarships since Inception	\$887,982
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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, 2011 we deferred \$125,000 of CBE operating contributions received in 2011 that relate to our fiscal year 2012. In February, 2012, we received \$375,000, the second half of our operating funds for the period September 1, 2011 to August 31, 2012.

Capital assets consist primarily of office equipment.

Statement of Operations

At August 31, 2012, we have received over \$1,600,000 in gifts. Some of the major gifts received include \$250,000 for Teaming Up 4 Healthy Learners, \$104,000 for the Leader in Me project, \$343,750 for energy literacy, \$250,000 from an anonymous donor for Library Learning Commons, \$25,000 from RBC Foundation for CTC financial literacy and \$90,000 from The Calgary Foundation for scholarships.

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 August 31, 2012 reflect both realized and unrealized gains on funds as a result of a recovery of markets. For the long term EducationMatters expects steady growth of their investments.

The majority of granting and scholarship activities occur in the fall of each year. Grants and scholarships issued in 2012 continue to provide a significant contribution back to public school students and systems at the CBE.

report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	October 2, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Pamela King, Trustee and Chair, Board Evaluation Committee Pat Cochrane, Trustee and Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-5: Board Committees GC-5E: Board Evaluation Committee Terms of Reference B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

- That the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of September 5, 2012 as an accurate accounting of the Board's performance for the period January 2012 – August 31 2012.

2 | Issue

The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that *"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section" [Governance Culture]...*

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".



3 | Background

“The board has identified in its Governance Culture policies its values about how it should do its work, and in its Board/Chief Superintendent Relationship policies how it will interact with its CEO. These policies actually are operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.”¹

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

On September 5, the board members and the chief superintendent met with facilitators to complete the annual review process. The work was undertaken with attention to the detailed values and standards for performance established by the Board in its Governance Culture policies and its Board/Chief Superintendent Relationship policies.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

The process used was intended to establish a “baseline” against which Trustees resolve to judge their own compliance by this time next year. This is the board’s initial formal self-evaluation since assuming the Coherent Governance model.

All seven members and the Chief Superintendent first reviewed all Governance Culture policies, individually identifying those policy and sub-policy statements in which they believed board performance does not achieve full compliance with the standards members have voted to adopt. The individual judgments were compiled and the aggregate served as the “springboard” for discussion about the impact of non-compliance and necessary improvement resolutions and strategies.

Summary Findings of Non-Compliance

Two policies dominated discussion amongst the participating members: the Board’s **Governing Commitments** and the Board’s **Code of Conduct** policies.

The clear plurality of members believe that failure to comply with the following policy values is hindering the board from achieving excellence in governing with a primary focus on student achievement. The failure to comply with these standards has resulted in the Board's being internally pre-occupied. (For a tally of total findings, see Appendix A).

- Function as a single unit, not allowing individual members to limit the Board's performance.
- Debriefing the quality of each meeting following its conclusion.
- Ensuring that the Board's business meetings are conducted with maximum effectiveness and efficiency by: coming to meetings adequately prepared; not playing to the audience or camera or monopolizing the discussion; supporting the Chair's efforts to facilitate orderly meetings; communicating openly to avoid surprises; encouraging equal participation of all members, and; practicing respectful body language.
- Not assuming personal responsibility for resolving operational problems or complaints, referring complaints to the CS for investigation and resolution.
- Building trust among members and ensuring an environment conducive to effective governance: focus on issues rather than personalities; respect decisions of the Board; exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other; criticize privately and praise publicly; make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; never embarrass each other or the organization.
- Maintaining confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in private session.
- When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions.

5 | Implementation Consequences

Individual Member Resolve

Six members undertook self-reflection, each believing only an individual can take responsibility for changing his/her own behaviors in the interest of contributing at the highest level to the integrity and excellence of the Board.



Five members submitted their verbalized resolve to be recorded here (the x# indicates the number of trustees who separately identified this area for personal improvement):

- Practice respectful body language;
- Come to meetings adequately prepared (work sessions); x 3
- Focus on issues rather than personalities; x 3
- Have the courage to communicate with colleagues when I believe policy has been violated;
- Support the Chair's efforts to facilitate an orderly meeting; x 2
- Adhere to the policies that this Board has created as a team;
- Advocate for this organization and our kids; x 2
- Listen carefully to each person's words;
- Speak directly to individuals if I have a concern about their actions;
- Listen openly to concerns others may have about my actions;
- Make decisions as a group;
- Adhere to the annual planning cycle;
- Initiate more constructive two-way dialogue.

Board/Chief Superintendent Relationship Policies

The Chief Superintendent asked for clarification about handling of individual members' requests for information that have been presented to her. The requests, along with the volume submitted by the newspaper, are demanding an increasingly large amount of time.

The Board resolved to address the problem on three fronts:

1. Process for a board member to gain information:
 - First determine if the request is considered important for the entire Board to know more about
 - Use a referral form and submit to the Board for consideration prior to presentation to CS
 - Refer constituent concerns to CS for research and resolution with a cc to fellow board members with a cc response to all board members from CS
2. The Board will develop an Issue Referral Form and Process by which members bring their information needs first to the board with clear timelines, identifying alignment of the concern to Board policy, and identifying how the information is to be used.

3. The Board charged the Chief Superintendent with adhering to the B/CSR 2.3 policy statement:

Should the Chief Superintendent determine that an information request received from an individual member or a committee requires a material amount of employee time or is unreasonable, the Chief Superintendent is expected to ask the committee or the member to refer such requests to the full Board for authorization.

6 | Conclusion

Self-assessment is a valuable process that allows each board member to examine each of its policy statements, and whether it has, in fact, complied with what it said it would do. The process of completing the self-assessment in a facilitated retreat setting allows members to talk openly and candidly about their observations of the board's and individual members' behaviour and whether they meet the standards set in policy. The purpose of the assessment is continuous improvement, and this initial evaluation will provide a baseline for future Board assessments, so that the Board can assess if, in fact, it is achieving continuous improvement. It is sincerely hoped that the noncompliant provisions of policy become the basis for future board discussion and commitment to corrective action.

Appendix A: Compendium of Board Findings

References:

- ¹ Dawson, Linda J. and Quinn, Randy. Boards that Matter: Building Blocks for Implementing Coherent Governance and Policy Governance. Rowman & Littlefield Education, 2011



**Compendium of Board Findings on GC & B/CSR Policies
Self-Evaluation of Board Performance
Conducted with: Trustees and the Chief Superintendent
September 5, 2012**

GC and BCSR policy areas not now in compliance. The (#) after each value represents the number of votes.

Areas to focus on between now and the next self-assessment:

- GC-2.2: Board functions as a single unit (7)
- GC-2.3: Board is responsible for its own performance; debriefing (5)
- Members will:
 - GC-2.5.a: Come to meetings prepared (5)
 - GC-2.5.d: Not play to the audience (6)
 - GC-2.5.f: Communicate openly, avoid surprises (6)
- GC-2.6: Use a consent agenda (2)
- GC-3.2: Board member advocacy (2)
- GC-3.3: Community dialog (3)
- GC-5: Board committees are ad hoc (2)
- GC-6.1: Board annual work plan (4)
- GC-7.1.a: Loyalty to other outside groups (5)
- Members will not exercise individual authority, members will:
 - GC-7.2.a: Not personally resolve op problems or complaints but refer to the Chief Superintendent (3)
 - GC-7.2.b: Not personally direct any part of organization (2)
 - GC-7.2.c: Avoid undermining decisions of full Board (5)
- In order to build trust, members will:
 - GC-7.3.a: Focus on issues, not personalities (6)
 - GC-7.3.b: Respect decisions of full Board (3)
 - GC-7.3.c: Exercise honesty (6)
 - GC-7.3.d: Criticize privately, praise publicly (6)
 - GC-7.3.e: Protect the integrity of the organization (6)
 - GC-7.3.f: Not embarrass each other (7)
- GC-7.4: Exercise proper authority and decorum (2)
- GC-7.5: Maintain appropriate confidentiality (4)
- GC-8.4.a: Not disclose confidential information (6)
- BCSR-1: Board directs organization only through Chief (3)
- BCSR-2.1: Board makes decisions only by formal vote (2)
- BCSR-2.2: Chief is not obligated to follow directions from individual members (3)
- BCSR-2.3: Chief is not obligated to respond to unreasonable individual member requests (5)
- BCSR-3.1: Board will not direct any employee who reports to Chief (2)



report to Board of Trustees

Trustee Liaison Report - Alberta School Boards Association (ASBA) Board of Directors

Date	October 2, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Lynn Ferguson
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated September 13-14, 2012 be received for information.

2 | Issue

The attached are reports provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Respectfully submitted,

Trustee Lynn Ferguson
Liaison Representative

Attachment I: ASBA Highlights September 13-14,, 2012



ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each meeting. Directors are asked to circulate these highlights to their respective constituencies. Meeting agendas, draft and ratified minutes are available on the ASBA website at www.asba.ab.ca. For more information contact **Marian Johnson** at 1.780.451.7101.*

Board of directors accepts nine recommendations aimed at supporting school boards' community engagement work

Led by directors **Johnette Lemke** and **Dave Colburn**, the ASBA Community Engagement Task Force proposed nine recommendations aimed at deepening school boards' understanding and participation in community engagement activities to the ASBA Board of Directors.

The board of directors adopted all the task force's recommendations which included:

- proposing a definition of community engagement
- offering a conference where school boards can see best practices in community engagement
- inviting the College of Alberta School Superintendents and the Alberta School Councils' Association to work on identified barriers to community engagement

The task force's recommendations reflected what it had heard from the 44 school boards who completed a March benchmark survey about community engagement and the task force's own views about community engagement. The survey asked school boards about:

- a) their current community engagement practices
- b) barriers to community engagement
- a) supports for community engagement
- b) how school boards would like the ASBA to help them on the community engagement front

The survey results, the task force's observations and its recommendations are compiled in the *On-ramp to community engagement in public education* report. The report will be mailed to jurisdiction offices before the end of September. An electronic copy of the report will be posted to the ASBA website in early October. Task force chairs Colburn and Lemke will also present the report at the upcoming Fall General Meeting.

Other news of note

ASBA strategic plan final report available on ASBA website

Check out the progress on the ASBA's strategic plan.

Next board of directors meeting via videoconference

As part of its austerity measures, the ASBA Board of Directors will hold its October meeting via videoconference.

**report to
Board of Trustees****Chief Superintendent's Update**

Date	October 2, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

Chief Superintendent's Office

Administrative Regulations Update

The following Chief Superintendent's Administrative Regulations (AR) have been revised and published on the CBE website.

- AR 1062 – Responsible Use of Electronic Information Resources
 - replaces the former “Acceptable Use of Electronic Resources”
 - includes digital citizenship and addresses current issues within the realm of electronic use and activity
- AR 1064 – Recording and Publishing Student Images and Work
 - updated to include applications of internet and electronic media that can impact the privacy of our students
- AR 3021 – Fire Drills and Alarms
 - revised to clarify the completion date of the first fire drill for both traditional and modified calendar schools
- AR 3032 – Educational Research
 - revised to reflect current expectations and guidelines
- AR 4024 – Smoke Free Environment
 - revised to state that all Calgary Board of Education facilities and property are smoke free
- AR 6095 – Student Transportation
 - revised to align with governance policies and update contact information
- AR 6096 – Transportation Responsibilities and School Bus Rules
 - revised to align with governance policies and update contact information
- AR 7009 – Donations from the Community/Fund Development
 - revised and renamed to include fund development and the provision for the establishment of a fund development strategy
- AR 8000 – Naming Physical Spaces and Educational Programs, Decommissioning School Names and Using School Names
 - updated to include guidelines for and acknowledge the importance of naming spaces/programs in recognition of contributions made by donors and sponsors.

The following Administrative Regulation is new.

- AR 1067 – Use of Social Media
 - provides guidance for the use of social media

All Administrative Regulations may be accessed at [Calgary Board of Education - Policies](http://www.cbe.ab.ca) (www.cbe.ab.ca > policies on the left side of the home page)

Doors Open YYC

The Calgary Board of Education is participating in the first Doors Open Calgary event by opening the Dr. Carl Safran Centre and the Link to the public on September 29 and 30, 2012.

Doors Open is a well-established and highly successful international concept that allows people free access to buildings and spaces. The focus is to build civic pride and increase the appreciation of historical and culturally significant places and spaces. Up to 35 sites in Calgary will offer behind-the-scenes tours and programming that reveal places and stories for Calgarians to experience. Confirmed sites include Lougheed House, Calgary Tower, the City of Calgary Water Centre and Military Museums.

Organizers of Doors Open YYC expect a minimum of 10,000 visitors this first year. Toronto, which was the first North American city to participate in Doors Open, attracted 200,000 visitors to 135 sites during its 2012 event. More than 56 cities in North America and Europe now take part.

Facilities and Environmental Services

Environmental Literacy Report 2011-2012

The 2007 Strategic Framework to Advance Environmental Literacy in Calgary Board of Education schools has resulted in many initiatives aimed at developing a new generation of environmentally literate citizens. With student environmental leadership groups in most schools, and the creation of system wide supports for environmental action, CBE schools have met with broad success in learning about the environment, reducing resource consumption in schools and taking action to improve the environment. The Calgary Board of Education continues to take steps towards being a model of local and global environmental stewardship.

Attachment I to this report highlights the success of a sample of 50 CBE schools in creating sustainable environmental learning and action projects. Many of these schools have received recognition for their accomplishments through both internal and external awards and recognition strategies. Each school showcased in this attachment has been engaged in student-led environmental action guided by the knowledgeable and passionate influence of supporting teachers, administration and, in many cases, facility operators.

These action projects have resulted in changing the culture of these schools, highlighting the importance of caring for nature through environmental action. In many cases, significant legacies have been left by these student leadership groups for future generations of students at their schools. In all, these schools are models of what can be accomplished by groups of determined, passionate learners focused on making the world a better place.

Learning Services

Calgary Board of Education and Alberta Teachers' Association Professional Learning Partnership

In the spring of 2012, twenty-six junior high and high school educators gathered for a three-session series focused on formative assessment.

Prompted by the book *Transformative Assessment in Action: An Inside Look at the Process* by W. James Popham (2011), this partnership between the Alberta Teachers' Association and the Calgary Board of Education Learning Services personnel offered participants the opportunity to engage with the content of the book, as well as to explore links to specific student learning tasks in order to extend understanding in the theory and the practice of formative assessment.

Attendees stated that this professional learning will positively impact their classroom practice through stronger task development, a deeper understanding of the value of feedback, increased responsibility by students for their learning, and more meaningful pedagogical relationships between students and staff.

Discussions will continue in the fall of 2012 to identify future areas of collaborative professional learning opportunities.

Fine and Performing Arts

Music education is highly valued at the Calgary Board of Education. It provides the opportunity to know and 'hear' ourselves in a way that virtually nothing else in the material world does.

Students had an opportunity to attend the performance where finalists were chosen for the Honens International Piano Competition. Honens and the Calgary Board of Education have collaborated for almost 20 years and during that time programs such as the Young Composer's Project, Honens in the Classroom, Competition Honens High and Adopt-a-Competitor program have been shared.

Science

As the result of a collaborative initiative between Learning Services, Learning Innovation and Safety Services, a new software program will be implemented in all Calgary Board of Education high schools this fall. The program, RiskAssess, allows schools to create and maintain consistent lab risk

assessment protocols while also adding the important component of a safety risk assessment.

Reading Program

Research has shown that a majority of students with a learning disability have been identified with reading disabilities. Appropriate learning software may be significant contributors to improved outcomes for these students. The Lexia Reading program is being piloted with a small cohort of students at Dr. Oakley School to see the impact such a program may have on improving student outcomes. This pilot is supported through a donation from the Calgary Flames Foundation for Life.

Early Learning Update

- **Full Day Kindergarten**
Enrolment in the 18 schools offering a full-day kindergarten program is up from spring projections by over 50 students, for a total of 805 students. As a result, an additional allocation was provided to those schools already offering a full-day program whose enrolment has increased significantly. The allocation will accommodate the opening of additional programs to support the increased number of children.
- **Professional Learning**
Approximately 200 kindergarten teachers attended one of seven learning sessions offered by the early learning team between Aug. 14 and Aug. 31. These sessions provided the opportunity to reinforce the collaborative work being done with the multi-disciplinary professionals in early learning and talk about the Early Years Evaluation, one of the ways data is gathered to inform instructional decisions.

After school network meetings are being planned for all interested kindergarten teachers. The focus of the sessions will be on personalizing learning in early learning classrooms. In addition, there will be a series of learning sessions for teachers who are brand new to teaching kindergarten. The first session for new teachers will be held October 3, 2012.

Gifted Education Update

In supporting the capacity of teachers to meet the needs of our gifted students, the Gate learning teams have embarked on a collaborative professional development initiative with Dr. Sal Mendaglio of the University of Calgary.

Program teachers and site administrators across divisions will meet during the course of this next year to share their understanding of the conceptions of giftedness, to discuss their observations of the characteristics and expressions of gifted students in the classroom, to develop strategies to effect positive change in student learning and to explore new theoretical models of giftedness.

Encore CBE

Encore CBE ran a media campaign on Calgary Transit buses and in transit shelters from the end of August through until the end of September. As a result of this campaign, many contacts have been made by youth who are interested in returning to school. Encore CBE has received over 50 contacts and referrals since the beginning of August.

Collaboration and interagency work has been integral to the start of this school year:

- staff has been working with Discovering Choices, CBe-learn and Chinook Learning Services to determine how these programs will be involved with Encore CBE;
- work with the Boys and Girls Club over the summer has led to the reconnection of nine youth back to school for the beginning of the school year;
- Behaviour Consultants from Calgary Catholic School District will be at Encore CBE one afternoon each week supporting youth who left school early and are now interested in returning to school;
- the City of Calgary has been working closely with Encore CBE to support youth who wish to work as well go back to school;
- the Youth Employment Centre is providing staff to Encore CBE on a weekly basis to support youth who are interested in employment; and
- United Way has met with Encore CBE several times this past month to explore how they might work in conjunction with Encore CBE. The goal of getting youth back to school aligns well with their *Get Them Back Initiative*.

4 | Results Focus

The focus of this report is on Results 2: Academic Success. The Board of Trustees has stated, “Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.” Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees’ Results.

Area I

At Silver Springs School, our school development plan goals have focused on academic success. One of the promising practices being implemented at Silver Springs School, that has increased student achievement, is the use of visual

journals. All of the students in grades one through six have visual journals to document their learning across the curriculum. *How to Think Like Leonardo da Vinci, Seven Steps to Genius Every Day* (Gelb, 1998) inspired our multi-disciplinary approach of looking at the world through the eyes of a scientist, an artist and a writer.

Journals have proven to be an effective strategy to increase student engagement and personalize learning for students. Journaling allows for multiple entry points for students and provides a venue for students to demonstrate their creativity and originality. During a unit on electricity, for example, students may create a 3-dimensional series or parallel circuit using wires and found objects in their journal. This documentation has been a valuable source of data for students to self-assess their own work and set goals for improvement. Teachers and peers are able to use the journals to provide descriptive feedback to assist students in personal goal setting.

We have seen a 10% increase in the number of students achieving the acceptable standard on Grade 6 Science Provincial Achievement Tests. We feel these gains are directly related to the marriage of hands-on science and visual journaling. Through this documentation process students are able to synthesize and consolidate their understanding of the concepts and big ideas from their units of study. As we have expanded the use of visual journals into other curricular areas, we are seeing evidence of improvement across the curriculum.

Area III

The ongoing intentional focus on rigorous authentic tasks leading to academic success for all students, with a commonly understood base of personalized learning and formative assessment, is expected by staff, students and parents as central to learning at Rundle School.

As a modified calendar school, our initial work this year has been a school-wide inquiry project, focusing on “Identity: Who Am I?” This integrated inquiry project is an effective springboard for the continued development of intellectual, academic and social engagement of students. It has created extensive opportunities for students to engage in critical thinking skills through explicit integration of curricular areas, particularly with the infusion of arts-based learning and technology.

This project began as a collaborative, cross-grade, cross-curricular project with a literary and artistic provocation related to Social Studies. Curriculum mapping by teachers and students provided opportunities for the cross-curricular connections to be maximized.

Ongoing support by school-based staff and the Area III Learning Team have been of note. Student voice is deeply ingrained and is evidenced in many ways including writing, recording, and pedagogical documentation of student work. This project has ensured the authenticity of several disciplines. The opportunities to utilize high level thinking skills have been intentionally

embedded through authentic and meaningful personalized tasks for all learners.

Cross-curricular work has been embedded in the following ways at each grade level:

- Kindergarten is utilizing digital photography and black line art journaling to develop a collaborative collage to represent one group; body shadow maps demonstrate strengths and interests; ways to use photography and non-verbal gestures to communicate greetings were explored.
- Grade one/two focus is on relationships: to each other, to the school and to the community. Colour theory, digital photography, creation of an iMovie, beaded representation of the three pillars of the school, criteria for success and other formative assessment strategies are included in this work.
- Grades three/four have focused on the value and importance of artefacts relating to the development of identity over time. The students' use of artefacts has resulted in ways of examining and preserving artefacts over time. Students have created personally meaningful artefacts to identify who they are as learners. Members of the local community have been included in connection with artefacts from around the world. Students have created wire sculptures, clay hat representations from a literature provocation, and treasure chests to link past and present artefacts to their current research and writing.
- Grade five/six students focused on personal identity as it links to the larger concepts of democracy and citizenship. Their work has involved writing, sketch journals, and the documentation and recording of artefacts over time, both personally and historically.

Parents and students will share this work as an Art Walk/Gallery Tour in conjunction with the student-parent-teacher conferences on September 20 and 21, 2012. Together, they will celebrate the understandings developed during the inquiry process, share deeper learning, and demonstrate the value of cross-curricular work. Concurrently, as an extension of formative assessment strategies used throughout the school, students and parents will establish goals for the upcoming term for the student's learner profile.

Additionally, this work will be identified as one of the extended school and community projects for the Alberta Culture and Diversity Celebration of the Arts project to be held during the week of September 26 to 28, 2012.

Area IV

Dr. Oakley is a unique setting within the Calgary Board of Education and serves students with complex learning difficulties. Students who attend Dr. Oakley are average to above average intelligence and are highly verbal. These students have significant challenges with acquiring literacy skills. Our top priority is



ensuring student success and achievement by providing our students with a short-term intensive literacy program focused on the development of reading and writing skills. We are proud to report that our results indicate an average of 3.5 years of reading growth for our students within the two years that they are enrolled in our program. After only two months of intensive one on one support last year, two of our students improved by three grade levels in reading; four students improved by two grade levels.

We use regular assessment for learning, data monitoring, research, ongoing professional learning and community and parent involvement to design programs that will help meet the needs of our students. We are dedicated to providing the full array of literacy supports that will help every child in our school reach his or her full potential, including the use of individual laptops with assistive technology software such as Read and Write Gold and Dragon Naturally Speaking. Dr. Oakley School also provides professional learning opportunities and resources to assist other Calgary Board of Education schools with support in literacy instruction, assessment, differentiated learning and technology integration.

Students leave Dr. Oakley having achieved success in school, and have a renewed sense of self-esteem and confidence in their ability to learn and advocate for themselves. Here is what some of our students had to say about their experience at our school:

- “My teachers have inspired me to learn.”
- “My reading and writing have taken off like a rocket ship.”

Staff members at Dr. Oakley School have embraced the long term commitment and hard work it takes to make and sustain real and meaningful improvements in student literacy. Our goal is to help all students achieve – whatever it takes.

Area V

At Henry Wise Wood High School, students experience academic success through Theatre Arts. Drama is both an art form and a medium for learning and teaching. In Theatre Arts, students learn through observation and movement to appreciate theatre as a learning process and art form. The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills.

Students are able to experience academic success in Theatre Arts by achieving learning outcomes which include:

- structuring and writing a one-act play;
- acquiring the fundamentals necessary to direct a play;
- planning and preparing a solo performance in the form of a monologue;

- participating in an ensemble in preparation for a public performance; and
- engaging collaboratively as a pre-requisite for performance work.

Students are required to create and maintain an *inclusive* environment to nurture opportunities for success for all students, every day.

Teachers know academic success can be measured in a variety of ways. A student may be deemed successful when they develop from a shy and insecure individual in Drama 10 to becoming a confident leader in their senior year. By utilizing a series of exercise and theatre activities, students develop their communication skills incorporating dramatic forms of speech, movement, acting and improvisation through the performance of one act plays which are written and directed by students.

A student asked how Theatre Arts could benefit him in his plans for a business career. Following five months of Theatre Arts, both the student and his teacher clearly assessed the necessary skills, knowledge and remarkable growth exhibited by his ability to speak publically to a group confidently, clearly and in manner that was credible. His success will serve him well as he transitions into his chosen career in the business community and to lifelong learning. “As you can see, success is as individual as the students who come in to the program, and the intended goal is for each student to find his or her own success in some capacity, in whatever tangible form that may take.” (Theatre Arts Teacher at Henry Wise Wood)



As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron.

- Ashley L. says, “It is about more than just acting, it’s developing your creativity, public speaking skills, working as a team, trying new things and escaping into a new world where anything can happen and friendships last a lifetime.”
- Jillian M. adds, “The HWW Drama Program has been my highlight over the past 3 years. I have been able to grow into a strong confident young adult, allowing me to get a complete understanding of who I am.”

NAOMI E. JOHNSON CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Environmental Literacy Update 2011-2012

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent’s performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.



Environmental Literacy Update 2011-2012

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October 2, 2012

A. E. Cross School

A. E. Cross School was the recipient of two BP A+ for Energy grants. The initiatives supported by the grants included projects related to alternative energy technology and building construction materials, as well as the use of technology to create educational podcasts which created a medium to share learning about ecological footprint. These initiatives, along with others at A. E. Cross, contributed to a reduction in electricity consumption of 5.3% between 2007 and 2012. This represents a reduction of 19,000 kWh/year savings.

Alex Ferguson School

Alex Ferguson School is engaged with several environmental learning initiatives that have had a positive influence on developing a culture of environmental stewardship in their school. Alex Ferguson School was the recipient of a BP A+ for Energy grant in 2007 that focused on environmental stewardship. With the help of an artist in residence, students created a music cd entitled Pitch the Planet. Alex Ferguson has been involved with the Destination Conservation program and the Enmax Gen E initiative. The Enmax Gen E initiative resulted in photovoltaic panels being installed on the school with live energy generation data available to all schools in the Calgary Board of Education. In addition, Alex Ferguson has been engaged with CBE energy conservation initiatives such as the 10% Energy Reduction Challenge. These initiatives have contributed to a reduction in EUI at Alex Ferguson School from 118,000 btu/sq.ft./year in 2007 to 107,000 btu/sq.ft./year in 2012.

Alice Jamieson Girls' Academy/Stanley Jones School

Alice Jamieson Girls' Academy and Stanley Jones School share a facility located in north east Calgary. The schools have worked together in advancing environmental literacy in a number of innovative initiatives. School Council, CBE facility staff, along with teachers and students developed a spectacular naturalization project that reflects the geographic and cultural heritage of the school. The project involved creating sensory gardens, food and flower gardens, as well as outdoor classroom space. Students have led the environmental action work in the school including beverage container recycling, paper recycling, and energy conservation initiatives. Stanley Jones and Alice Jamieson Schools have been involved with the CBE 10% Energy Reduction challenge as well as the CBE Earth Hour initiative. These initiatives have supported a behavioural campaign in the school aimed at conserving energy that has resulted in a reduction in the Energy Use Index at the school from 110,000 btu/sq.ft./year in 2007 to 104,000 btu/sq.ft./year in 2012.

Balmoral School

Balmoral School is engaged with energy education at their school by receiving a grant through the BP A+ for Energy program. The BP A+ for Energy program is a grant program that offers up to \$10,000 in funds to support energy education initiatives in Alberta schools. The school's project focused on installing a photovoltaic solar panel. The school's learning program in science was focused on energy education throughout the project. This learning, in addition to behavioural campaigns in the school, has resulted in a 15% reduction in energy consumption between 2007 and 2012. This reduction represents 35,000 kWh.

Belfast School

Belfast School has one of the largest food gardens of any Calgary Board of Education school. Each year, each class in the school plants and tends potato gardens planted in specially built outdoor food growing boxes. In September 2011, over 300 pounds of potatoes were harvested



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Environmental Literacy Update 2011-2012

and donated to the Calgary Food Bank. This environmental learning project involves the support of the local community who help to tend the gardens during the summer months when school is not in session. The school has an active leadership club aimed at providing all students with the opportunity to take leadership in their school. The environment club is an extension of the school's leadership program and engages the school's student body in a variety of EcoChallenges throughout the school year. Challenges have included a school yard garbage pick-up, a lights out initiative, a recycling program for paper and beverage containers, and a vermicomposting and regular composting program to reduce waste generation at their school. These initiatives, among others, have resulted in the school reducing its total energy consumption by over 5% between 2007 and 2012. In addition, the school has reduced its water consumption by over 28,000 imperial gallons representing a 13% reduction in water consumption.

Bishop Pinkham School

Bishop Pinkham School supports student learning focused on environmental learning in a number of ways. Students engaged in the natural environment through a variety of excursions to natural areas. The school embeds environmental literacy in its comprehensive school health initiative. In 2012, the school installed a water bottle filling station as part of its EcoSites and Teaming UP 4 Healthy Learners initiative. In addition, Bishop Pinkham was the recipient of a 2012 BP A+ for Energy grant that focuses on alternative energy education which will result in the installation of a demonstration photovoltaic panel. These initiatives have helped Bishop Pinkham in becoming a model of local and global environmental stewardship. Bishop Pinkham reduced its energy consumption by almost 43% between 2007 and 2012.

Bowcroft School

Bowcroft School is an Enmax Gen E school. The Gen E program is a partnership between the Calgary Board of Education and Enmax involving the installation of alternative energy infrastructure and supporting educational resources. Bowcroft has several photovoltaic panels mounted on its building with an online energy creation feed that shows how much electricity is being generated at a given point in time. The school's focus on environmental learning has resulted in a decrease in water consumption at the school by over 35% representing a reduction in water consumption of over 175,000 imperial gallons.

Bowness High School

Bowness High School Science students have been actively engaged in environmental learning. Their classes have been studying water science and issues related to water quality and conservation. Bowness High School student-led initiatives, in conjunction with efforts by facility staff, have resulted in a 40% reduction in water consumption at the school between 2007 and 2012. This represents a reduction of almost 1 million imperial gallons of water. Bowness High School has also made impressive reductions in electricity consumption and natural gas consumption over the same time period. Biology 20 students have been actively engaged in fresh water monitoring of local watersheds as part of their studies.



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Bridlewood School

Bridlewood School has been engaged in a number of environmental learning initiatives since its opening in 2010. The school participated in the Outdoor School Instructional Core pilot which aimed to connect student learning with outdoor school program experience using the natural environment as a lens for learning resulting in environmental action projects at the school. As a result the school has initiated several environmental action projects including recycling and waste reduction strategies as well as being a part of the CBE EcoSites initiative.

Buchanan School

Buchanan School was the 2012 Arbour Day School in Calgary. Arbour Day is an annual event that focuses on planting trees and celebrating the natural environment. During the 2011-2012 school year, students used the inquiry learning framework to learn about nature and our place as citizens in the world around us. As the Arbour Day school, the school has begun a naturalization project that will create an outdoor classroom designed with nature in mind. In addition, the school has adopted a wild natural space on the escarpment across from the physical location of the school. Buchanan School also has a green team that initiates recycling and energy conservation initiatives. The efforts of the school's students and staff have resulted in a reduction in the school's energy use index from 99,000 btu/sq.ft/year in 2007 to 95,000 btu/sq.ft/year in 2012.

Canyon Meadows School

Canyon Meadows School is engaged in a number of environmental learning initiatives. The school is home to a large naturalization project that is used by students as an outdoor classroom. These outdoor environmental learning opportunities connect throughout the curriculum and help students to develop a relationship with the natural world. The school also has an active student leadership group that coordinates the school's recycling and energy conservation initiatives. These initiatives have resulted in an 8.9% reduction in electricity consumption between 2007 and 2012. This represents over 27,000 kWh of electricity.

Capitol Hill School

Staff and students at Capitol Hill School have been engaged with several Calgary Board of Education initiatives focusing on environmental literacy over the 2011-2012 school year. These initiatives include the 10% Energy Reduction challenge, Earth Hour and involvement with a corporately sponsored program called Destination Conservation. Destination Conservation is an environmental learning program operating in 45 CBE schools that supports student-led environmental action projects focused on resource conservation and waste reduction. The program is offered by The Element Society through a corporate sponsorship with Conoco Phillips. Grade 4 students have led the way with using a device called a kill-a-watt meter to measure the energy consumption of various appliances and devices throughout the school. These appliances include smart boards, computers, printers and photocopiers. Learning acquired from this investigation has led students to create innovative presentations and communications with the school community regarding the importance of energy conservation. In addition to the student led initiatives, the school was part of an energy performance contract retrofit. These initiatives have contributed to the school's impressive 47% reduction in electricity consumption between 2007 and 2012. The reduction in electricity consumption equates to over 44,000 kW comparing the 2007-2008 school year with the 2011-2012 school year.



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Captain John Palliser School

Staff and students have led numerous environmental initiatives in the school over the 2011-2012 school year. Students and staff participated in the CBE Earth Hour Challenge, shutting off lights in the school for the last hour of the school day on Earth Day. Student leadership groups recycle paper, cardboard and beverage containers in each classroom. In addition, students and teachers have been working on revitalizing their school naturalization project which they call their 'Discovery Garden'. Significant reductions in energy consumption from 2007 to 2012 have been achieved at the school. Captain John Palliser's Energy Utility Index (EUI) data show a reduction from 118,978 in 2007 to 108,072 in 2012. This represents a reduction of 9.27%. EUI is a measure of energy use per square foot of the floor area per year. The lower the EUI, the more energy efficient the operation of the building. EUI is calculated by factoring natural gas consumption data, electricity consumption data, water consumption data, heating degree days, along with the square footage of the school. In this way EUI becomes a method to create a snapshot of the overall environmental performance of the school. EUI is measured in btu/sq.ft/year.

Catherine Nichols Gunn School

Staff and students at Catherine Nichols Gunn School are engaged in many environmental learning initiatives aimed at advancing environmental literacy of its population. These initiatives led to recognition as a 2011-2012 CBE EcoSite. Catherine Nichols Gunn students and staff are engaged in beverage container recycling. As part of the Destination Conservation program, students have had opportunities to learn about recycling and energy conservation and plan action projects to reduce the school environmental footprint. A new project this year is raising funds to purchase lunch food containers that students can reuse each day for their lunches. This project fits into a larger waste reduction strategy that the school has been working on. Catherine Nichols Gunn School was able to reduce electricity consumption by 5000 kW/year between 2007 and 2012.

Centennial High School

Centennial High School is home to an innovative cross curricular program called Green Earth. Green Earth is a semester-long integrated focus program incorporating five different Grade 11 courses led by the same teacher with the same group of students. This initiative has included trips to Fort McMurray and Pincher Creek to learn about energy issues and includes regular excursions to natural environments for experiential learning opportunities. The students in this program have led the school's many environmental initiatives including energy and water conservation initiatives. In addition, students in leadership classes have planned, fundraised for, and installed a schoolyard naturalization area to provide opportunities for students to access an outdoor classroom and engage with nature on the school ground. Students have also had the opportunity to take leadership around water conservation education, issues, and action by taking part in a SEED foundation initiative at the Ralph Klein Environmental Learning Centre. The school has undergone some retrofits, together with behavioural campaigns, that have resulted in a 23.3% reduction in electricity consumption between 2007 and 2012. This represents a reduction of over 600,000 kWh of electricity.

Central Memorial High School

Central Memorial High School has an active student leadership class that spearheaded several environmental learning initiatives including energy conservation initiatives, initiatives aimed at engaging students with the outdoor natural environments and the installation of water bottle filling stations aimed at reducing the number of plastic water bottles ending up in the



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waste and recycling stream. These initiatives have supported the accomplishment of a 14% energy consumption reduction between 2007 and 2012.

Chaparral School

Chaparral School has used environmental themes as the core of its inquiry learning framework since the school opened in 2006. Chaparral School was the recipient of a 2007 BP A+ for Energy grant that resulted in the installation of a weather station, wind turbine, and photovoltaic solar panel project allowing students first-hand experience with alternative energy installations. Each year, Chaparral students have organized an environmental showcase event which has celebrated the integration of environmental learning throughout the curriculum. Between 2007 and 2012, the school's energy use index has reduced from 75,000 btu/sq.ft./year to just over 69,000 btu/sq ft/year.

Chris Akkerman School

Chris Akkerman School has embedded environmental literacy throughout the curriculum across all grade levels. Led by an active, all-staff environment committee, the school has worked to embed environmental learning in all subject areas. Chris Akkerman was the recipient of a 2010 BP A+ for Energy grant that focused on energy education through the installation of real-time energy consumption monitoring hardware and software in the school. The school was also part of several Calgary Board of Education system-wide initiatives including the 10% Energy Reduction Challenge and CBE Earth Hour, both focused on energy conservation. These initiatives have helped Chris Akkerman reduce their energy consumption by 15% between 2007 and 2012.

Collingwood School

EcoSites is a Calgary Board of Education initiative aimed at encouraging, recognizing and celebrating environmental literacy. One of the aims of the initiative is to help advance citizenship and personal development of students through learning about, caring for and taking action for the environment. Collingwood School has been engaged with many environmental learning projects during the 2011-2012 school year that make it a CBE EcoSite. Students and teachers have been monitoring and designing campaigns to reduce energy consumption. As well, Collingwood has participated for the past three years in the 10% energy reduction challenge, which resulted in a significant reduction in energy consumption at the school. Collingwood students designed and maintain a naturalization space, an area used regularly as an outdoor classroom for learning and connecting with nature. In addition, students manage the beverage container and paper recycling initiatives at their school. These initiatives have helped the school to reduce its electricity consumption by 31% between 2007 and 2012. This represents a 53,000 kW reduction comparing the 2007-2008 school year with the 2011-2012 school year.

Colonel J Fred Scott School

Colonel J. Fred Scott School is a 2011-2012 CBE EcoSite. The environmental learning project for 2011-2012 was to plan, fundraise and install a schoolyard naturalization area. Providing an outdoor learning space for students is recognized as a significant learning opportunity, engaging children in nature, encouraging exploration of relationships to the world around us, and connecting students to an outdoor space that builds a sense of environmental relationship. The school's teachers and students researched and planned for the types of plants to grow in the natural space. They worked with experts to plan the layout, find the plants, plant them and nurture their growth. This learning experience engaged students in authentic learning and



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connected to each student's curiosity about other living things and how to care for nature. The school reduced its EUI from over 116,000 btu/sq.ft/year in 2007 to about 100,000 btu/sq.ft/year in 2012.

Colonel Sanders School

Colonel Sanders School has been the recipient of a BP A+ for Energy grant to advance energy education at the school. In addition, the school has been involved with a pilot project working with ATCO on creating educational resources on a travelling Energy Bus. During the 2011-2012 school year the school hosted a grant writing workshop for BP A+ for Energy program and was involved with a variety of environmental learning initiatives including energy conservation campaigns and waste reduction. These initiatives have helped the school to achieve impressive energy conservation targets including an 18% reduction in electricity consumption between 2007 and 2012. This reduction represents 20,000 kW of electricity.

Connaught School

Connaught School underwent a major renovation in 2008-2009 that resulted in the school becoming a Leadership in Energy and Environmental Design (LEED) Silver EB facility. As part of this renovation and certification, Connaught teachers along with the Calgary Board of Education EcoTeam created a series of educational resources focused on using the environmental features of the school as teaching tools connected to the Programs of Study student learning outcomes for grades 1 to 6. This resulted in the creation of numerous videos accessible from the Connaught School website for student use and community education. In addition, the school has undertaken the creation of naturalization area that has engaged the local community.

Coventry Hills School

Coventry Hills Schools is working hard to be a more environmentally friendly school. Six classes from Grades 1 to 4 were successful in their Open Minds applications for the 2011-2012 school year – all with an environmental focus. The classes visited Ralph Klein Park, the Calgary Zoo and Nature School at Inglewood. The strong connections of these experiences to the school's inquiry questions add personal meaning and connection to the environment for participating students. The school recycles paper, juice boxes, milk cartons and some plastics as a whole school. The Green Team environment club at Coventry Hills is working on a number of projects: Making our school an Idle-Free school (educating our community about the benefits of shutting off ignitions while waiting for children); Collecting Pennies for Endangered Species (adopting animals through David Sheldrick, Jane Goodall and World Wildlife foundations); hosting Garbage-Free lunch days; teaching others about water consumption (making displays about how much water a Calgary family uses daily and ways that we can reduce that); and making an i-movie for our Earth Day assembly are a few examples. Coventry Hills is also developing a naturalized outdoor space as a whole school community initiative. Students, teachers and administration hope that these actions will further the school community's understanding of environmental issues and the actions they can take to reduce their impact on the planet. In addition to this impressive list of environmental initiatives, the school has achieved a 21% reduction in its electricity consumption from 2007 to 2012.

Crossing Park School

Crossing Park School is recognized as a CBE Green EcoSite – the second level of recognition of excellence in engaging students in learning about the world around them. Crossing Park School is engaged with embedding environmental/outdoor learning across the curriculum,



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Environmental Literacy Update 2011-2012

helping students become connected with the natural world, and taking action to reduce the school's ecological footprint. Grade 7 students focus on Energy Efficiency, the Grade 8 students are working on reducing waste and Grade 9 students are exploring active and sustainable transportation through a program called the Clean Air Achiever's Program in conjunction with a Clean Air Champion (a National Athlete that comes in to speak with the students about this topic). Each class has a guiding or driving question relating to these topics that they must work on as their exit project in Career and Technology Foundations courses. Students at Crossing Park are also engaged with a number of Eco action projects. Students in the Environmental Stewardship classes are responsible for the school's paper and cardboard recycling, as well as the co-mingled recycling for staff and students. Our Grade 9 students promote a clean community to our school and help by cleaning up our most travelled path to and from a local store. Students also plan to begin a project called Crossing Park Porchlight where Grade 7 students will make their own brochures about energy efficient lighting and, using grant funds, purchase some CFL light bulbs that students would then deliver with their brochures to the local community. Through these initiatives and others, Crossing Park School was able to reduce its EUI from over 83,000 btu/sq.ft/year in 2007 to about 72,000 btu/sq.ft/year in 2012.

Dalhousie School

Dalhousie School's grade 4 students and teachers have led the way in the school in organizing and implementing energy conservation initiatives. Students used devices known as kill-a-watt meters to measure the electrical consumption of appliances throughout the school. Building on this knowledge, they organized behavioural campaigns in the school to create awareness and stir action to reduce electricity consumption by over 20% between 2007 (246,000 kW) and 2012 (197,000 kW).

Dr. E. W. Coffin School

Teachers and students have a long history of involvement in environmental learning initiatives. The school worked on creating an innovative signage project for a natural environment, created and adopted by the school, called Whispering Woods. Students were engaged in the creation of text and artwork for the interpretive signage in the naturalization area. In addition, student leadership groups have presented at the Mayor's Environment Expo about the environmental learning taking place at the school. Students and teachers have engaged in several Calgary Board of Education initiatives including the 10% energy reduction challenge, CBE Earth Hour and recycling initiatives including paper and fibre as well as beverage container recycling. Dr. E. W. Coffin's EUI data shows a reduction from 122,587 in 2007 to 119,234 in 2012. This represents a reduction of 3.8%. Additionally, a reduction in electricity consumption of over 37% between 2007 (208,000 kW) and 2012 (130,000 kW) has been achieved. This impressive electricity consumption reduction is due in part to behavioural campaigns in the school as well as a performance contract that retrofitted the light fixtures in the school to more energy efficient lighting. Performance contracts are an initiative that engages a vendor to retrofit specific parts of a school's infrastructure with new and improved technology that leads to reduce resource consumption. Often schools that have undergone a performance contract have shown an average of an immediate 30% reduction in electricity consumption due to the installation of energy efficient light fixtures.



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F. E. Osborne School

Staff and students have embraced environmental action in their school. Their school has been actively involved with a number of Calgary Board of Education initiatives including the 10% energy reduction challenge. F. E. Osborne was able to reduce energy consumption through behavioural change by 7.4% between 2007 and 2012. This represents a reduction in over 32,000 kW of electricity. This successful initiative has had the impact of changing the culture of the school to be more energy conscious. Students learn about and take action to reduce their environmental footprint.

Fairview School

Fairview School has been involved with several environmental learning initiatives over the past year. Students engage in water education through the Riverwatch program. In addition, students engage with a number of initiatives including Clean Air Champions, CBE Earth Hour, and the CBE EcoSites initiative. Fairview School organized an Earth Day celebration that engaged their entire student population with environmental learning sessions focused on learning about, developing a relationship with and taking action for the environment. These initiatives have contributed to a 13% reduction in electricity consumption between 2007 and 2012, representing a reduction of 57,000 kWh/year of electricity.

Falconridge School

Falconridge School has an active environment club made up of students from grade 2. Their focus has been on energy conservation and beverage container recycling. The school was involved with the CBE 10% Energy Reduction Challenge as well having a focus on engaging their students with nature. Falconridge students participated in the Inglewood Bird Sanctuary's Bird School program. These initiatives have resulted in an increased environmental ethic in the school as evidenced by a 13.5% energy consumption reduction from 2007 to 2012 ECMS data. This represents a decrease in consumption of over 37,000 kWh.

Forest Lawn High School

In the 2011-2012 year, Forest Lawn Science 20 students created public service announcements that focused on energy conservation initiatives throughout the school. The learning project involved various guest presenters sharing expertise in environmental technologies and student use of technology to educate the school community about initiatives that would reduce energy consumption at the school. Students presented their public service announcements to Calgary Board of Education Facilities and Environmental Services leadership, Area III leadership and CBE consultants, as well as their own school principal. Their project resulted in the creation of over \$30,000 in retrofit initiatives aimed at energy conservation. Students continue to monitor the monthly Energy Consumption Monitoring reports to examine the impact of both the infrastructure enhancements and behavioural campaigns taking place in the school.

Glenbrook School

Glenbrook School is a 2012 CBE EcoSite. Glenbrook has undertaken several EcoSite projects including renewing their school's naturalization project and focusing on energy conservation. The school accomplished a 10.8% reduction in electricity consumption between 2007 and 2012. In addition, Glenbrook School has participated in several Calgary Board of Education initiatives including the 10% Energy Conservation Challenge and the CBE Earth Hour initiative.



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H.D. Cartwright School

H.D. Cartwright School has been actively involved as a showcase school with the Mayor's Environment Expo over the last couple of school years. H. D. Cartwright has also been an active CBE EcoSite. EcoSites are schools that embed environmental learning throughout the curriculum, provide opportunities for students to engage with the natural environment and take action to reduce their ecological footprint. Staff and students have integrated an environmental theme to their humanities and science programs, work that has resulted in advancing environmental stewardship at the school. H.D. Cartwright School was able to reduce their Energy Use Index from over 344,000 btu/sq.ft/year in 2007 to just over 85,000 btu/sq.ft/year in 2012. Much of the conservation efforts have had an impact on natural gas and electricity consumption in the school.

Henry Wise Wood High School

Henry Wise Wood School was the recipient of a 2012 City of Calgary Jack Leslie Award for Environmental Leadership. The student leadership group has initiated several environmental learning projects over the past number of years. Students partnered with the local community association to create one of the first food gardens on Calgary Board of Education property maintained by students and community members. This project included fundraising, planning and implementation components. Students also researched green roof technology with the hopes of installing this sort of infrastructure on the school roof. In addition, students organized the fundraising for the installation of a water bottle filling station with the goal of reducing the number of water bottles ending up in the waste and recycling stream. Henry Wise Wood High School reduced its electricity consumption by 4.4% between 2007 and 2012, representing a reduction of 75,000 kWh/year.

Hillhurst School

Hillhurst School is a kindergarten to grade 6 school that is actively involved in learning about, caring for and taking action to improve the environment. Students are involved with the Destination Conservation (DC) program. This initiative includes a workshop series where student leaders learn about environmental issues and solutions and create action plans to reduce their school's ecological footprint. Hillhurst's DC team will continue to raise the awareness of students and staff of the importance of rethinking and reducing in order to lower our impact on the environment. Students are continuing with their composting project, initiating litterless lunches, and using morning announcements and reminder posters to encourage everyone to turn off the taps, lights and computers when not in use.. The school has reduced its energy use index from 149,000 btu/sq.ft./year in 2007 to 122,000 btu/sq.ft/year in 2012.

Jennie Elliott School

Jennie Elliott School was the recipient of a BP A+ for Energy grant that focused on supporting student learning around green building construction. Jennie Elliott students learned about alternative energy and building construction materials and how these would affect our future environment. Students travelled to Connaught School to learn about the LEED Existing Building (EB) features of that school. Jennie Elliott students were also involved with the Outdoor School Instruction Core pilot at Kamp Kiwanis. This pilot aimed to strengthen connections between student learning interests and outdoor school program outcomes while using the environment as a lens for helping students develop a connection with the environment. These initiatives contributed to a 10.8% energy consumption reduction for the school between 2007 and 2012.



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Lester B Pearson High School

Lester B Pearson High School is actively engaged with a variety of environmental learning initiatives. Pearson teachers and students organized an electronics recycling initiative in October 2011 that engaged their school and community in the collection of electronics. The school undertook the initiative with Best Buy who donated \$10,000 for technology-related purchases. The school was also involved with an Energy Performance contract that retrofitted lighting fixtures and boilers. This retrofit, combined with behavioural campaigns in the school, resulted in a 29.9% energy reduction in electricity consumption. The student environment club has also been actively engaged with waste reduction and recycling initiatives that have diverted large amounts of paper, cardboard and beverage containers away from landfills.

Lord Beaverbrook High School

Lord Beaverbrook High School was a Enmax School of Excellence site and lately has been involved with the Enmax Gen E program. Both of these Enmax initiatives provide infrastructure and resources to advance environmental learning. The school administration supported the time of a teacher to create cross-curricular environmental learning lessons to allow environment to be integrated throughout the curriculum. Lord Beaverbrook has been involved with numerous environmental programs including CBE EcoSites, Destination Conservation, The Centre for Affordable Water Sanitation and Technology's Youth Water Summit, the Mayors Environment Expo, the Alberta Environmental Leadership Summit, and has been the recipient of several BP A+ for Energy Grants. During the 2011-2012 school year Lord Beaverbrook installed the Calgary Board of Education's first living wall, a wall full of plants located in the entrance of the school. The environment club at Lord Beaverbrook has also taken on the fundraising for the purchase and installation of a water bottle filling station with the aim of reducing the amount of water bottles ending up in the waste and recycling stream. Lord Beaverbrook High School was also an energy performance contract site. All of these initiatives contributed to a reduction in electricity consumption at Lord Beaverbrook of over 26% between 2007 and 2012.

McKenzie Lake School

McKenzie Lake School has worked at embedding environmental literacy across all grade levels through an innovative initiative using planting boxes. Students have planted a variety of food and flowers in planting boxes in their classrooms. The focus of the planting is connecting differently in each classroom according to both the Programs of Study outcomes relevant to the grade of student, as well as the personalized learning interest of each student. McKenzie Lake School was the recipient of a BP A+ for Energy grant connected to their planting box project. Photovoltaic solar panels were installed in each classroom to allow for learning about alternative energy and reducing the schools environmental footprint. McKenzie Lake School shared its learning through a number of celebrations including the Mayors Environment Expo. McKenzie Lake School reduced its EUI from 94,000 btu/sq.ft/year in 2007 to 74,000 btu/sq.ft/year in 2012 highlighting the change in culture at the school towards environmental stewardship.

Monterey Park School

Monterey Park School has been involved with energy conservation initiatives for several years. Grade 5 students conducted a study examining the amount of electricity consumed by various computer appliances at a variety of power settings. This information informed the Calgary Board of Education Information Technology department about recommended power settings



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for optimal use and energy conservation. Monterey Park's Energy Use Index, as noted on the monthly energy consumption monitoring reports, indicates the school has reduced its energy consumption factored by square footage by almost 14,000 units from 90,000 btu/sq.ft./year to just over 76,000 btu/sq.ft./year.

Olympic Heights School

Olympic Heights School has been engaged with many environmental learning initiatives. The school is the site of the first electricity generating wind turbine at a Calgary Board of Education school. This infrastructure and related energy generation data resulted from a partnership with the Enmax Gen E program. The school has embedded environmental learning throughout the curriculum and has hosted workshops on alternative energy with the larger educational community. Olympic Heights has installed a weather station as well as a naturalization space at their school. Olympic Heights has been a recipient of the BP A+ for Energy grant program and has helped create educational resources that are attached to the CBE Ecological Footprint Calculator. The school is involved with many community-based environmental learning initiatives including Destination Conservation. These initiatives supported students in creating behavioural campaigns focused on reducing our impact on the environment. Through these initiatives, Olympic Heights School was able to reduce its EUI from 103,000 btu/sq.ft./year in 2007 to 99,000 btu/sq.ft./year in 2012.

Penbrooke Meadows School

Penbrooke Meadows School was the recipient of a BP A+ for Energy grant in 2010. The project title for their energy education program was "How can we reduce the impact of the generation of electricity on the environment?" The initiative focused on learning about how energy is generated in Alberta and alternative methods for energy generation. The school had several guest speakers who focused on expanding understandings of energy issues and alternative energy sources. Students hosted a community forum focused on energy in their community. The culminating event for the school's energy education focus was presenting and sharing their learning at the annual Mayor's Environment Expo. Penbrooke Meadows School has worked hard on reducing the amount of water consumed at the school. Between 2007 and 2012, initiatives resulted in a reduction of over 400,000 imperial gallons/year. This represents a 65% reduction in water consumption between 2007 and 2012.

Radisson Park School

Students and staff at Radisson Park School were engaged during the 2011-2012 school year with the CBE EcoSites initiative. The school's green team organized the annual Earth Day celebration. In addition, this student leadership group leads the school's recycling initiatives and energy conservation projects. Radisson Park School was also the recipient of a 2011 BP A+ for Energy grant supporting innovative energy education initiatives in the school. Between 2007 and 2012, Radisson Park energy conservation initiatives resulted in a 7.3% reduction in electricity consumption representing 20,000 kW hours of electricity.

Royal Oak School

Royal Oak School students are involved with several environmental learning initiatives including Destination Conservation and Campus Calgary Open Minds. Destination Conservation is a corporately sponsored program offered to 45 CBE schools that focuses on educating students on how to establish a conservation campaign. Royal Oak students have focused on energy and water education. Students visit and examine a local wetland and have established water conservation initiatives in their school. In addition, students have focused on



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learning about their school's environmental features as a Leadership in Energy and Environmental Design (LEED) certified school. Other initiatives include participating in the Campus Calgary Open Minds Education Centre School, where students examined water conservation features of the Education Centre, as well as visits to the Bow Habitat Station to learn about water quality in our local watershed.

Sam Livingston School

Sam Livingston School has been engaged with an innovative project partnering with Climate Change Central, a Calgary based non-profit environmental organization. The project was integrated into the grade 5 Social Studies program and focused on energy conservation. Climate Change Central provided and installed energy consumption monitoring hardware and software which allowed for real-time monitoring of energy consumption in the school. In addition, this same hardware was installed in the homes of some students. This allowed for learning to be taken home and a comparison to be made between energy consumption at home and at school. In addition, the school was involved with the CBE EcoSites initiative and participated in a number of Calgary Board of Education initiatives including waste and recycling. These initiatives allowed the school to make a significant decrease in its ecofootprint between 2007 and 2012. The school reduced its Energy Use Index from 119,000 btu/sq.ft/year to just over 113,000 btu/sq.ft/year.

Samuel W. Shaw School

Sam W Shaw School piloted a commercial composting initiative where students collected organic waste and a local independent business picked up the compost on a weekly basis. The school collected baseline data in planned and implemented waste diversion strategies to educate the school population about composting. The results of the campaign were shared and celebrated at the Mayors Environment Expo in 2011.

Terrace Road School

Terrace Road School is engaged with environmental learning through a number of different initiatives. Grade 5 and 6 students have attended the Outdoor School program for a number of years. Outdoor School is a program that focuses on engaging students in using the natural environment as a lens for learning. The program takes place at YMCA Camp Chief Hector and Kamp Kiwanis. During the 2011-2012 year, the program engaged in the Calgary Board of Education initiative aimed at connecting the work of Outdoor School with the personalization of student learning priorities. In addition to being involved with the Outdoor School program, staff and students at Terrace Road have engaged in water conservation initiatives that have resulted in a reduction of over 79% reduction in water consumption between 2007 and 2012. This represents a reduction in consumption over 594,000 imperial gallons of water.

Terry Fox School

Terry Fox School is a 2011-2012 CBE EcoSite. Students have demonstrated a commitment to being environmental stewards. Students have had multiple opportunities to learn about and engage with the natural world including a trip to Kananaskis Country to experience cross country skiing at the Canmore Nordic Centre. For many of these students, this was the first time they had visited the mountains and experienced skiing. Investigating the natural world through various modes of transport is an important part of what it means to be an environmentally literate citizen. In addition, students at Terry Fox have engaged with the 10% energy reduction challenge, mobilizing the entire student population to shut off unnecessary lighting at the school. The school's Destination Conservation club has focused on waste



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reduction and energy and water conservation. Between 2007 and 2012, Terry Fox School reduced water consumption by over 16% from 646,000 imperial gallons in 2007 to 540,000 imperial gallons in 2012.

University School

University School is a CBE EcoSite. University School initiated a project called Kids can Conserve focused on water conservation. Through a variety of innovative action projects, University School was able to reduce water consumption by over 55% between 2007 and 2012. This represents over half a million imperial gallons of water. In addition to water conservation, the school has focused on energy conservation and were able to reduce their yearly consumption by over 7,000 kW hours between 2007 and 2012.

Wildwood School

Wildwood School has an active environmental focus. In 2011, the school engaged with the Enmax Gen E program to have 15 photovoltaic solar panels installed on the roof the school. This infrastructure supports energy education by providing ready access to energy generation data for the school and offsets the carbon footprint of the school. Wildwood School has been involved in a number of initiatives over the past few years including Destination Conservation, the Outdoor Instruction pilot and CBE EcoSites. Students have implemented a composting project where waste is either recycled or composted, leaving approximately two to three bags delivered to landfill each week. The school has developed a model naturalization space called The Wild Woods where students can engage with the natural environment without leaving the school property. These initiatives have contributed to Wildwood School reducing their electricity consumption by 10.2% between 2007 and 2012. This represents a savings of 9,000 kWh/year between the 2007 consumption and the 2012 consumption.

Wilma Hansen School

Wilma Hansen School was the recipient of the 2012 City of Calgary Jack Leslie Environmental Leadership award for junior high schools in the City of Calgary. This award resulted from the large number of environmental learning initiatives undertaken by the school's leadership classes. Student leadership has led the way to the creation and revitalization of a school naturalization space. The students at Wilma Hansen have been actively involved with the Destination Conservation program as well as the CBE EcoSite initiative. The school has focused on a number of environmental objectives over the past few years including waste reduction, recycling, and energy conservation. The school reduced its electricity consumption by 17.3% between 2007 and 2012 representing over 57,000 kWh of electricity. These initiatives demonstrate the change in culture at Wilma Hansen School and broaden the citizenship of its students.

