| public |
| agenda |

Regular Board Meeting

April 16, 2013
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**	Board	GC-2	
	3 |	**Awards and Recognitions**			
10 mins	3.1	Lighthouse Award	M. Levy	GC-3	
	4 |	**Results Focus**			
15 mins	4.1	School Presentation – Area III and Aboriginal Team	D. Yee	R-3	
30 mins	4.2	Results 2: Academic Success – Languages – Presentation and Discussions	N. Johnson	B/CSR-5, OE-8	
45 mins	4.3	Results 2: Academic Success – Reasonable Interpretation, Baseline and Targets	N. Johnson	B/CSR-5, OE-8	Page 4-1
	5 |	**Operational Expectations**			
20 mins	5.1	OE-7 – Asset Protection – Policy Subsection 7.5, Reasonable Interpretation	N. Johnson	OE-7, OE-8	Page 5-1
20 mins	5.2	Operating and Capital Budget Assumptions Report	D. Meyers	OE-5	Page 5-4
	6 |	**Public Comment [PDF]**		GC-3.2	
Max 15 mins		Requirements as outlined in Board Meeting Procedures			

Calgary Board of Education

Time	Topic	Who	Policy Ref	Attachment
	7 | **Matters Reserved for Board Action**	Board	GC-3.10	
15 mins	7.1 Trustee Remuneration Committee		GC-5E & 2E	Page 7-1
	8 | **Board Consent Agenda**	Board	GC-2.6	
	8.1 Approval of Minutes ▪ Regular Meeting held March 19, 2013 *(THAT the Board approves the minutes of the Regular Meeting held)*			
	8.2 Correspondence *(THAT the Board receives the correspondence for information and for the record.)*		OE-8	Page 8-7
	8.3 Update on Engagement Strategy – School Councils and Parents (*THAT the Board receives the attached summary of What we heard from parents for information as an update of the ongoing communication and engagement strategy for school councils.)*		GC-2	Page 8-1
	9 | **Chief Superintendent Consent Agenda**	Board	GC-2.6	
	9.1 Chief Superintendent Update *(That the Board receives the update for information)*		OE-8	Page 9-1
	9.2 Waste and Recycling Management *(THAT the Board receives the report for information and for the record.)*		OE-7,11,12	Page 9-9
6:00 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

Calgary Board of Education

Times included on this agenda are approximate and may vary during the course of the meeting.

report to
Board of Trustees

Reasonable Interpretation
Results 2: Academic Success

Date	April 16, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability
	Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of Results 2: Academic Success.
- THAT the Board of Trustees approves the 2011-2012 targets for Results 2: Academic Success.

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."

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3 | Background

The Board of Trustees previously approved a Reasonable Interpretation for Results 2: Academic Success on May 15, 2012. Alberta Education's Framework for Student Learning was an important component of that Reasonable Interpretation and has since been withdrawn by the Ministry. This, combined with an interest in providing a more condensed set of indicators to support the monitoring of Results 2: Academic Success, has prompted Administration to revise this Reasonable Interpretation.

Baseline information and 2012 monitoring information have been partially shared with the Board of Trustees between October 2012 and January 2013. This report includes achievement information previously presented to the Board of Trustees through subject area reports as well as baseline information for additional indicators. This report also includes targets both previously approved and newly introduced.

4 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring Results 2: Academic Success.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT 1: Reasonable Interpretation of Results 2: Academic Success

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*.

results monitoring report

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

April 16, 2013

Attachment

> Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

- The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

- As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

- As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

- The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

- The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

- The Chief Superintendent interprets *knowledge, skills* and *attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

- The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

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Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

- The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below, as well as Career and Technology Studies.

- The Chief Superintendent interprets *Arts* to mean the Fine Arts programs of study, including Art, Music and Drama.

- The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

Interpretation |

- The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

- The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

- The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

**Calgary Board
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Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

Indicators |

1. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.

2. Percentage of students meeting learning expectations within each discipline; as measured by student report cards.

3. Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.

4. Percentage of students eligible for the Rutherford Scholarship.

5. Percentage of grade 12 students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

6. Percentage of grade 12 students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

7. Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

8. Percentage of grade 12 students who report they can evaluate critically complex information and ideas; as measured by the Calgary Board of Education student survey.

9. Percentage of grade 12 students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.

Calgary Board of Education

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

Baseline and Targets |

1. [1]Alberta Education sets two standards against which to measure results on the Provincial Achievement Tests (PAT) and Diploma Examinations. To reach the acceptable standard on a Diploma Examination, a student must achieve 50% or more. To reach the standard of excellence, a student must achieve 80% or more. The specific scores for the acceptable standard and standard of excellence on Provincial Achievement Tests vary slightly from year to year but are approximately equivalent to the percentage standards used in Diploma Exams. The percentage of students achieving the acceptable standard also includes those achieving the standard of excellence.

Alberta Education requires that results reported for Provicial Achievement Tests be cohort results. This means that reported results include all students enrolled in the grade, whethey they wrote the test or not. Students who were excused from writing or who were absent are included and are considered to not have met the acceptable standard. Reporting for diploma examination results includes only the students who wrote the examination.

Percentage of CBE students achieving standards on provincial tests				
	2009	2010	2011	2012[2]
PAT Acceptable	79.8	80.7	80.7	81.6
PAT Excellence	20.2	20.3	20.3	22.4
Diploma Acceptable	85.3	83.8	84.0	85.6
Diploma Excellence	23.1	23.4	23.1	23.9

The chart above represents Alberta Education's combined measure of results across the grades and subject areas in which students write Provincial Achievement Tests and Diploma Examinations.

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[1] The data provided for this indicator exceeds baseline information and overlaps with information used in the monitoring of Academic Success results for the 2011-2012 school year.
[2] The gathering of information for Calgary Board of Education Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labelled as 2011 represents the 2010-2011 school year, information labelled as 2012 represents the 2011-2012 school year, etc.

Calgary Board of Education

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

Results specific to individual tests and subject areas have been presented to the Board of Trustees through the Provincial Achievement Tests and Diploma Exam Results report on October 2, 2012 and through subject area reports on November 19, 2012; December 19, 2012; January 22, 2013; and April 2, 2013. Results information specific to Languages, including student performance on French Language Arts exams is being presented to the Board of Trustees on April 16, 2013.

The organization's goals for Calgary Board of Education achievement rates on provincial tests[3] is to be at or above the province and consistent or improving across time. This goal applies to individual exams and tests and to the combined measure presented in the previous chart.

English Language Arts The achievement of Calgary Board of Education students, as measured by Provincial Achievement Tests and Diploma Examinations is strong and improving and exceeds the level of achievement of students across the province in 8 of 12 measures.

Mathematics The achievement of Calgary Board of Education students, as measured by Provincial Achievement Tests and Diploma Examinations is strong and exceeds the level of achievement of students across the province in 10 of 12 measures.

Science The achievement of Calgary Board of Education students, as measured by Provincial Achievement Tests and Diploma Examinations is strong and improving and meets or exceeds the level of achievement of students across the province in 10 of 14 measures.

Social Studies The achievement of Calgary Board of Education students, as measured by Provincial Achievement Tests and Diploma Examinations, is strong, showing early signs of improvement and exceeds the level of achievement of students across the province in 8 of 10 measures.

French Language Arts The achievement of Calgary Board of Education students, as measured by Provincial Achievement Tests and Diploma Examinations, is strong and exceeds the level of achievement of students across the province in 8 of 8 measures.

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[3] This goal is specific to provincial achievement tests and diploma exams that are considered to be stable and statistically reliable by Alberta Education.

results monitoring report	Results 2: Academic Success

REASONABLE INTERPRETATION REPORT

Specific targets have been established for some individual exam results. The following targets have previously been presented to the Board of Trustees.

Grade 6 English Language Arts Standard of Excellence
- in 2013 – achievement to be maintained at 19.5%
- by 2015 – improvement noted in relation to previous 3-year average

Grade 9 English Language Arts Knowledge and Employability
- in 2013 – increase participation rate to 75%
- by 2015 – participation rate to equal provincial participation rate; achievement of writers at the acceptable standard to be 75%

Grade 3, 6 and 9 Math Standard of Excellence
- by 2014, when Alberta Education fully includes Math 3, 6 and 9 in its Accountability Pillar reporting, CBE results will be both above the province and showing improvement.

Grade 9 Math Knowledge and Employability Targets
- in 2013 – increase number of writers achieving the acceptable standard to 70%
- by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level

Grade 9 Science Knowledge and Employability
- in 2013 – increase number of writers achieving the acceptable standard to 75%
- by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level

Science 30
- in 2013 – CBE student achievement to be within 2% of the provincial achievement rates at both the acceptable standard and the standard of excellence.
- by 2015 – CBE student achievement to be at or above provincial achievement rates and to be improving

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In addition, the following targets are newly established for Social Studies and French Language Arts.

Grade 9 Social Studies Knowledge and Employability
- in 2013 – increase number of writers achieving the acceptable standard to 70%
- by 2015 – participation rate to equal provincial participation rate; achievement of writers to be at or above the provincial achievement level

French Language Arts 30-1 standard of excellence
- in 2013 – achievement to be maintained at 16.4%
- by 2015 – improvement noted in relation to previous 3-year average

2. Data for this indicator was first collected in June 2012 and will be included as part of the monitoring of Academic Success for the 2011-2012 school year.

3. The Diploma Exam participation rate is the percentage, adjusted for attrition, of students in the Grade 10 cohort who have written four or more diploma exams by the end of their third year in high school. It is a measure used by Alberta Education as an indicator of Student Learning Achievement in the Accountability Pillar. The Diploma Exam participation rate is reported one year behind other data sets.

Diploma Exam Participation Rate				
	2007	2008	2009	2010
CBE	57.1	57.0	57.3	59.8
Alberta	53.6	53.3	53.5	54.9

The organization's goal is for Calgary Board of Education's Diploma Exam Participation Rate to be at or above the province and consistent or improving across time. This accomplishment is targeted to continue for 2011.

4. The Rutherford Scholarships recognize and reward achievement of in grades 10, 11 and 12. They are currently awarded to students who achieve at least 75% in specific groupings of courses at the 10, 20 and 30 level. The Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. It is a measure used by Alberta Education as an indicator of excellence in Student Learning Achievement in the Accountability Pillar. The Diploma Exam participation rate is reported one year behind other data sets.

Results 2: Academic Success
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Rutherford Scholarship Eligibility Rate				
	2007	2008	2009	2010
CBE	58.9	58.4	57.7	58.6
Alberta	56.8	57.3	56.9	59.6

The organization's goal is for Calgary Board of Education's Rutherford Scholarship Eligibility Rate to be at or above the province and consistent or improving across time.

The year-to-year improvement evident between the 2009 and 2010 results is targeted to continue in 2011. By 2012, CBE results are targeted to again be above provincial results.

5. [4]The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: "I have confidence in my reading skills both in and outside of school." In 2012 this statement was modified to be "I am able to use my reading skills in a variety of contexts, both in and out of school".

Able to use reading skills in a variety of contexts, both in and out of school			
Student Survey	2010	2011	2012
Strongly Agree	56.9%	56.1%	57.3%
Agree	37.3%	37.5%	38.4%
Disagree	3.7%	4.8%	2.4%
Strongly Disagree	1.6%	1.5%	1.9%
Overall Agreement	94.2%	93.6%	95.7%

Results for 2013, established in relation to the average of the first three years' results, are targeted to be 94% or above.

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[4] The data provided for this indicator exceeds baseline information and overlaps with information used in the monitoring of Academic Success results for the 2011-2012 school year.

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Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

6. [5]The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: "I have confidence in my writing skills both in and outside of school." In 2012 this statement was modified to be "I am able to use my writing skills in a variety of contexts, both in and out of school".

Able to use writing skills in a variety of contexts, both in and out of school			
Student Survey	2010	2011	2012
Strongly Agree	34.4%	33.6%	44.4%
Agree	53.1%	53.9%	47.9%
Disagree	9.7%	10.5%	5.7%
Strongly Disagree	2.1%	1.9%	2.0%
Overall Agreement	87.5%	87.5%	92.3%

Results for 2013, established in relation to the average of the first three years' results, are targeted to be 89% or above.

7. [6]The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: "I am capable of applying my knowledge of mathematics in daily life." In 2012 this statement was modified to "I can use my math skills in a variety of contexts, both in and out of school".

While these statements are grouped as a three-year data set, the difference in the statement between 2010, 2011 and 2012 may account for the decline in the percentage of agreement between 2011 and 2012. Further data from the 2013 school year will assist in understanding this result.

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[5] The data provided for this indicator exceeds baseline information and overlaps with information used in the monitoring of Academic Success results for the 2011-2012 school year.
[6] The data provided for this indicator exceeds baseline information and overlaps with information used in the monitoring of Academic Success results for the 2011-2012 school year.

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Able to use math skills in a variety of contexts, both in and out of school			
Student Survey	2010	2011	2012
Strongly Agree	33.4%	33.1%	29.0%
Agree	49.4%	50.6%	49.1%
Disagree	12.7%	12.2%	16.6%
Strongly Disagree	3.9%	4.1%	5.4%
Overall Agreement	82.8%	83.7%	78.1%

A target for this measures was established on December 19, 2012

- in 2013 – increase overall agreement on student survey to 80%

8. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I can evaluate critically complex information and ideas". As data for this indicator was first collected in 2012 it will be included as part of the monitoring of Academic Success for the 2011-2012 school year.

9. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I can gather information, make connections and use reason to solve problems". As data for this indicator was first collected in 2012 it will be included as part of the monitoring of Academic Success for the 2011-2012 school year.

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation

- The Chief Superintendent interprets *technologically fluent* to mean that students can competently use information and communication technologies as tools in a variety of digital environments and media.

results monitoring report

Results 2: Academic Success
REASONABLE INTERPRETATION REPORT

- The Chief Superintendent interprets *critically, ethically and safely* to mean that students make reasoned, reflective judgments about what to do or believe as they work to meet their learning goals.

Indicators

1. Percentage of students who report they can use technology to help them learn; as measured by student survey.

2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student survey.

3. Percentage of grade students who report they can use technology to investigate and solve problems; as measured student survey.

4. Percentage of students who report they can assess critically information presented in online environments; as measured by student survey.

Baseline and Targets

1. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement: "I am confident in my abilities to use digital technologies in support of my learning."

Can use technology to help them learn		
Student Survey	2010	2011
Strongly Agree	49.9%	51.8%
Agree	41.3%	40.8%
Disagree	6.0%	5.5%
Strongly Disagree	1.8%	1.9%
Overall Agreement	91.2%	92.6%

Early indicators are that Calgary Board of Education students can use technology to help them learn. Results for 2012 are targeted to be 91% or above.

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2. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement: "I am capable of using digital technologies to communicate effectively with others."

Can use technology to communicate effectively with others		
Student Survey	2010	2011
Strongly Agree	55.1%	57.5%
Agree	38.5%	36.7%
Disagree	4.1%	4.1%
Strongly Disagree	1.4%	1.8%
Overall Agreement	93.6%	94.2%

Early indicators are that Calgary Board of Education students can use technology to communicate effectively with others. Results for 2012 are targeted to be 93% or above.

3. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agree with the following statement: "I can use technology to investigate and solve problems." As data for this indicator was first collected in 2012 it will be included as part of the monitoring of Academic Success for the 2011-2012 school year.

4. The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agree with the following statement: "I can assess critically information presented in a variety of online environments." As data for this indicator was first collected in 2012 it will be included as part of the monitoring of Academic Success for the 2011-2012 school year.

report to
,oard of Trustees

Reasonable Interpretation
Operational Expectations 7: Asset Protection

Date	April 16, 2013
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
Resource Persons	Gregory Francis, General Counsel Anil Jain, Director, Supply Chain Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-7: Asset Protection, sub-section 7.5.

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;"

At the Board of Trustees' public meeting on January 22, 2013 administration presented a monitoring report for OE-7: Asset Protection. At this meeting Administration noted that it would be preparing a new Reasonable Interpretation for subsection 7.5, including new indicators of compliance for the Board of Trustees approval.

3 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, of OE-7 sub-section 7.5 for Board of Trustees' approval.

[signature: Naomi Johnson]

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-7: Asset Protection, subsection 7.5

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*.

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| operational expectations monitoring report | OE-7: ASSET PROTECTION REASONABLE INTERPRETATION REPORT |

April 16, 2013

Attachment

The Chief Superintendent shall not:

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

Board-approved Interpretation |

The Chief Superintendent interprets *recklessly expose* as failure to obtain insurance coverage which is appropriate for the Calgary Board of Education (CBE) or allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage.

Board-approved Indicators of Compliance |

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.
2. The CBE's insurance deductibles are similar to other comparable school districts in Alberta.
3. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.

Calgary Board of Education

report to
Board of Trustees

Operating and Capital Budget Assumptions Report

Date	April 16, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Persons	Shay Khan, Manager, Corporate Planning and Reporting, Acting Donna Rogers, Manager, Corporate Planning and Reporting Superintendents' Team Corporate Planning and Reporting Staff

1 | Recommendations

It is recommended:

- THAT the Operating Budget Assumptions be received for information and for the record; and

- THAT the Capital Budget Assumptions be received for information and for the record.

2 | Issue

Operational Expectation 5: Financial Planning, sub-provision 5.4 requires the Chief Superintendent to disclose budget-planning assumptions. The Chief Superintendent interprets this sub-provision as follows:

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5-4-a.

- The Chief Superintendent interprets the budget-planning assumptions to include:

  1. financial, economic and other relevant factors where uncertainty exists; and

  2. resource allocation strategies.

- The Chief Superintendent interprets that the disclosure of budget planning assumptions shall be a separate document, containing both a description of the assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.

- To demonstrate that the ultimate budget document reflects the planned assumptions, the impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.

- Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets material impact to be either:
  - any assumption having an impact greater than one per cent of the budget; and
  - any assumption that is pivotal to the delivery of the Three-Year Education Plan.

- Due to the uncertainty in provincial funding, resource allocation strategies are only developed annually.

3 | Conclusion

The attached report on operating and capital budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: CBE Operating and Capital Budget Assumptions for 2013-14 to 2015-16

Calgary Board
of Education

5-4 - b.

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

**CBE Operating and Capital
Budget Assumptions for 2013-14 to 2015-16**

April 16, 2013

Attachment

Introduction

The negative impact of the provincial budget announced on March 7 will be felt by CBE students, parents and guardians in 2013-14 and beyond.

The provincial budget provided funding that is flat from one year to the next. Unfortunately, flat funding means we fall short. Inflation, grid movement, negotiated increases for unionized employees—and even enrolment—combine to increase costs for the system. In a world where prices go up, having the same dollars a year later means buying power is reduced.

For example, about half of CBE teachers are eligible for grid movement; time-based increases in salary. Grid movement for teachers will increase costs for the CBE by about $10 million in 2012-13 and 2013-14. Add to that the grid movement, negotiated increases for employees represented by the Canadian Union of Public Employees and the Staff Association and other salary increases, and the total increase in salaries and benefits is about $17.8 million for 2013-14.

The budget assumption report is the first glimpse into how CBE administration proposes to optimize student learning and maximize funding directed to classrooms while balancing the budget. In a year when funding is flat and costs are increasing, it is an enormous challenge.

Values guide our approach

Experience has taught us that budgets are less about numbers than values. The choices we make with the funding we are provided communicate what we hold most dear as a public education system.

Administration's approach to the operating budget is guided by the following values.

- Minimizing the impact on students and parents remains a top priority.
- We will focus our resources on achieving the vision as articulated in the Results Statements, the Three-Year Education Plan, and Inspiring Education.
- We will continue to build on innovation already in progress.
- We will continue to advance the learning agenda. We are committed to the best possible learning for our students today while continuing to move our practice forward.

While we keep these values foremost in our minds, the process of building the 2013-14 operating budget revealed that it is impossible to maintain the level of service in many areas of the organization. We have kept students first by making cuts everywhere else first.

As this report will show, this approach has a huge impact on services and programs delivered by administration.

Implications of the recent provincial budget

Implication for policy compliance

The CBE's operational expectation for financial planning (OE-5) requires a rolling three-year funding model. Based on the government revenue data provided for the fiscal period 2013-14 to 2015-16, the CBE complies with OE-5 by providing a three-year projection of revenue and expense. Detailed mitigation strategies to balance the budget in 2014-15 and 2015-16 are not provided due to the level of uncertainty of provincial funding.

Provincial funding change affects plan to eliminate structural deficit[1]

A year ago the province committed to increase funding for school districts by two per cent for each of 2013-14 and 2014-15. The actual budget for 2013-14 did not follow this plan. In addition to the negative impact on students, the loss of this funding will affect the CBE's ability to eliminate our structural deficit as originally planned in our 2012-13 budget.

Cap on administration and governance costs

The provincial budget made a significant change to the amount of the operating budget that can be spent on administration and board governance. For 2013-14, the maximum is reduced to 3.6 per cent from four per cent. This change has several consequences for the CBE.

In 2012-13, administration only represents 3.4 per cent of the CBE's total operating cost, enabling the equivalent of 0.6 per cent (about $7 million) to be directed to classrooms in the current year.

For 2013-14, the province is reducing CBE revenue by the equivalent of 10 per cent of the current maximum allowed for administration. We estimate this represents a $4.6 million revenue claw-back.

Moreover, while revenue for administration decreases, costs are rising. This creates the need for additional cuts to be within the new admin-spending limit set by the government.

The budget assumptions report will show that the full $4.6 million claw-back will be taken out of administration—as expected by the provincial government. This does not fully reflect the year-over-over cuts that are required to meet the government's expectation.

The full impact on administration is detailed later in this report.

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[1] A structural deficit results from the use of one-time funds to support ongoing expenditures. The CBE structural deficit in 2013-14 results from the use of unrestricted reserves.

Uncontrollable costs increasing

While funding remains flat year over year, in addition to the administrative claw-back, there are costs that will increase and that cannot be controlled by the CBE. These include, but are not limited to:

- negotiated salary increases for unionized employees;
- grid movement for unionized employees;
- inflation; and
- projected enrolment growth.

Salaries for some employees represented by collective agreements will increase effective Sept. 1, 2013. CBE employees in the Canadian Union of Public Employees (CUPE) and the Staff Association will increase by 2.5 per cent.

In addition, if the tripartite framework proposed in March by the government and the Alberta Teachers' Association comes into effect, there will be increases to teacher salaries. Although the proposed agreement claims there are no increases for the first three years, for the CBE (and 28 other Alberta school districts) there would be increases effective Sept. 1, 2014.

The proposed agreement also includes a two-per-cent increase effective Sept. 1, 2015 and a lump-sum payment equal to one per cent of salary for all teachers in the fourth year of the agreement. The fourth year of the agreement is the third year of this budget assumptions report.

The proposed framework is now accompanied by a "draft comfort letter" provided to the Alberta School Boards Association. The letter "commits to providing continuous funding" for the salary grid increase, the "narrowing of the gap" (0.41 per cent for the CBE) and the one-per-cent lump sum. In these economic times, there is little comfort from a commitment that cannot practically be guaranteed.

Specific Funding Changes

The provincial budget for 2013-14 includes many funding changes. There are increases for enrolment; k-3 class-size funding; and inclusive education. These increases were almost completely offset by specific funding decreases.

A detailed summary of the estimated budget impact is included in Appendix A.[2] The following specific funding changes are highlighted to provide context for decisions to maintain programs in spite of the elimination or reduction in funding.

- The provincial budget cut the funding term for English Language Learning (ELL) to five from seven years. This $5.3 million reduction affects about 19 per cent of the CBE's ELL students.

- The province eliminated the fuel contingency fund for the 2013-14 school year. If the funding continued, it would have meant $2.3 million for CBE transportation service. Without the funding, there is a larger gap between service cost and funding that would normally be closed by student transportation fees.

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[2] Appendix A is the same information communicated to employees, parents and the whole CBE community on March 12, 2013.

- The provincial funding for Plant, Operations and Maintenance has historically provided additional funding to support children with severe disabilities by weighting funding for these students at three times the rate for other children. This weighting has been eliminated.

Overall outcomes and consequences

Based on our values and given the provincial revenue reductions, administration's overall intended outcomes with these budget assumptions are:

- Reserves and one-time funding sources will be used to balance the 2013-14 budget—the legacy of which will be a continued structural deficit for 2014-15. All currently available reserves will be depleted in 2013-14.

- The RAM-rate increase across the system will be two per cent. This year the RAM distribution will be weighted to ensure that current average k-3 class size is maintained.

- As requested by Alberta Education, our administration block has been reduced by $4.6 million from our 2012-13 budget. This means that the portion of the entire operating budget spent on Administration will effectively be reduced to three per cent—well under the 3.6-per-cent cap. This reduction is explained in detail in the section of this report called "Strategies to Deliver a Balanced Budget."

The commitment to maximize funding for classrooms has a significant impact on administrative services. These difficult budget realities will be felt system-wide.

Despite the deep cuts to Administration that enabled RAM allocation to rise two per cent, schools will have *2.1 per cent less funding than they need.* As mentioned above, this is further explained later in the report.

Additional detail about the impacts of these strategies is also provided in Appendix B.

At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

By way of overall consequences, it is helpful to keep these facts in mind.

- There will be no operating reserves available beyond 2013-14. Any reserve balances at the end of budget years will only reflect restricted reserves. This means the reserves are earmarked for specific purposes. These reserves represent $18 million—1.5 per cent of CBE projected 2013-14 revenue (funding).

- After balancing the 2012-13 transportation budget, the entire remaining transportation reserve will be applied to keep student transportation fees at 12-13 rates for another year. Any remaining funding required to freeze current rates will be funded from the global budget.

Information included in this report

As we move from context to the actual budget assumptions, it is important to keep in mind the report contains three types of information:

- **program and service-delivery decisions** made *as a direct result* of the recent provincial budget and *because*, as a system, we believe the decisions align our resources to what is best for student learning and/or our school community;

- **financial and economic *uncertainties*** expected to affect the budget. For the operating budget, these include factors like inflation and general wage increases; and

- **strategies** to deliver a balanced budget with the greatest possible benefit for student success.

By definition, uncertainties cannot be fully controlled—by anyone. By contrast, strategies are deliberate approaches and decisions proposed by the CBE Administration to achieve one overriding imperative: Dedicate the maximum possible resources to optimize learning for students.

By bringing forward this budget assumptions report, Administration seeks to engage the Board of Trustees in a robust discussion about how we best use public funds for public education. The Board of Trustees has an opportunity to provide strategic guidance early in the budget-building process. With clear direction, Administration will build operating and capital budgets that align with expectations of the Board of Trustees for its final consideration in May.

Program and service-delivery decisions

The CBE will **continue to allocate resources**—both to schools and for associated central learning supports—by way of the following strategies:

- continue to advance the objectives of *Inspiring Education*, with initiatives such as Iris and High School Flexibility and Success;

- continue programs and supports to meet the needs of students who are English language learners[3] at an approximate cost of $24 million, in spite of provincial funding reductions to these supports estimated at $5.3 million;

- maintain 2012-13 transportation fee rates in spite of reduced provincial funding for transportation costs;

- generally maintain noon supervision fees. These are expected to change slightly (either increase or decrease, depending on the program [4 days; 5 days; 4/5 days] based on actual cost experience from 2012-13;

- continue the graduated noon supervision fee plan[4] for students who also ride the bus;

- maintain instructional supplies and materials (ISM) fees at current rates with the exception of slight increases for Chinook Learning, CBe-learn and student parking;

- maintain the kindergarten to Grade 3 current average class size—where class-size funding continues. This should remain below 20 to 1 on average;

- maintain our Plant Maintenance and Operations budget to support school facilities maintenance;

- maintain full-day kindergarten programs in 17 identified schools even though these targeted programs are not funded by the province (the approximate cost is $2 million);

- continue small-class supports in kindergarten to Grade 3 and high school Career and Technology Strategy (CTS) at an approximate cost of $47 million;

- maintain First Nations, Métis, and Inuit services and support;

- maintain specialized programs, unique settings and classroom supports at an approximate cost of $118 million;

- maintain equity supports in identified schools at an approximate cost of $3 million;

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[3] The CBE prefers to refer to students learning English rather than "English as a Second Language" (ESL) students. In reference to the same students and programs, the government uses the term "ESL" in its funding description.
[4] The 2012-13 noon supervision plan reflects subsidized rates to smooth the introduction of noon supervision fees for bus riders at a graduated rate. See report to the Board of Trustees "Specific Student Fees for 2012-13" dated April 17, 2012 or go to www.cbe.ab.ca/Parents/Fees.asp for more information.

- maintain current five area configuration;

- continue to pursue fund development and partnerships;

- reduce infrastructure maintenance renewal (IMR) projects to reflect provincial funding support decrease of $3.4 million; and

- eliminate AISI project supports as a consequence of the elimination of provincial funding to these initiatives.

Operating Budget Assumptions[5] Related to Uncertainties

Compensation Changes	All anticipated changes in employee compensation have been included based on current information. Anticipated changes include: general wage increases, grid increases, performance increases and benefits. At the time of printing, the compensation changes include the financial terms of the proposed agreement between the provincial government and the Alberta Teachers' Association.
Enrolment	Enrolment projections have been based on the Sept. 30, 2012 actual enrolment of 107,104 and reflect the City of Calgary population changes, market share, and student retention rates (cohort-survival model). Forecasted enrolment figures are:

- 2013-14   110,376
- 2014-15   113,612
- 2015-16   116,650

Inflation Rate	The inflation rates used in 2014-15 and 2015-16 budget projections are estimated based on the five-year trend, which averages 1.4 per cent per year in Calgary.
Contractual Obligations	All known changes in contractual obligations have been included based on current information.
Investment Income	Investment income is expected to remain constant for 2013-14 based on the following:

- cash flow levels are projected to remain the same;
- short-term interest rates are expected to remain at current levels, according to the Bank of Canada; and
- long-term investment returns are expected to remain constant.

Legislative and Regulatory Framework	The *Education Act* was passed in December 2012. This new legislation may affect the budget in 2014 and beyond in areas such increased age of funded students and residency requirements. Understanding the full financial impact depends on the regulations that will support the new *Act*. Until the regulations are developed, the financial impact of the legislation cannot be determined fully.

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[5] A Glossary of Terms is provided in Appendix C.

Strategies to Deliver a Balanced Budget

Broadly speaking, Administration strategies for the 2013-14 operating budget support three overall thrusts:
1. balancing the budget;
2. adhering to the reduced limit on Administration set by Alberta Education; and
3. maximizing the funding directed to classrooms, as represented by the resource allocation method (RAM).

Administration Focus

Administration costs often attract significant attention. For 2013-14, the CBE plans to reduce administrative expenses to three per cent from 3.4 per cent of the operating budget. Before presenting the individual strategies, a detailed discussion is warranted, to put this reduction into context.

1. To understand variances in any expenditure, it is important to recognize that a simple year-over-year comparison does not reflect the true impact in an environment of increasing costs, particularly where some of these costs are non-discretionary. For this reason, administration starts its budgeting process with a "status quo" budget which reflects the current year's budget with adjustments for enrolment changes and known identified changes in commitments for the following year.

   So, for example, to maintain costs at the current year level ($0 variance), reductions in *controllable* costs must be made to offset the required increase in costs *over which we have no control*. Consequently, strategies to balance the budget must consider the projected cost increases that cannot be avoided *and* planned savings must be greater than the simple year-over-year change to make up the difference.

   For this reason, our estimation of the impact of our strategies, noted in the following section called "Strategies in detail", reflect *the savings required to manage the projected increase in costs*, as opposed to the difference between the costs from year to year, which are reflected in the summary information provided in Appendix B. To aid this analysis, the variance between our "status quo" budget and the planned balanced budget can be summarized in the table below which shows expenses by block.

Expense by Block

	(all figures in $ millions)		Variance	
	Status Quo 2013-14	Budget 2013-14	($millions)	%
Instruction: ECS - grade 12	964	931	(33)	(3.4)
Operation & maintenance	146	141	(5)	(3.4)
Transportation	43	43	0	0.0
Board & System Administration	44	35	(9)	(20.5)
External services	27	27	0	0.0
	1,224	1,177	(47)	(3.8)

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The previous table reflects the "true" amount the CBE has had to cut costs—$47 million—to balance the budget for 2013-14. It should also be noted that these cuts would have been even greater had we not applied $15 million of reserves in meeting the total, actual shortfall for 2013-14 of $62 million. Applying the same analysis to the RAM allocation included in the Instruction Block, school RAM is actually 2.1 per cent less than "status quo". This means schools have $15 million less than they need to manage enrolment growth.

Another way to look at the full impact of the provincial budget reductions is to look at provincial funding per student.

	2012-13	2013-14
Provincial funding per student	$10,118	$9,712
= revenue/	$1,069 million/	$1,072 million/
enrolment	105,654 students	110,376 students

2. The CBE allocates expenditures to the various blocks based on Alberta Education guidelines. These allocations are reviewed periodically to ensure that the current circumstances accurately reflect the guidelines. This year, administration began a thorough review of its allocations. The review will be done and reflected in the detailed operating budget the Board of Trustees will debate May 28. Allocation changes are not reflected in the figures presented in this report.

3. The Administration block, by its very nature, holds much of the organization's fixed costs.[6] This preponderance of "overhead" limits the ability to respond to cost reduction. This is not to say that we accept these costs and their invariable increases as a given. In fact, we continually look for strategies to reduce such costs. It does, however, underscore a need for such reductions to occur over time, rather than within a single year.

4. Finally, we believe that it is important to consider that Alberta Education's calculation of its administration claw-back was based on its stated cap of four per cent—regardless of whether or not a district had already taken action in prior years to reduce its expenditure in this block below the stated cap. Last year our strategies reduced the administration block by $2.7 million year over year (not including the savings required to manage increased non-discretionary costs referred to in the first point above), reducing our administrative percentage to 3.4 per cent. For CBE Administration, it is imperative that we continually look to ways to reduce administrative costs. Alberta Education's reduced cap *is not* the reason we develop strategies to reduce our expenditures in this area. We are committed to continuous improvement, operational excellence and a lean administration that focuses on maintaining a system committed to supporting the success of students in the classroom in the most cost-effective manner possible.

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[6] More than 30 per cent of costs in the administration block are fixed—such as amortization, insurance, licenses and interest. By contrast, merely two per cent of costs in the instruction block are fixed. For the most part, fixed costs cannot be controlled in a short time period.

Strategies in detail

Administration plans the following **strategies to balance the budget**. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

Strategy	Description	Impact[7]
Redesign and restructure of service delivery and support	Service units are examining ways to improve the delivery and support of student learning, including a network approach; integrating functions to increase the impact and efficiency with a focus on system-wide priorities; leveraging technology; and consolidation of like services. Our aim is to support the transformation required to meet the vision articulated in *Inspiring Education*, as well as support our strategies to reduce the administrative burden on teachers and principals.	This strategy is expected to deliver savings of $2.5 million.
Service Units—Operational Excellence Initiatives	Continuing our efforts from last year, service units have identified initiatives to achieve efficiencies while minimizing the impact on services and quality. For example: 1. finding ways to improve productivity without making additional demands on existing resources—this means working smarter; 2. accepting the challenge of determining work we can stop because it does not add sufficient value at this time; 3. improving processes that maximize revenue; 4. improving space utilization to maximize revenue; 5. saving money for the system by better leveraging strategic procurement and sourcing; and 6. identifying cost savings (for example, energy conservation). A number of these initiatives require several years to fully reap the anticipated savings—especially where benefits are achieved by introducing systems to replace manual processes.	Anticipated 2013-14 savings are $12 million. In 2013-14 the expenditure decrease will generally occur in salaries and benefits, utilities and contracts, supplies and services.

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[7] At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty. Due to the level of uncertainty with respect to future provincial funding, mitigation strategies are only identified annually.

Delaying capital investments	To balance the budget, we can free up funds by temporarily delaying the spending on non-urgent board-funded capital, such as equipment and technology—which are funded through the application of amortization expense. By definition, board-funded capital excludes school facilities.	We estimate the 2013-14 benefit will be $6 million. This initiative will not impair our long-term board-funded capital investment nor will this temporary diversion of funding create fiscal jeopardy.
Elimination of AISI funding	Alberta Education eliminated the $7.3 million in funding for this initiative.	Loss of $7.3 million funding eliminates all AISI positions.
Reduction in IMR funding	Our lowest priority IMR projects planned for 2013-14 will be delayed.	Projects totalling $3.4 million will be delayed.
Reduce administrative burden on teachers and principals	Through the evaluation of current administrative requirements, leveraging technology and the provision of supports, we intend to relieve teachers and principals of tasks and/or find more time-efficient means of completing necessary tasks. Efforts to address teacher work load issues are already underway and are led by Administration and the ATA.	While this strategy may not yield funds to assist in balancing the budget, it will effectively free up time that can be redirected to instruction and learning leadership.
Executive Team Salary Freeze	There will be no increases to executive team salaries in 2013-14.	There is no cost savings to this strategy as exempt salary increases are performance based and not automatic. The strategy provides for the avoidance of a potential $80,000 increase in costs.
Use of Reserves	We anticipate that our use of unrestricted reserves in the current fiscal year will be lower than budget, as a result of gapping tied to unfilled positions and as a result of cost savings identified to assist with the 2013-14 mitigation of provincial funding reductions. These reserves will be available to help balance the 2013-14 budget. We plan to deplete all available operating reserves to assist with balancing the budget. This includes requesting that the Board of Trustees allow for the use of the Continuing Education Stabilization Fund, previously designated for the sole use of Chinook Learning Services.	The use of reserves and one-time funding creates a structural deficit in 2014-15. We anticipate using all unrestricted reserves available at Aug. 31, 2013. This includes the costs savings anticipated in 2012-13, the transportation reserve as well as the proportionate use of the operating lease reserve. This strategy will utilize all available reserves in 2013-14. The only remaining operating reserves—totalling $18 million—are those reserves restricted by the Board of Trustees for specific purposes and a non-cash reserve for unrealized investment gains and losses. We do not believe this represents "long-term fiscal jeopardy to the organization". It reflects direction from

		Alberta Education to use all reserves, and our longer term strategies will strive to rebuild reasonable reserve levels.
RAM Allocation	We will apply the RAM allocation in a manner that reflects new and emerging delivery strategies that reinforce flexibility and enquiry and project based environments.	The decision means: (1) a two per cent average RAM-rate increase over last year; (2) the total RAM allocation increases by $14 million over 2012-13; and K-3 funding enables current average class size to remain the same. Recall, even though the RAM is increasing two per cent, schools will have 2.1 per cent less funding than they need.
Elimination of memberships	We will examine the memberships to ensure they add value. Examples include Alberta School Boards Association (ASBA) and Calgary Educational Partnership Foundation (CEPF).	We anticipate $0.3 million in savings.
Board of Trustees Budget	The Board of Trustees will reduce their budget by 10 per cent (excluding any previously identified strategies).	We anticipate $0.15 million in savings.
Education Matters	This strategy entails eliminating the CBE contribution to Education Matters of $0.75 million.	This provides a savings of $0.75 million
Reduction in Service	In order to find the $4.6 million clawed back by Alberta Education from within the Administration block, it was necessary to cut very deeply into administrative service delivery. There will likely be service-delivery reductions accompanied by organizational restructuring. It is impossible to provide additional detail at this time, including the impact on positions.	We anticipate $3.1 million in savings. Schools will feel some of the impact of this strategy but, by its nature, the administrative block reflects "corporate service." This includes areas where communications, finance, human resources and information technology (IT) provide system-wide services and fulfil corporate responsibilities. Among the impacts, this strategy risks eroding our compliance with governance policy as well as our ability to monitor and report compliance.

Capital Budget

Introduction

The Capital Budget (or board-funded capital) includes technology, furniture, equipment, vehicles and all other non-facility assets.

These board-funded capital needs are funded from the amortization reserve, school decentralized funds or capital reserves.

The Capital Budget does not reflect capital needs for school buildings and related facility infrastructure supported by additional capital grants approved and provided by the Provincial Government through a separate Capital Planning Process.

The anticipated funding available for board-funded capital in 2013-14 is $20.6 million.

Administration—via the capital budget council—categorizes, assesses, and approves its board-funded capital projects based on the business and strategic value that they deliver. The categories used are: strategic, enhancement and maintenance. This enables Administration to monitor its board-funded capital investment mix in order to ensure that sufficient resources are allocated to adequately maintain and enhance existing capital investment to meet the technological requirements for student learning. Further, Administration ensures that the extent of new investment matches the organization's ability to maintain its assets in the future.

Funding may be provided for projects for a single year or over several years, depending on the nature and size of the project and the availability of funding.

Capital Budget Assumption Related to Uncertainties

Capital Project Cost Estimates	Capital project-cost submissions are developed on a project-by-project basis. The costs are based on information available at the time and assumptions vary by project.
	The Capital Budget Council regularly reviews project status and adjusts allocations as necessary, based on refined cost projections.

Capital Budget Strategies

The CBE will **continue to allocate resources** by way of the following strategies:

Administration strives to maintain an investment mix of:
- strategic   25%
- enhancement   10%
- maintenance   65%

Criteria used to prioritize board-funded capital are:

1. For strategic and enhancement projects:
   - impact on the Three-Year Education Plan;
   - impact on the CBE as an organization; and
   - the extent to which the project/purchase will create future cost savings relative to its capital cost.

2. For maintenance projects:
   - mandatory;
   - critical;
   - necessary; and
   - discretionary.

The potential impact on the operating budget is also considered to ensure that projects do not generate unanticipated future operating costs. This is our first step to incorporating a full life-cycle-costing approach to our capital investment decision-making.

After projects have been ranked, they are reviewed again to assess confidence in achieving the intended results (both quantitative and qualitative), and confidence in the organization's capacity to implement the project as planned. The amount of board-funded capital available is then applied to the top-ranked projects.

In addition to the allocation strategies which continue, Administration plans the following **strategy to re-allocate resources**. The goal is to dedicate the maximum possible resources to optimize learning for students in classrooms.

Strategy	Description
Contribution as an Operating budget strategy	The capital strategies have assumed that Administration implements its operating budget strategy to utilize a planned underspend of $6.0 million for 2013-14.

This initiative will neither impair our long-term board-funded capital investment nor will this temporary diversion of funding create fiscal jeopardy.

This strategy reduces the board-funded capital for 2013-14 to $14.6 million. This will support principal payments on energy retrofit projects and the other top priorities recommended by the capital budget council. |

Summary of Revenue
Alberta Education Grant Funding

On March 7, 2013, the provincial government announced its budget for the fiscal year starting April 1, 2013.

Rate Changes

- No grant rate increase for base instruction for the next three years.
- Class-size and inclusive education funding received a two per cent rate increase for the next three years.

Discontinued and suspended funding

- Alberta Initiative for School Improvement (AISI) funding is eliminated effective April 1, 2013.
- Fuel price contingency funding is discontinued effective April 1, 2013.
- Learning Resources Credit allocation is discontinued effective Sept. 1, 2013.

Other changes

- The maximum expenditure for system administration and school board governance is reduced by 10 per cent (from four per cent to 3.6 per cent of total operating expenses) resulting in a $4.6 million claw-back.

- The maximum years funded for eligible students in English as a Second Language programs decreases to five years from seven years.

- Inclusive education transition funding, implemented in Budget 2012 with the new Inclusive Education grant, will be renamed Program Equity and will be in place over the period of the 2013-2016 Business Plan.

- Metro school jurisdictions are no longer eligible for Small Schools by Necessity (SSBN) funding.

- FTE Funded enrolment replaces FTE weighted enrolment in the Plant Operations and Maintenance (POM) formula. Metro school jurisdictions are no longer eligible for the SSBN component of this funding.

- A tier four has been added to the Credit Enrolment Unit (CEU) funding tiers table for Work Experience and Special Projects courses.

- Funding for school authorities with students taking Alberta Distance Learning Centre (ADLC) courses, will be reduced to 44 per cent of the respective CEU Tier rate.

- The rate for the per student component of the Equity of Opportunity funding decreases to $101 from $156 per student.

- Infrastructure Maintenance Renewal Funding decreases by 20 per cent.

Calgary Board of Education

Government of Alberta Funding Changes

all figures in $ millions	
	Actual Changes
Description	2013-14
Changes due to:	
Enrolment grant increases	32.2
Changes in grant programs:	
1. Class size funding	0.9
2. Inclusive education continued transition funding and 2% increase	7.7
3. Adjustment for tier 4 CEUs and ADLC	(1.5)
4. Provincial clawback for administration costs	(4.6)
5. Elimination of small school by necessity (SSBN)	(2.0)
6. ESL funding reduced to five from seven years	(5.3)
7. Plant, operations and maintenance (removes severe-coding factor)	(4.2)
8. Fuel price contingency fund eliminated	(2.3)
9. AISI funding eliminated	(7.3)
10. Learning resource centre (LRC) funding eliminated	(1.2)
11. Equity of opportunity grant per student reduction	(5.6)
	(25.4)
Total net grant changes	6.8
Infrastructure, maintenance and renewal decrease	(3.4)
	(3.4)
Total increase	3.4

2013-14 Breakdown of Total CBE Revenues[8]
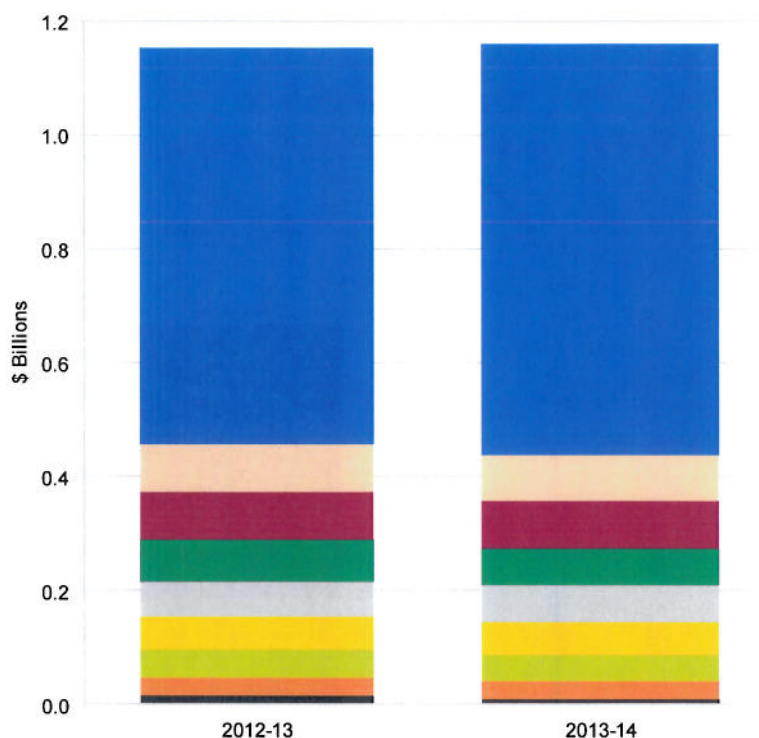
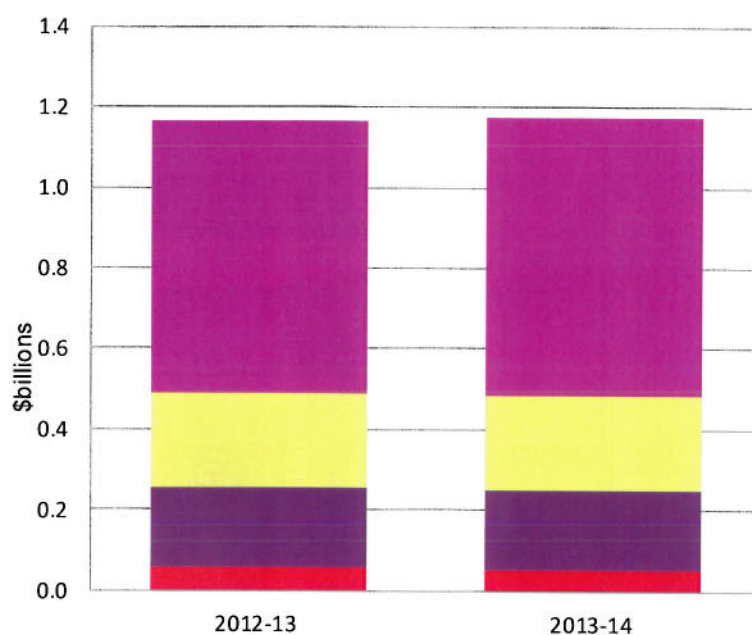|	Budget		Variance	
	(all figures in $ millions)			
	2012-13	2013-14	$ millions	%
Base funding	698	723	25	3.6
Operations & Maintenance	84	79	(5)	(5.9)
Fees and Other revenue [9]	83	89	6	7.2
Other differential funding	73	65	(8)	(11.0)
Inclusive education funding	60	62	2	3.3
Alberta Teacher Retirement Fund	59	59	0	0.0
IMR & capital support	49	46	(3)	(6.1)
Student transportation	33	32	(1)	(3.0)
Provincial priority targeted funding	14	7	(7)	(50.0)
	1,153	1,162	9	0.8

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[8] At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty. The 2012-13 budget figures presented reflect the 2012-13 operating budget approved by the Board of Trustees on May 29, 2012.
[9] Includes school-generated funds and elective fees; discretionary program collections; investment income; rental and leasing revenues; transportation fees; school authorities and other local governments; unrealized investment gains/losses; and gains on disposal of assets.

Calgary Board of Education

Summary of Overall
Anticipated 2013-14 Budget Impact[10]

Expense by Object

	Budget		Variance	
	(all figures in $ millions)			
	2012-13	**2013-14**	($millions)	%
Certificated salaries & benefits	681	690	9	1.3
Non-certificated salaries & benefits [11]	235	236	1	0.4
Services, contracts	198	199	1	0.5
Amortization and interest expense	55	52	(3)	(5.5)
	1,169	1,177	8	0.7

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[10] At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.
[11] Non-certificated salaries & benefits include a 2.5% rate increase for Staff Association and CUPE.

**Calgary Board
of Education**

Summary of Overall
Anticipated 2013-14 Budget Impact[12]

Expense by Block
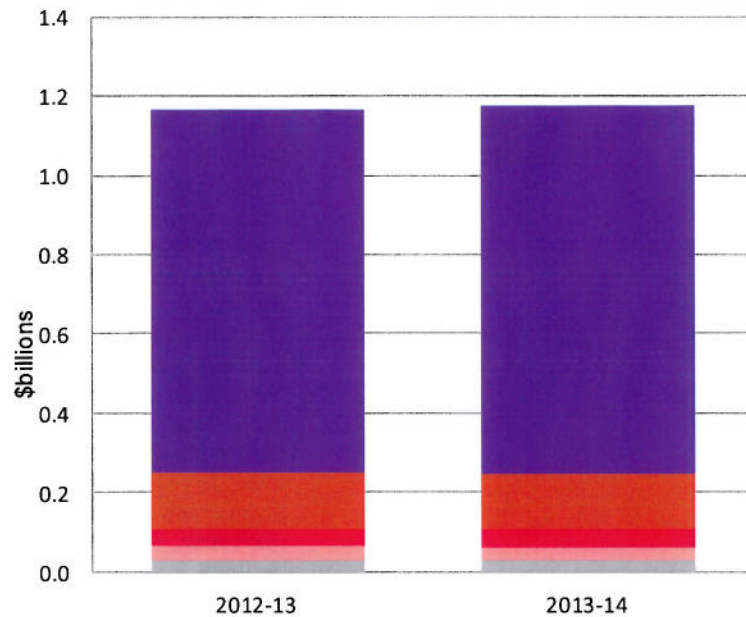
	Budget (all figures in $ millions)		Variance	
	2012-13	**2013-14**	($millions)	%
Instruction: ECS - Grade 12	921	931	10	1.1
Operation & maintenance	142	141	(1)	(0.7)
Transportation	39	43	4	10.3
Board & System Administration	40	35	(5)	(12.5)
External services	27	27	0	0.0
	1,169	1,177	8	0.7

[12] At this point in the budget process, these are high-level estimates of what we intend to achieve. Building the actual operating and capital budgets will confirm these "directional" estimates with greater certainty.

Glossary of Terms

Amortization	Amortization expenses for both supported and unsupported capital assets ("unsupported" capital assets are board-funded; "supported" capital assets are funded by externally restricted capital funding/contributions).
Interest and charges	Interest expenses charged for both supported and unsupported debenture debt and all other interest charges.
Salaries & Benefits	- Consists of both certificated and non-certificated salaries and benefits - Certificated salaries refer to all salaries paid or accrued for those employees of the jurisdiction who possess a valid Alberta Teaching Certificate, or its equivalent (i.e., certified teachers, Principals and Superintendents). - Certificated benefits refer to the employer share of amounts paid on behalf of employees possessing an Alberta Teacher Certificate or equivalent for statutory and pension contributions, and medical and insurance benefits. It also includes allowances which are taxable payments made to (or on behalf of) employees for sabbatical leave, advanced study and training and for negotiable or board-authorized allowances including automobile, subsidized housing, relocation, retirement and supplementary unemployment benefits. - Non certificated salaries are salaries and wages paid or accrued for all other employees, who do not possess an Alberta Teaching Certificate or equivalent.
School-Generated Funds	School-Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)
Supplies & Equipment Services	Cost of supplies, materials and services rendered not included in the other expense object lines, including expenses and payments related to contracts, agreements, audits, dues, fees and supplies costs.
Provincial Priority Targeted Funding	Funding is comprised of the following: Alberta Initiative for School Improvement (AISI), SuperNet and Student Health. Other funding categories from the province that have prescribed guidelines on their use include: Infrastructure Maintenance Renewal (IMR), Regional Assessment Services (REACH) and Institutional Funding.

| report to Board of Trustees | Trustee Remuneration Committee Report |

Date	April 16, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee George Lane Chair, Trustee Remuneration Committee
Purpose	Decision
Resource Person(s)	Trustee Remuneration Committee Members Keith Peterson, Acting Superintendent, Human Resources Janice Barkway, Corporate Secretary
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration

1 | Recommendation

THAT the Board of Trustees approves the recommended changes to GC-2E: Trustee Remuneration, as provided in the attachment to the report.

2 | Background

The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify that the purpose of the committee is:

- To annually review trustee remuneration, including trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors; and

- To recommend continuation of or changes to Board policy on remuneration.

The Terms of Reference also dictate the Committee membership. At the Organizational meeting of the Board, Trustee Lane was appointed as the Chair of the Trustee Remuneration Committee and Trustee King was appointed as the other trustee representative. In accordance with the requirements for external committee membership, the Board approved the appointment of the following external members: Mr. Eric Miller, Ms. Marina Munro, Ms. Wendelin Fraser and Mr. Jeff Bowes.

The Committee first met in October to respond to the Board's request to establish a process for an in-depth comparative review of trustee remuneration to be done in the 2012-2013 year.

Publicly available data was collected for each of the comparators (the other 3 urban Alberta boards and the City of Calgary Aldermen). The Committee reviewed the analysis of the data, and the recommendations of the committee are included in the revisions to the attached policy GC-2E: Trustee Remuneration.

3 | Analysis

Among the findings of the Trustee Remuneration Review are:

- *CBE's average governance cost per school is approximately one-half that of the average of the other three metro boards;*
- *CBE's average governance cost per student is less than half that of the average of the other three metro boards;*
- *CBE's total remuneration per trustee is in the middle of the peer group;*
- *CBE's basic honorarium of $46,618 has been in place since 2009.*
- *The Calgary Board of Education is the only one of the comparators that does not have automatic annual adjustments in place.*
- *The increase in the Alberta Average Weekly Earnings (AAWE) for 2010, 2011 and 2012 totals 11.6%.*
- *The increase in Alberta CPI for 2010, 2011 and 2012 totals 4.5%.*
- *The increase in Calgary CPI for 2010, 2011 and 2012 totals 4.0%.*

The Trustees' Remuneration Committee recognizes the significance of the contributions and responsibilities of CBE trustees and believes that it is important that fair remuneration be provided to trustees in order to attract the best candidates.

However, the Committee agreed that, in recognition of the current economic and political climate, to not recommend changes to current remuneration at this time.

Calgary Board
of Education

The Committee recommends that the Board approve the amendment of GC-2E to specify that no remuneration will be made for alcohol, that receipts be provided for all meals, and would be reimbursed to a maximum of the standard meal allowances as specified.

In recognition of the current economic and political climate, the proposed policy revisions do not reflect any change to honoraria for trustees. However, the committee does recommend that in the future, consideration be given to build in an automatic adjustment mechanism, based on the Calgary CPI, to an agreed upon maximum.

Calgary Board
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GOVERNANCE CULTURE
GC-2E: Trustee Remuneration

Monitoring Method:	**Board Self-assessment**
Monitoring Frequency:	**Annually**

A. Taxable Honoraria, Benefits and Allowances

1. Effective November 1, 2009, Trustees' honoraria will be $46,618 per annum paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.

2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of $10,476 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of $5,238 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.

3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, $50,000 group life insurance and $50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.

4. Each Trustee will receive an annual taxable transportation allowance of $4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B. Reimbursable Expenses

1. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional development up to a maximum of $4000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.

3. Conference costs to attend the Canadian School Boards Association annual conference and the Alberta School Boards Association semi-annual conferences will be charged to the Board of Trustees' general travel account in accordance with established practices.

4. Trustees' expense information will be publicly disclosed on a regular basis.

5. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

   Breakfast: $12.00
   Lunch: $17.00
   Dinner: $26.00

6. Expensitures for alcohol will not be reimbursed.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking paid for from the Trustees' Office budget. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.

2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:

   (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of

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Trustees' basic honorarium prevailing at the end of such service per year of service;

(b)   A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and

(c)   Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.

3.   It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off site work place.

Adopted: May 1, 2012 (content change in A.4, effective Sept. 1/12)
Reclassified From GP-12E to GC-2E: September 4, 2012
Amended: ~~January 8, 2013~~

report to
Board of Trustees

Correspondence

Date	April 16, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated March 19, 2013 to Board Chair Pat Cochrane, from the Honourable Jeff Johnson, Minister, Alberta Education, giving approval to 2 new modular classrooms for McKenzie Towne School.

Appendix I: Relevant Correspondence

ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater

March 19, 2013

Ms. Pat Cochrane
Chair
Calgary School District No. 19
1221 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

As Minister of Education, I have recently had an opportunity to review the allocations under Education's 2013/2014 Modular Classroom Program. I am pleased to inform you that I have approved the following for your board:

- 2 new modular classrooms for McKenzie Towne School.

Your local government MLAs are supportive of this allocation.

For 2012/2013, of the more than 300 requests for modular classrooms received, 47 new units were provided within the funding envelope available, along with a number of relocations. This year, the department has again received over 300 requests; however, in order to address a greater proportion of these needs, receiving jurisdictions are being asked to contribute 50 per cent of the costs of transportation, setup and links (where needed). Education will continue to fund 100 per cent of the cost to manufacture the unit, as well as the balance of the setup costs.

In addition to the cost-sharing approach, residual funding from prior modular announcements has been accumulated and, as a result, I am able to approve more than double the number of units province-wide for 2013/2014 than were provided in 2012/2013. Approval is being awarded on the basis of urgent health and safety issues, as well as addressing the most significant enrolment pressures.

With the assistance of all receiving jurisdictions, just over 100 units can be provided for 2013/2014 to address the most urgent needs across the province, including those in your jurisdiction. I trust that this added infrastructure will be welcome news to your jurisdiction's students, parents, teachers and support staff.

.../2

Alberta

424 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-427-5010   Fax 780-427-5018
4807 - 50 Street, Athabasca, Alberta T9S 1C8 Canada

Printed on recycled paper

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Your board will receive the fully funded modular classrooms as outlined above as well as 50 per cent of the budgeted amount for delivery, setup and any required links.

It will be necessary to submit your requests very shortly in order to have the units manufactured and set up in time for the fall. Please advise your jurisdiction staff to access the necessary Prep Sheets online at www.education.alberta.ca/department/ipr/capitalplanning/ infrastructureresources.aspx, for submission and completion as soon as possible. Should your jurisdiction staff have any questions, please have them contact Dr. Avi Habinski, Director, Capital Planning South, at 780-427-2272 or avi.habinski@gov.ab.ca.

Sincerely,

Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

cc: Honourable Richard William (Ric) McIver, MLA, Calgary-Hays
        Naomi Johnson, Superintendent, Calgary School District

| report to Board of Trustees | Update on Engagement Strategy – School Councils and Parents |

Date	April 16, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Information
Governance Policy Reference	GC-2: Governing Commitments

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the attached summary of *What we heard from parents* for information as an update of the ongoing communication and engagement strategy for school councils.

2 | Issue

At its Sept. 4, 2012 board meeting, the Board of Trustees approved proceeding with a communications and engagement strategy for school councils for the 2012-13 school year, pursuant to the details provided in the school council handbook. Five trustee-hosted meetings were held in February, 2013 and attended by parent representatives of school councils. Recorded notes from those meetings were posted to the CBE website March 1. The attachment is a result of a commitment to report back to the council of school councils and is a synthesis of the discussions held during these meetings.

3 | Background

At its June 12, 2012 board meeting, the Board of Trustees approved proceeding with work that would identify a strategy to provide trustees and Board of Trustees with a plan for strategic communication dialogues with parents/school councils for the 2012-13 school year. The Board of Trustees is committed to ongoing strategic

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communication dialogues with parents and school councils to serve Calgarians and to advance public education. The Board of Trustees recognizes the rights of parents to be involved in their children's education and for parents, community members and school employees to be involved in key decisions about public education.

Section 22 of the *School Act* requires that each school operated by a board establish a school council. The overarching purpose of establishing a school council is to enhance communication between each school and its community, and provide a method by which the school, the home and community may work together for the benefit of students.

The Board has approved five Results policies, which are the statements of outcomes for each student in our district. The Board believes that engaging in ongoing strategic dialogue sessions will advance public education, and that enhancing communication with parents and the community will advance the learning outcomes for students.

The five meetings held exceeded the Boards expectations in both parental attendance and because of the authentic conversations held with parents regarding what they feel to be sacred when it comes to their child's education. The Board of Trustees is striving for continuous improvement in our engagement processes and it looks forward to further generative conversations with parents to strengthen student outcomes.

4 | Conclusion

The Board of Trustees is committed to communicating with parents and school councils. The attachment is a report back to parents and school councils summarizing the parent comments from five trustee-hosted meetings in February. We continue the dialogue as part of the Board's engagement strategy and welcome ongoing feedback.

What we heard from parents

Introduction

Whether it's technology in the classroom, allowing students to learn by failing or the basics of education; parents don't have a single, unanimous vision of learning.

This was reflected in the feedback from about 100 school council representatives who attended five public meetings in February. The gatherings were hosted by the Board of Trustees. The meetings were held as part the trustees' commitment to communicate better with parents, community and business leaders.

There was no expectation to reach any sort of consensus or solve individual problems at these two-hour sessions. The objective was to ask questions and gather thoughts and opinions on how to maximize funding from the province and best contribute to learning in the classroom.

Parents shared their expectations for student learning during the meetings, which come at a time when we're facing many challenges.

Asked what's most important, answers ranged from providing safe and clean facilities to ensuring students are prepared for post-secondary education.

Feedback from a series of other questions revealed a diverse range of needs and wishes.

It seems only one thing holds true: every parent and guardian with a student in the CBE wants the best possible education for their kids. What that looks like is as varied and complex as the system itself.

The following questions were used to facilitate the discussion at each of the meetings. It should be noted, that in some cases, due to the enthusiastic discussion and limited time, not all questions were asked.

- What is most important to you when you consider your child's education?
- What is sacred?
- What is less important?
- How do we make these tough choices?
- What do we need to consider when preparing our budget?
- If you were a Trustee, what would you need to consider when approving the budget?
- Do you have any ideas about how to help us optimize our funding?
- How do we prepare your children for the future?
- What is your vision for your child's education?
- How is your child's education different from yours?
- How do your children's education needs differ from your education?
- What educational benefits and opportunities do your children have that you did not?
- What issues and challenges do your children face that you did not?

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What is most sacred?

It used to be called the three Rs: Reading, 'riting, 'rithmetic. While still important, today's expectations for learning reach beyond those core fundamentals.

For example, ethics and citizenship along with critical thinking and problem solving were mentioned more than 20 times combined during the five meetings. Individualized learning was mentioned 15 times. This tells us these qualities are top of mind and important to many parents.
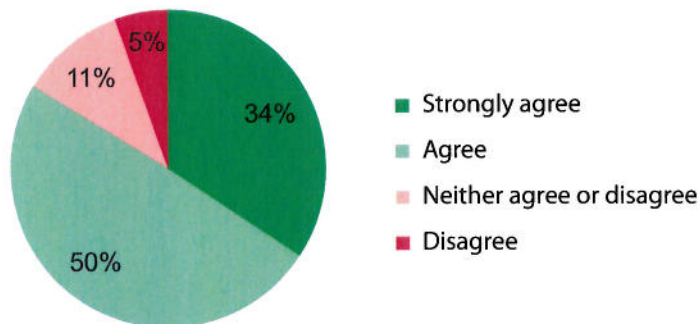
This feedback was encouraging. It confirmed we're on the right path. Beyond academic success, CBE student achievement also focuses on responsible citizenship, personal development and good character.

The CBE is dedicated to personalized learning and each one of our 107,000 students is honoured for their individual gifts. We see every student as unique and each one learns differently; our core values include diversity and choice.

Should students get information online or from books? Should they type assignments or write? Is cursive writing as important as keyboarding?

We did not ask specifically about technology in the classroom but this topic frequently came up in broader discussions. Technology—including accessibility and use—is clearly important to parents but how it ought to be used by teachers and students is another story.

Some view technology as vital yet others see it as a distraction or complain kids are too dependent on electronic devices.

One parent said, "Teach technology as a tool, not a toy." Another noted there has to be "a balance between technology and writing."

The CBE is committed to helping students thrive in the 21st century. This requires providing them with access to current technologies.

The challenge for us as leaders within our complex system is to consider, respect and balance the many different points of view on what role technology plays in learning. What we can promise, however, is to offer a rich and diverse learning environment and to prepare students for the future.

The "Mega Result" is our vision for students. It is that each student, with individual abilities and gifts, will graduate high school with a foundation needed to thrive in life, work and continued learning. In this vision, students will succeed academically, be responsible citizens, identify and develop personal talents and demonstrate good character.
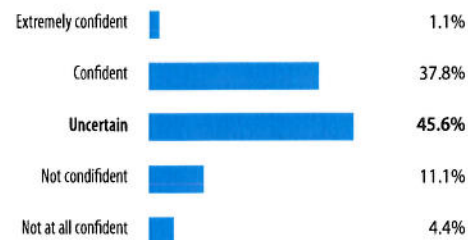
The topic of this meeting was relevant to my school council's concerns.

- 34% Strongly agree
- 50% Agree
- 11% Neither agree or disagree
- 5% Disagree

These results were compiled from 94 respondents.

I feel the Board of Trustees is improving communication with schools.

- 32% Strongly agree
- 49% Agree
- 18% Neither agree or disagree
- 1% Disagree

These results were compiled from 94 respondents.

Parents participated in a post-meeting survey about the format of the meetings and whether they found them helpful. Here are some of the results.

Please indicate your preference for a future meeting time:

a weekend morning	4.3%
a weekend afternoon	2.2%
a weeknight	**57.6%**
a weekday morning	32.6%
a weekday afternoon	3.3%
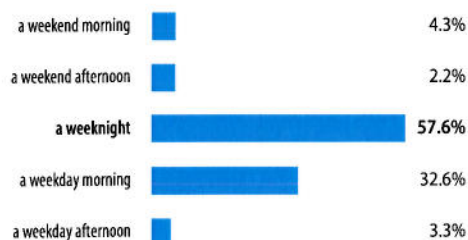
These results were compiled from 92 respondents.

How much confidence do you have that this discussion session will influence decision making?

Extremely confident	1.1%
Confident	37.8%
Uncertain	**45.6%**
Not condifient	11.1%
Not at all confident	4.4%

These results were compiled from 90 respondents.

Financial challenges

The provincial budget loomed over the meetings and since that time, we've learned our system is facing new and even bigger challenges. We need to optimize learning with essentially fewer dollars.

In anticipation of the provincial deficit, we asked parents for ideas on how to optimize the use of our funding, most of which comes from the province. The suggestions reflected how difficult it is to manage such a large system with so many priorities.

Suggestions for cost savings were far ranging and specific, from putting kids on public transportation starting in Grade 7, to cutting back on photocopying to raising new revenue by renting out surplus space. Other ideas were broader, relating to space utilization and looking for efficiencies within administration.

There was no clear direction how we should tackle our budget woes but parents agreed there needs to be minimal impact in the classroom.

We agree. Classrooms remain a top priority for us. There are some difficult choices ahead, but we are committed to the best possible learning for our students and intend to keep the CBE among the best education systems in the world.

Administration is poring over the numbers and on April 16 will come to us with recommendations on how to balance our budget while still optimizing learning outcomes.

Top 10 topics of mention

There were 10 or more comments about these topics but they are not ranked in particular order.

- Teaching the basics (reading, writing and arithmetic)
- Excellence in teaching
- Individualized learning
- Program consistency and stability
- Class size
- Readiness for the next step, which includes post-secondary education and/or work
- Regular communication with parents and more parent involvement
- Good citizens
- Critical thinking/problem solvers
- More accountability for students

Let's keep talking

As your elected representatives, we vowed to communicate better with you this year. Aside from these meetings, we've also had conversations with business representatives and other leaders in Calgary, including the mayor and the chief of police.

We'll take what we've learned and use it to further our discussions as a Board of Trustees as we continue to make improvements in the system and further student success.

We also want to continue the conversation. We all play a role in ensuring our youth develop into well-rounded and contributing members of our community.

We're listening. And the more we listen, the more we understand and appreciate the diversity and complexity of our students, parents and our community.

We look forward to our next meeting with the council of school councils on April 17.

What you said...

A sample of what participants had to say after the meetings

"My first meeting and I thought it was great."

"This worked well—I appreciate the round-table format."

"I would have more enjoyed an opportunity to discuss how to make these tough choices."

"Thanks for listening and documenting."

report to
Board of Trustees

Chief Superintendent's Update

Date | April 16, 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.

Calgary Board of Education

Chief Superintendent's Office

Quarterly Update on Records Management

At the Board of Trustees' meeting on January 24, 2012, administration was directed to provide quarterly updates to the Board regarding the Calgary Board of Education's progress to address records management (RM) and retention issues. The following update is the fifth report presented in response to this directive.

This and subsequent quarterly reports will reference Generally Accepted Recordkeeping Principles (GARP) as a means of contextualizing the work and overall progress. GARP is an industry standard that is the basis for the Corporate Records Management Program. Following are the GARP principles:

Accountability   Compliance
Transparency   Accessibility
Integrity   Retention
Protection   Disposition

GARP Principle of Accountability

Administrative Regulations

Draft Administrative Regulations and accompanying needs analysis documentation have been developed and are currently being reviewed in preparation for approval. The draft regulations specifically address the following areas:
- Student Information
- Archives and Special Collections

Benefits

- Existing versions of AR6024 and AR1042 are out of date and require revision to reflect policy, clarify responsibilities and assist with achieving enhanced compliance.

RM System Protocols

To complement new and/or revised Administrative Regulations, Records Management Protocols have also been developed and are similarly under review in preparation for approval. These protocols address the following Records Management areas:

Custody and Control Protocol

This protocol defines responsibilities for all records generated or received during the course of operations for the Calgary Board of

Education, regardless of media, format, or storage device. It also seeks to establish a Records Steward function that would ultimately hold responsibility for records generated or received within the purview of all CBE instructional and administrative areas.

As an example, the Calgary Board of Education houses and handles program records for students registered outside the CBE or that require inter-jurisdictional transfers. Often, these records are in the custody and control of the CBE, even as the students attend a different jurisdiction. Traditionally, supports for and understandings of the requirements and obligations for the management of these types of student records have been limited.

Benefits

- Establishment of standard methodologies that would define expectations and regulate the handling of all records created or received by the CBE.
- Through the institution of the record steward function, it would establish system-wide responsibility for all records created or received by the CBE.
- Would define all known exceptions as well as methodologies for their handling.

Official Student Records Protocol (OSR)

The purpose of this protocol is to establish system-wide conventions that reinforce a standardized methodology for all schools to follow in relation to the Official Student Record (previously known as the CUM file). This protocol includes assistive step by step work instructions that would ensure that student records in our custody are properly managed.

Benefits

- Many CBE schools spend an inordinate amount of time (estimates of up to to 60 hours per school per year) doing and re-doing the Student Record so that it aligns with individual school organization methods. By establishing a system standard, both increased compliance and business process efficiency can be achieved. In addition, this efficiency could be used to resource added supports to students, teachers and the broader school community.

Official Student Record Folder

A focus group comprising broad representation was established in December 2012 to develop and make recommendation on a standardized student records folder. The group has been working with a prototype of a draft Official Student Record (OSR) Folder and deliberations are now focused on ensuring the OSR folder prototype

Calgary Board
of Education

meets school operational needs and is simultaneously compliant with legislative requirements and industry standards.

Benefits

- The efforts related to the Student Record are designed to improve and enhance efficiency and liberate resources from duplicated efforts thereby allowing such time and efforts to be better spent on school and administrative tasks. At the same time, it is imperative that we build measurable compliance into our new processes.

GARP Principles of Retention and Disposition

Offsite Storage of CBE Records

For the remainder of the 2012/2013 school year, there will be a renewed focus on Retention and Disposition.

The RFP for offsite storage initiated August 21, 2012 was completed and a vendor was selected to perform this function. Work is currently underway to transfer 36,000 cubic feet of records from existing locations to the offsite vendor's secure facility. This is a delicate procedure that requires validation and verification processes to be developed and operative to add / introduce vendor bar coding while ensuring that the CBE retains all existing information related to its records for appropriate retrievals and dispositions.

As at March 27, 2013:
- 2880 cubic feet of records had been transferred to the offsite vendor, and
- 816 cubic feet of records are in transition from H.W. Riley to the offsite vendor.

Discussions are also occurring with the offsite vendor to devise ways to accelerate the transfers while maintaining the integrity of records and associated data and systems.

Benefits
- Provides the means and opportunity to refocus the CBE's Records Management Program from a purely warehousing function to one that supports students, teachers and the community by more broadly administering the Records Management Program.
- Provides facilities more appropriate for the maintenance of semi-active and inactive records (primarily fire suppression, enhanced security and protective racking to shield physical boxes from damage).
- Addresses overcrowding at the CBE's onsite facilities together with related occupational safety concerns.

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Archival Board Minutes Scan/Digitization Project

As a pilot, an interim repository in a SharePoint library has been established providing appropriate internal electronic access to historical Board Minutes. Collaboration with the Corporate Secretaries Office is ongoing to determine access requirements and elements of content organization prior to officially launching the site and enhancing accessibility to these materials.

Benefits

- Scanning the Board Minutes represents important first steps to systematically review the state of these records while simultaneously supplementing preservation efforts. In addition, the resulting scans will enhance accessibility when they are combined with an electronic online Archival repository pilot initiative.

Archives Physical Infrastructure Requirements

Communication Services was engaged to provide draft floor layout drawings to re-utilize the Records Management Warehouse space once the offsite storage component is complete. Building on this work, Capital Planning and Development was also engaged and has created early conceptual drawings of the area with the intention of re-purposing the space to house a formal CBE Archives.

Benefits

- Records are needed to document the activities and history of the organization. There is the need to preserve the historical record so that future generations can understand what happened, why it happened and the impacts made on society. Past students, administrators, educators, veterans, immigrants, family historians, researchers and scientists, among many others, depend on the availability and preservation of Archives. Therefore, retaining records of enduring value is at the heart of meeting the CBE's fiduciary archival responsibilities.

GARP Principle of Protection and Availability

Technology – Records Management Application

New functionality has been developed and tested that permits the Records Management software to support offsite storage requirements. These enhancements have also included additional reporting functionality that would assist with managing RM operations.

In addition, the RM Program is also utilizing components of the vendor supporting software to manage records stored offsite. While

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these two applications have been harmonized / integrated as part of validation and verification processes, additional functionality benefits from the use of the vendors' supporting software will be explored later in the school year once the transfer to offsite storage has been completed.

Benefits

- The CBE must be able to retrieve and effectively manage all records under its control regardless of custody arrangements that arise from offsite record storage.

GARP Principles of Integrity and Transparency

Training and Awareness

Site visits and Record Management consultations and training sessions were provided to the following Schools and Service Units since December 14, 2012:

Onsite Training	Schools represented at Staff Association Convention
Acadia	Alex Munro
Alternative High	Canyon Meadows
Area II, Townhall 30+ Resource Teachers & Guidance Personal	Cappy Smart
Centennial High	Central Memorial High
Chaparral	Crescent Heights High
Chinook Learning – Records Tour	Emily Follensbee
Clarence Sansom	Ernest Morrow
Dr. E.P. Scarlett High	Forest Lawn High
Fred Seymour (Archives)	Louis Riel
James Short Memorial	Penbrooke Meadows
Jerry Potts (Archives)	Piitoayis
Lake Bonavista	Senator Patrick Burns
Marion Carson	Westgate
North Haven	Wilma Hansen
Westbrook Outreach	

Benefits

- In order for Records Management practises to be adopted and become standard organizational practise, they must be supported by on-going training and appropriate communications. In particular, new understandings and processes often require targeted training and specific communication to employees to build the foundations for achieving a mature RM program.

Communications

The records management in-site News page is regularly updated to broadcast to people in the organization changes that may affect the application of the Classification and Retention Schedule. An example of this is related to assistance and direction provided with regard to the retention of paper-based kilometre tracking forms held by supervisors for their staff. This arose as a result of changes in HR PeopleSoft.

Similarly, shred bin signage to better reflect the growth of the SHRED program was developed and posted to the site as well as offered to attendees at the Staff Association training sessions.

Benefits

- Providing up to date, easy to find information to assist schools and service units is crucial for informing and empowering staff about Records Management and consequently for progressing towards compliance with Generally Accepted Recordkeeping Principles.

GARP Principle of Compliance

Records Management Audit

Following from the information in the last quarterly report, a Request for Quotation (RFQ) was issued on February 11, 2013 and as a result an external service provider was selected to perform this function. The purpose of the Records Management Audit is to assess compliance with the Generally Accepted Record Keeping Principles and internal policies and protocols. In addition, the audit will provide important insights into the level of awareness that CBE staff have regarding records management in general and elements of record classification and retention in particular.

Benefits

- This first Records Management Audit will permit benchmarking and annual progress comparisons that could be important for measuring program success as well as for identifying areas for improvement. The audit will be designed to incorporate two main appropriately weighted components. The first will concentrate on areas that will receive annual audit attention while the second will be more variable in nature, with the objective of ensuring all record types and considerations are scrutinized over a three year cycle.

9-7

Student Transfers

The Student Records Regulation of Alberta is very clear regarding mandatory processes for transferring Student Records within and outside of Alberta. Those processes are augmented by information found in both AR6024 and the School Information Package. The Corporate Records Management Program has collaborated with Rocky View School District to review processes and harmonize student records that CBE Schools have transferred to Rocky View. There are system-wide opportunities for improvement and consequently the School Information package and AR6024 are being appropriately updated.

Benefits

- Appropriate transfer of student records is a legal obligation and to achieve consistency of practise and compliance, staff must be aware of the organization's responsibilities and appropriate time must be given to the management of the student record. Achievement on the principle of compliance can be enhanced when efforts are considered in conjunction with plans for governance and training.

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

Waste and Recycling Management

Date	April 16, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	OE-7: Asset Protection OE:11: Learning Environment/Treatment of Students OE-12: Facilities
Resource Person(s)	Ross Jaques, Manager, Integration and Environmental Services (IES) Olena Olafson, Community Projects Coordinator, IES Deborah Wehnes, Waste and Recycling Coordinator, IES

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the Waste & Recycling Management report for information.

2 | Issue

In March 2008, the Calgary Board of Education (CBE) committed to a long term plan of reducing its waste to landfill by 50 percent by December 2012.

This report summarizes the waste reduction initiatives undertaken to achieve this goal and makes recommendations on how to further reduce the CBE's waste to landfill.

3 | Background

In 2007/08, Energy & Environmental Services retained the services of **CH2MHILL** to complete two reports: a Solid Waste Reduction and Diversion Strategy and Opportunity (WRS) Report and a 4 Year Waste Reduction Implementation Plan.

The first report helped the CBE characterize the types and amounts of waste produced at typical schools in the district and to identify the CBE's existing practices and programs for solid waste management. A literature review, a series of site visits, and an online survey were conducted. The resulting data was analyzed and presented, and a waste management strategy developed to help the CBE reduce its overall waste production. The waste management strategy took into account local waste reduction targets, such as those outlined by the City of Calgary and imagineCALGARY, to set a target for the CBE.

The second report provided a step-by-step plan on how to reach the goal of reducing wastes going to landfill by 50% by 2012. **Appendix I** shows this step by step plan and progress towards achieving the outcomes outlined in the plan.

In August 2008, the position of Waste & Recycling Coordinator was created to provide leadership and support to the system in waste and recycling initiatives for the purpose of achieving the CBE's waste reduction goal.

4 | Analysis

The waste disposal data supplied by CH2MHILL indicates that approximately 10,064 cubic yards of solid waste was generated during each month of the 2007/2008 school year by the 209 school sites included in the report. The volume of waste disposed of by each school on a monthly basis was made based on the size of the waste containers and the associated collection frequency.

As waste generation weights became available for each school, baseline rates were converted from cubic yards to kilograms. Thus the measurement became kilograms per month and kilograms per student, per month. This converts to a baseline rate of 362,304 kilograms per month or **4.34 kilograms per student**, per month. Measuring in kilograms provides a more accurate appraisal of waste generation and reduction. These rates should be considered monthly averages as they do not reflect increase and decrease in waste generation due to special events, end of year clean-out and school breaks.

As of December, 2012, the CBE current rate of waste generation is 162,176 kilograms per month, and 1.77 kilograms per students, per month. This is a reduction of **54%** in kilograms per month and a 55% reduction in kilograms per students, per month. Our current waste and recycling hauler, Waste Management, provides monthly waste generation weights for each school.

The following table shows the current list of waste reduction and diversion programs that schools participate in, to reduce their overall waste going to landfill

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Table 1: Waste and Recycling Program List

Paper Recycling	In 2007, ten schools participated in a pilot Paper Recycling Program.
	In the fall of 2008 the centralized paper recycling program was available to all CBE schools.
	The program was expanded to a Co-mingled Recycling service, (paper and mixed containers) in April 2010.
	180 schools participate in the Co-mingled Recycling Service, recycling approximately 1,344 cubic yards or 84,916 kilograms per month.
Library Books and Textbooks	Library books and textbooks that are still in good condition but no longer required by the CBE, are collected at the Warehouse and donated.
	Materials that are out-of-date, inaccurate, or worn-out are collected at the Warehouse for recycling.
	This program began in 2007. Approx. **1300 tonnes of books** have been recycled.
Battery Recycling	System wide recycling of single use batteries began in June of 2009. 5,610 kilograms of batteries have been recycled.
Wood Recycling	The wood recycling program began in June of 2011. The program recycles wood from Highfield's carpentry shop, as well as any surplus wooden furniture arriving from schools. 795 cubic yards or 117,443 kilograms of wood have been recycled.
Organics Recycling	In 2010, three of our schools participated in a pilot Organics Collection Program. As of December 2012 all schools have been provided the opportunity to participate in the program.
	There are currently 34 schools/sites participating in the program. 92,350 kilograms of organics have been collected.
	The CBE also has 23 schools composting on site. The finished compost is used on gardens and naturalization areas at the schools.
	The Education Centre began collecting organics in April 2012. 4680 kilograms of organics have been collected from the Ed Centre alone.
Fluorescent Lights Recycling	The program started in September 2012. 2,903 fluorescent lights have been recycled.
Scrap Metal	Warehouse Services and Maintenance Services collect scrap metal for recycling.
Ewaste	Surplus computers are donated to Alberta Computers for Schools who refurbishes computers and related equipment for reuse.
	Computers and electronics that are no longer useable, are collected by Warehouse Services and sent to Ecycle Solutions, where they are destroyed, the parts sorted and then recycled.

5 | Financial Impact

The total cost of waste removal starting from the 2007/2008 school year and ending December, 31, 2012 is **$4,190,300**. This does not include the waste generated through maintenance projects or contracts.

The cost of waste removal at the Ed Centre from the 2007/08 school year to the 2010/11 school year was $41,486. This cost is no longer incurred directly by the CBE as Bentall is now managing the waste and recycling removal at the Ed Centre.

The total cost of recycling starting from the 2007/2008 school year and ending December, 31, 2012 is $225,646. This does not include schools recycling with Waste Management privately, or with another hauler.

The CBE recycles 84,916 kilograms per month, reducing our waste to landfill. Tip fees at the landfill are $98.00 per metric tonne. This calculates to a cost avoidance of $8,330 a month for tipping fees at the landfill.

Cost savings due to contract management:

- By re-evaluating waste collection schedules and bin sizes, a reduction of 2,538 cubic yards or a savings of $13,127 *per month* was obtained.

- Detailed checking and reconciliation of all waste invoices has resulted in credit amounts of $72,669 for the waste account and $3,760 for the recycling account, since the 2008/09 school year.

6 | Implementation Consequences

The CBE is consuming more responsibly through education and efforts to reduce waste at the source.

The CBE is sending less solid waste to landfill owing to the reduction and diversion efforts. Waste management has become more efficient and cost effective with the hiring of a Waste & Recycling Coordinator.

The financial impact of waste removal has decreased, because the system is producing less waste.

7 | Conclusion

The Calgary Board of Education has achieved its goal of reducing wastes going to landfill by 50% by 2012.

By continuing to work on managing and reducing its waste, the CBE will affirm its commitment to operate in ways which:

a)   demonstrate environmental ethics

b)   develop environmentally literate students and staff, and

c)   move towards the imagineCALGARY waste reduction targets.

Naomi Johnson

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Appendix I   Waste and Recycling Program

Appendix I: Waste Reduction Actions – Progress on achieving outcomes

Table 1: Actions with High Diversion Potential

ACTION	SUMMARY			
	Future Action	In Progress	Completed	Additional Comments
Create a 4 year implementation plan for the waste reduction strategy			✓	Solid Waste Reduction and Diversion Strategy and Opportunity Report, submitted by **CH2M**HILL
Measure waste production/generation each year			✓	Baseline measurements were prepared by **CH2M**HILL Yearly measurements completed
Create policies and procedures for waste reduction and management			✓	Calgary Board of Education, Administrative Regulation, 8006 - Environment Procedures are in place for: - Paper recycling - Beverage container recycling - Cell phone recycling - Battery recycling - Co-mingled recycling - Organics Collection - Fluorescent Lights recycling -
Create a branding image for waste reduction activities			✓	The following branding has been created: - EcoTeam Logo - "Don't feed the garbage monster" and "Recycling rules, garbage drools" stickers/animations - Recycling Signs -
Create photo-logs of waste related projects and progress		✓		- 11 schools have photo logs - All schools have been visited – their waste reduction and diversion activities have been documented
Hire a Waste and Recycling Coordinator			✓	Waste and Recycling Coordinator was hired in August 2008
Evaluate schools with high service levels			✓	Completed at the end of 2008, majority reduced their service levels
Evaluate school sites with pickups scheduled for Monday			✓	- Schools with Monday service were identified and changed - Ongoing monitoring for new schools to ensure no Monday pick- ups is scheduled.
Develop a system to monitor and implement "right-sizing: waste bins and "right-sizing" service frequency			✓	System is as follows: - Determine schools with high service levels (identified by a spreadsheet) - Meet with Facility Operator to determine how full the bin is - Act on the outcomes from the meeting (either reduce bin size or frequency of pick-

ACTION	SUMMARY			
	Future Action	In Progress	Completed	Additional Comments
				ups if necessary)
Expand CBE waste collection tender to include roll-off service on an on-call basis			✓	- The current contract term will end in August 2016
Ensure all former and individual waste hauling contracts between schools and haulers are terminated			✓	All individual waste hauling contracts with schools have been terminated

Coordinate extra services through a centralized means		✓		- 180 schools using the Waste Management central paper/co-mingled recycling program
				- Organics collection is now offered through the central Waste Management account. 34 schools are participating
				- Extra waste/recycling pick-ups are through the central Waste Management account
				- The following services are also offered through a central account:
				  - Metal: Calgary Metal
				  - Electronics: Ecycle Solutions
				  - Ink/toner cartridges: Grand & Toy
				  - Tires: AERP
				  - Aggregate: Calgary Aggregate
				  - Batteries: Enviro Sort
				  - Fluorescent Lights: HD Supply Litemor

Focus on improving participation in established paper recycling programs		✓		- New branding is on the website and sent to schools electronically - Branding stickers given through school visits
Focus on winning awards, funding and recognition			✓	- Received the Recycling Council of Alberta, Rs of Excellence, Institutional Leadership, 2010 - Received the Emerald Award, Government Institution, Eco Team, 2009 - An award and funding section has been set up on the EcoTeam website. - Schools can participate in waste reduction week, which has a recognition component - Battery recycling is funded by Safety Services - Waste and recycling graphics and stickers are funded by ConocoPhillips
Ensure all plans contribute to the success of a larger target			✓	- Co-mingling recycling similar to City of Calgary Blue Cart Program - New organics collection similar to the City of Calgary Pilot Green Cart Program - Use City of Calgary graphics for

ACTION	SUMMARY			
	Future Action	In Progress	Completed	Additional Comments
				consistency - The current target of the City of Calgary is to recycle 80% of waste generated, and landfill only 20% by the year 2020 - imagineCalgary's goal is 85% waste diversion by 2036 - The CBE's goal of reducing landfill-destined waste by 50% by 2012 will help to achieve these goals
Empower teams of students to be the waste champions		✓		- Many schools have environmental clubs; the EcoTeam recognizes their efforts through articles on their website - Waste reduction week is an opportunity for participation and recognition - Recycling posters and stickers are given to students to put up around their school - Participation in the Destination Conservation Program
Standardize and set minimum, consistent paper recycling programs on a board wide basis		✓		- Waste Management central account for paper recycling is being used at 180 sites; of those sites, 42 school the initial paper recycling program has expanded to a co-mingled recycling program - Waste Management central account for organics collection is currently being used at 34 schools/site and numbers are growing
Introduce a waste management fee in the rental agreements for schools with afterhours uses	✓			Work with facility rentals on this action.
Lobby local and provincial government to make waste reduction infrastructure a priority for public sector		✓		- Emails, meetings, surveys are used by schools and EcoTeam members - EcoTeam members are on Recycling Council of Alberta - Work closely with a number of departments at the City of Calgary
Combine forces with Calgary Catholic School Board and Rocky View School Board		✓		- Meet annually with the Edmonton School Board to share information. - Have met and provided resources to the Foothills and Rocky View School Boards. - Board challenges with waste reduction week
Design recycling programs that will meet the needs of offices, administration, and treatment of confidential			✓	- Programs are the same for offices and schools, but different processes are used - Ink toner, battery and cell phone recycling are related to office needs; these all have

ACTION	SUMMARY			
	Future Action	In Progress	Completed	Additional Comments
documents				recycling programs - The new Shred Program collects and recycles most of the CBEs paper
Work with cafeteria operators to implement waste reduction practices		✓		- High Schools using CoCoBrooks Pizza, recycle the pizza boxes. Working with CoCoBrooks on implementing other recycling initiatives such as organics collection. - Working with school's cafeteria staff on collecting organics
Team up with municipalities or recycling markets to align programs			✓	- Collaborate with City of Calgary on aligning graphics and programs. - Share information and insight with other institutions such as University of Calgary. - Member of imagineCalgary partnership.

Table 2: Actions with Medium Diversion Potential

ACTION	SUMMARY			
	Future Action	In Progress	Completed	Additional Comments
Centralize specialized waste handling			✓	The following materials are handled/recycled by various companies through a central account: - Co-mingled Recycling and Organics Collection: Waste Management - Metal: Calgary Metal - Electronics: Ecycle Solutions - Ink/toner cartridges: Grand & Toy - Tires: AERP - Aggregate: Calgary Aggregate - Batteries: Enviro Sort - Fluorescent Lights: HD Supply Litemor
Become an electronic waste collector		✓		- Schools send electronic waste to Highfield; E-Cycle Solutions comes to recycle it - 10,450 kg/month of electronic waste is recycled - Some schools have started small scale electronics collection (cell phone recycling) - Re-use opportunities are addressed by the Computer for Schools program. - Ewaste blitz for the community held at 3 high-schools in 2012, in partnership with Best Buy
Create options for online newsletters instead of hardcopies and require		✓		- Most schools post their newsletters online

ACTION	SUMMARY			
	Future Action	In Progress	Completed	Additional Comments
hardcopies to be requested by families instead of that being the norm				
Set up onsite vermi-composting in class opportunities for class rooms		✓		- Vermicomposting was set up at Highfield - Vermi-composting courses/set up offered to schools through Green Calgary Association or Worms @ Work
Set up onsite composting for schools		✓		- 23 schools use outdoor composting - 34 schools use the organics collection program
Add milk containers to other beverage container collection programs			✓	Process has been developed and emailed to schools on how to incorporate milk container collection in schools.
Reduce paper towel usage in schools		✓		- Paper towels can be recycled in the organics collection program - Paper towel recycling occurs at the Ed Centre, Highfield, and some schools
Investigate a paper recycling program where the CBE deals directly with a paper recycling market	✓			Hauling cost would be an important factor in determining the feasibility of this type of program
Vending machine policy update	✓			- Nutritional content of vending machines, has been addressed in the Administrative Regulation 3047 – Nutrition - Beverage container recycling is active in most of the schools
Use only reusable utensils and service items in cafeterias		✓		Schools participating in the Organics collection program can recycle Paper and compostable dinnerware
Promote the use of electronic media		✓		Many classrooms are equipped with a smart board; it has yet to be determined the extent of electronic use in the schools