

public agenda

Regular Board Meeting

June 12, 2012
3:00 p.m.

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

Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3.2	
5 mins	3.1 Archibus Award of Excellence	F. Coppinger	OE-8	
5 mins	3.2 Environmental Leadership in Energy Efficiency & Emission Reductions Award	F. Coppinger	OE-8	
	4 Results Focus		R1-5	
15 mins	4.1 Encore CBE	D. Lewis		
45 mins	4.2 Results 3: Citizenship – Reasonable Interpretation	N. Johnson	R-3	Page 4-1
	5 Operational Expectations			
30 mins	5.1 Operational Expectations 6: Financial Administration – Reasonable Interpretation	N. Johnson	B.CSR-5 OE-8	Page 5-1
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3.10	
10 mins	7.1 Strategic Communication Dialogue Session Follow-up	Board	GC-2	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
8 	Board Consent Agenda			
8.1	Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held May 15 Regular Meeting held May 22, 2012 <i>(THAT the Board approves the minutes of the Regular Meeting held May 15 & May 22, 2012.)</i>	Board	GC-2	Page 8-1 Page 8-14
9 	Chief Superintendent Consent Agenda			
9.1	Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>	Board	GC-2.6	Page 9-1
10 	In-Camera Issues			
11 	Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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



report to Board of Trustees

Reasonable Interpretation Results 3: Citizenship

Date	June 12, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson Chief Superintendent of Schools
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 3: Citizenship.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for Results 3: Citizenship.

2 | Issue

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

Board of Trustees' governance policy OE-8: Communication With and Support for the Board asks the Chief Superintendent to "submit



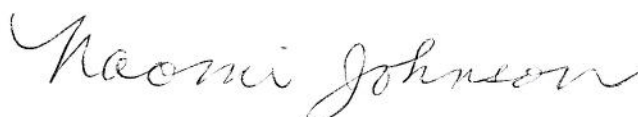
required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress."

3 | Background

The program rationale and philosophy of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies is provided as an attachment to this report. This document outlines the vision of Social Studies education in Alberta, with the concepts of citizenship and identity in the Canadian context at its heart. It also outlines the encompassing values and attitudes, knowledge and understanding and skills and processes that shape the specific learning outcomes taught and assessed in Calgary Board of Education schools.

4 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring Results 3: Citizenship.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Reasonable Interpretation of Results 3: Citizenship

ATTACHMENT II: Alberta Social Studies K-12 Program of Studies philosophy and rationale

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

June 12, 2012

Attachment

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

Each student will be a responsible citizen.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.

Indicators |

1. Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship; as measured by Alberta Education's Accountability Pillar Survey.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

Indicators |

1. Percentage of students in grades 1-9 who are reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of grade 12 students who report that they exercise their democratic rights and responsibilities within the learning community; as measured the Calgary Board of Education student survey.
3. Percentage of grade 12 students who report they have participated in activities, groups or causes that contribute to the school and/or broader community; as measured by the Calgary Board of Education student survey.
4. Percentage of grade 12 students who report they have participated in community service, school service or volunteer work to help others; as measured by the Calgary Board of Education student survey.

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.¹

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Indicators |

1. Percentage of kindergarten students meeting or demonstrating strong development in meeting expectations for understanding and appreciating what it means to belong to a community; as measured by student report cards.
2. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in understanding Social Studies issues, information and ideas; as measured by elementary school report cards.
3. Percentage of middle/junior high school students experiencing success in understanding Social Studies concepts; as measured by middle/junior high school report cards.²
4. Percentage of students who achieve 50% or above in high school Social Studies courses.
5. Percentage of grade 12 students who report they understand what it means to be a responsible citizen in their local and national communities; as measured the Calgary Board of Education student survey.
6. Percentage of grade 12 students who report they understand what it means to be a responsible global citizen; as measured the Calgary Board of Education student survey.

¹ Government of Canada, Citizenship and Immigration Canada, Study Guide — Discover Canada: The rights and responsibilities of citizenship. Retrieved April 25, 2012 from <http://www.cic.gc.ca/english/resources/publications/discover/section-04.asp>

² Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.



RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

3.3 Respect and embrace diversity

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

Indicators of Compliance |

1. Percentage of kindergarten students who are reported to demonstrate respect and appreciation for self and others; as measured by student report cards.
2. Percentage of students in grades 1-9 who are reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
3. Percentage of grade 12 students who report they value other cultures; as measured the Calgary Board of Education student survey.
4. Percentage of grade 12 students who report they are able to work and learn with people from other cultures; as measured by the Calgary Board of Education student survey.
5. Percentage of grade 12 students who report they appreciate and learn from the perspectives of others; as measured by the Calgary Board of Education student survey.



RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Indicators |

1. Percentage of grade 4 students who report they take care of the environment; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.
2. Percentage of grade 4 students who report they reduce, reuse and/or recycle materials; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.
3. Percentage of grade 7, 10 and 12 students who report they take action to protect the environment; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
4. Percentage of grade 7, 10 and 12 students who report they use resources responsibly; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.



SOCIAL STUDIES KINDERGARTEN TO GRADE 12

PROGRAM RATIONALE AND PHILOSOPHY

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

PROGRAM VISION

The Alberta Social Studies Kindergarten to Grade 12 Program of Studies meets the needs and reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The program reflects multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. It fosters the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The program emphasizes the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. It promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global level.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives and the pluralistic nature of Canadian society. Pluralism builds upon

Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

DEFINITION OF SOCIAL STUDIES

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

THE ROLE OF SOCIAL STUDIES

Social studies develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

VALUES AND ATTITUDES

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues
- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

KNOWLEDGE AND UNDERSTANDING

Social studies provides learning opportunities for students to:

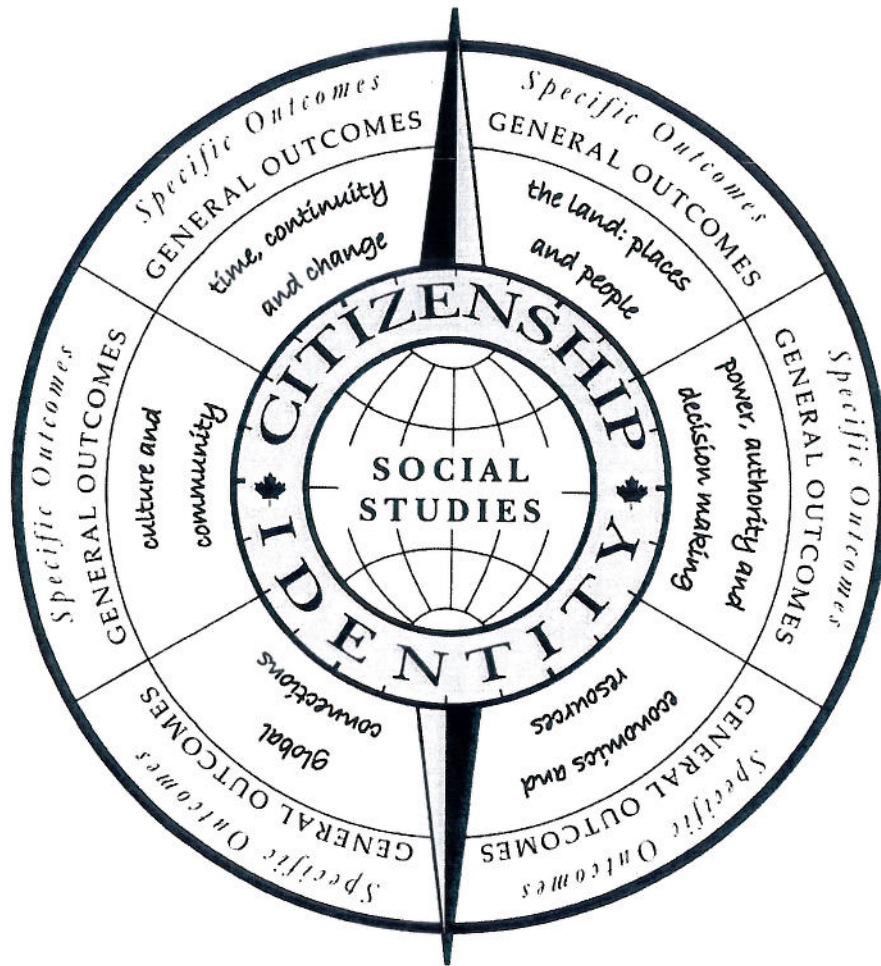
- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes to a better comprehension of contemporary realities
- understand historic and contemporary issues, including controversial issues, from multiple perspectives
- understand the diversity of Aboriginal traditions, values and attitudes
- understand contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings

- understand the historical and contemporary realities of Francophones in Canada
- understand the multiethnic and intercultural makeup of Francophones in Canada
- understand the challenges and opportunities that immigration presents to newcomers and to Canada
- understand how social cohesion can be achieved in a pluralistic society
- understand how political and economic distribution of power affects individuals, communities and nations
- understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- understand how opportunities and responsibilities change in an increasingly interdependent world
- understand that humans exist in a dynamic relationship with the natural environment.

SKILLS AND PROCESSES

Social studies provides learning opportunities for students to:

- engage in active inquiry and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.



PROGRAM FOUNDATIONS

The program of studies provides a foundation of learning experiences that address critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

CORE CONCEPTS OF CITIZENSHIP AND IDENTITY

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies.

The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity
- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

SOCIAL STUDIES AND ABORIGINAL PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity

- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

PLURALISM: DIVERSITY AND COHESION

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function

as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires the development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities

- shared values
- democracy
- rule of law
- diversity.

SOCIAL STUDIES: LEARNERS AND LEARNING

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Alberta program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgments, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to

address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and explain the world in the present and to determine what kind of world they want in the future.

Current Affairs

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance

- cultural celebrations
- visits from dignitaries
- special events.

Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

STRANDS OF SOCIAL STUDIES

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

Time, Continuity and Change

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

The Land: Places and People

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

Power, Authority and Decision Making

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students' understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

Economics and Resources

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

Global Connections

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

Culture and Community

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of their own and others' cultural, linguistic and social communities.

GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for assessment of student progress in the social studies program. These outcomes follow the progression of learning that occurs at each grade level.

General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade/course. General outcomes have been identified within each grade/course.

Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are contained within each general outcome within each grade/course. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade/course. Where

appropriate, examples have been identified as an optional (e.g.) or required (i.e.) component of the specific outcome. At the 10–12 levels, all bracketed items are required components of the specific outcome.

OUTCOMES RELATED TO VALUES AND ATTITUDES

The goal of social studies is to foster the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

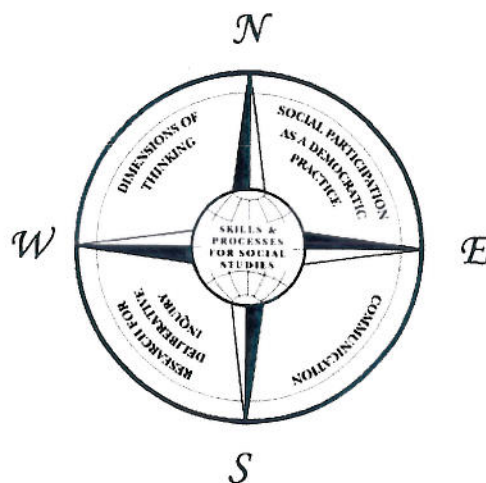
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

OUTCOMES RELATED TO SKILLS AND PROCESSES

The specific outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and to develop, practise and maintain essential skills as their learning evolves within a grade/course and from grade to grade/course to course. The skill outcomes are grouped into the following categories for organizational purposes:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:

Critical Thinking

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgment. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

Creative Thinking

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

Historical Thinking

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgment when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions.

Geographic Thinking

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective. Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land and water resources.

Decision Making and Problem Solving

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgments until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-

and-effect relationship between choices; and basing decisions on knowledge, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

Metacognition

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

Social Participation as a Democratic Practice

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action and community projects, e.g., church groups, Amnesty International, Médecins sans frontières (Doctors Without Borders).

Research for Deliberative Inquiry

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

The Infusion of Technology

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing
- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Learning's Information and Communication Technology (ICT) Program of Studies are infused throughout the social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is contained within that program of studies.

Communication

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking,

reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

Oral, Written and Visual Literacy

Through the language arts, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and their knowledge and to increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

Media Literacy Skills

Contemporary texts often involve more than one medium to communicate messages and as such, are often complex, having multi-layered meanings. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

SCOPE AND SEQUENCE

The core concepts and six strands of the Alberta Social Studies Kindergarten to Grade 12 Program of Studies are reflected in each grade/course. The structure provides continuity and linkages from grade to grade/course to course. In addition, the general outcomes in each grade/course are components of the one central theme reflected in the grade/course title.

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Kindergarten	Being Together K.1 I Am Unique K.2 I Belong	Kindergarten emphasizes a strong sense of identity and self-esteem and is a student's introduction to citizenship.
One	Citizenship: Belonging and Connecting 1.1 My World: Home, School, Community 1.2 Moving Forward with the Past: My Family, My History and My Community	Grade 1 is an introduction to active and responsible citizenship and introduces the concept of community. The concept of historical thinking is applied to the study of community.
Two	Communities in Canada 2.1 Canada's Dynamic Communities 2.2 A Community in the Past	Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.
Three	Connecting with the World 3.1 Communities in the World 3.2 Global Citizenship	Grade 3 continues to build on the knowledge of community and citizenship by examining diverse communities in the world. Grade 3 students will be introduced to the concepts of global citizenship and quality of life.
Four	Alberta: The Land, Histories and Stories 4.1 Alberta: A Sense of the Land 4.2 The Stories, Histories and People of Alberta 4.3 Alberta: Celebrations and Challenges	Grade 4 introduces specific geographic skills through an examination of Alberta and its cultural and geographic diversity. Linkages to literature and the continued development of historical thinking are reinforced through stories and legends. Archaeology and paleontology are also introduced in Grade 4 to further develop historical thinking skills.
Five	Canada: The Land, Histories and Stories 5.1 Physical Geography of Canada 5.2 Histories and Stories of Ways of Life in Canada 5.3 Canada: Shaping an Identity	Grade 5 examines the foundations of Canada through its physical geography, the ways of life and heritage of its diverse peoples. Grade 5 presents events and issues that have impacted citizenship and identity in the Canadian context over time.
Six	Democracy: Action and Participation 6.1 Citizens Participating in Decision Making 6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy	Grade 6 emphasizes the importance of active and responsible participation as the foundation of a democratic society. Students will examine how the underlying principles of democracy in Canada compare to those of Ancient Athens and the Iroquois Confederacy.

(continued)

(continued)

Grade	Grade Title and General Outcomes	Linkages and Sequencing
Seven	Canada: Origins, Histories and Movement of People 7.1 Toward Confederation 7.2 Following Confederation: Canadian Expansions	Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.
Eight	Historical Worldviews Examined 8.1 From Isolation to Adaptation: Japan 8.2 Origins of a Western Worldview: Renaissance Europe 8.3 Worldviews in Conflict: The Spanish and the Aztecs	Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.
Nine	Canada: Opportunities and Challenges 9.1 Issues for Canadians: Governance and Rights 9.2 Issues for Canadians: Economic Systems in Canada and the United States	Grade 9 focuses on citizenship, identity and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will also be examined.

Grade	Course Titles	Linkages and Sequencing
Ten	10-1 Perspectives on Globalization 10-2 Living in a Globalizing World	Grade 10 explores the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life.
Eleven	20-1 Perspectives on Nationalism 20-2 Understandings of Nationalism	These are the proposed titles for the Grade 11 and Grade 12 programs of study, currently under development.
Twelve	30-1 Perspectives on Ideology 30-2 Understandings of Ideologies	

report to Board of Trustees

Reasonable Interpretation Operational Expectations 6: Financial Administration

Date	June 12, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Keith Peterson, Superintendent, Human Resources (acting) Anil Jain, Director, Strategic Sourcing Shay Khan, Manager, Corporate Planning and Reporting Chantelle Wellock-Bolt, Manager, Performance Management and Corporate Initiatives

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-6: Financial Administration.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-6: Financial Administration.



2 | Issue

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

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

3 | Conclusion

The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees' approval prior to monitoring OE-6.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-6: Financial Administration

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*.



June 12, 2012

Attachment

**OE-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT**

The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's Results or meeting any Operational Expectations goals; or places the long-term financial health of the organization in jeopardy.

Interpretation |

Operational Expectation 5: Financial Planning similarly requires that the Chief Superintendent develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization. The same interpretations should be made for managing financial expenditure as were made when planning for financial expenditure.

The Chief Superintendent interprets *materially deviates from the budget adopted by the Board* as follows:

- any change in approved use of reserves;
- creation of a deficit in any amount; or
- an annual negative variance from planned net operating surplus of \$5 million or more.

The following indicator is related to material deviations from the budget, which is not covered under the sub-sections of this policy. Indicators for the remaining conditions within this section are specifically covered under the sub-sections of this policy.

Indicator of Compliance |

Quarterly variance report showing:

- line by line variances between budget and forecasted year end actual with explanations for any line item that varies by greater than 1%; and
- a net operating surplus variance that is:
 - positive (greater than budget); or
 - if negative, the variance is less than \$5 million.



OE-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT

The Chief Superintendent will:

- 6.1 Ensure that payroll and debts of the organization are promptly paid when due.

Interpretation |

The Chief Superintendent interprets *payroll* to mean the process for computation, the disbursement of payments, and the financial record of employees' salaries, wages, net pay and deductions.

The Chief Superintendent interprets *promptly paid when due* to mean in compliance with, as applicable:

- Alberta Employment Standards Code for payroll; and
- contract/invoice terms for other debts.

Indicators of Compliance |

1. 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.
2. 100% adherence with respect to payment of earnings requirements in the Employment Standards Code.
3. 100% of all non-salary debts will be paid in accordance with the terms and conditions of the associated purchase agreement, except where there is a dispute with respect to satisfactory delivery of the service/product or no late payment charges are levied.

- 6.2 Ensure that all purchases are based upon comparative prices of items of similar value, including consideration of both cost and long-term quality, using appropriate business practices and in compliance with industry standards.

Interpretation |

The Chief Superintendent interprets that the Board values compliance with legal and trade agreement requirements and procurement of goods and services based on the principles of: vendor fair access to information on



OE-6: FINANCIAL ADMINISTRATION REASONABLE INTERPRETATION REPORT

procurement opportunities, competition, demand aggregation, value for money, transparency and accountability.

To achieve these objectives, the Calgary Board of Education uses a variety of procurement or solicitation instruments to ensure that the cost of the procurement process, to both vendors and the Calgary Board of Education, is appropriate in relation to the value and complexity of each procurement and that procurement in emergency or sole source situations is consistent with best practice.

Indicator of Compliance |

100% of all procurements comply with Administrative Regulation 7001 which provides guidance on the appropriate use of these instruments and the approval requirements.

6.3 Coordinate and cooperate with the Board's appointed financial auditor for the annual audit.

Interpretation |

The Chief Superintendent interprets that the Board values both the work of the CBE's external financial auditor and administration's working relationship with the external auditor – both enhancing the integrity and credibility of the annual financial statements of the Calgary Board of Education.

Indicator of Compliance |

The Audit Committee informs the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.



OE-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT

- 6.4 Make all reasonable efforts to collect any funds due the organization from any source.

Interpretation |

The Chief Superintendent interprets *all reasonable efforts* to include best practice efforts. This would include a series of escalating steps, from reminder correspondence, up to referral to a collection agency.

The Chief Superintendent interprets *funds due* to be revenues.

The Chief Superintendent interprets *any source* to be those fees related to unfunded or partially funded services provided to students by the Calgary Board of Education, amounts owed by employees, and lease revenue. The interpretation does not include funding grants and/or allocations from government, or donations from members of the public including funds raised through parent groups, which would not be subject to collection procedures.

Indicator of Compliance |

Bad debt expense shall not exceed 5% of the total revenue that may incur a bad debt expense.

- 6.5 Keep complete and accurate financial records by funds and accounts in accordance with Canadian Generally Accepted Accounting Principles.

Interpretation |

The Chief Superintendent interprets *complete and accurate* within the context of "materiality." Therefore, while administration strives for 100% accuracy and completeness, the appropriate interpretation for measurement of this policy provision would apply the materiality used in the completion of our external audit, which by its nature, reflects the level of accuracy/completeness that would change or impact decisions based on the financial information.

The Chief Superintendent interprets *funds* to be the reserves established by the Board. The Chief Superintendent interprets *Canadian Generally Accepted Accounting Principles* to be those principles established by the Canadian Institute of Chartered Accountants and applicable to school districts. Commencing 2013, this will include the application of Public Sector Accounting Board ("PSAB") principles.



OE-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT

Indicator of Compliance |

External Auditors unqualified audit opinion on the financial statements of the CBE.

The Chief Superintendent shall not:

- 6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.

Interpretation |

The Chief Superintendent interprets *fund balances* to be the reserves established by the Board. The Chief Superintendent interprets *authorized transfer of funds from reserve funds* to be the approval by the Board of Trustees of the use of reserve funds.

Indicator of Compliance |

Year end audited financial statements reflect a zero or net operating surplus.

- 6.7 Indebt the organization.

Interpretation |

The Chief Superintendent interprets *indebt the organization* to exclude typical operating accounts payable, normally paid within 30 days.

The Chief Superintendent interprets any other indebtedness must be with the approval of the Minister of Education and requires the approval of the Board of Trustees.

Indicator of Compliance |

100% of debt arrangements will occur with the prior approval of the Board of Trustees.



**OE-6: FINANCIAL ADMINISTRATION
REASONABLE INTERPRETATION REPORT**

6.8 Expend monies from reserve funds.

Interpretation |

The Chief Superintendent interprets that Board approval must be sought for the use of reserve funds of any kind.

Indicator of Compliance |

100% of monies expended from reserve funds will occur with the prior approval of the Board of Trustees.

6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.

Interpretation |

The Chief Superintendent interprets that Board approval must be sought for all transactions between reserve funds of any kind.

Indicator of Compliance |

100% of transfers between reserve funds will occur with the prior approval of the Board of Trustees.

6.10 Allow any required reports to be overdue or inaccurately filed.

Interpretation |

The Chief Superintendent interprets this to mean that all external financial reports are filed by their due date or within approved extensions, and no financial penalties were levied for late or inaccurate reporting.



OE-6: FINANCIAL ADMINISTRATION REASONABLE INTERPRETATION REPORT

Indicators of Compliance |

1. 100% of external financial reports and/or filings are submitted by their filing due date or within approved extensions.
2. 100% of external financial reports and/or filings are without financial penalties for inaccurate reporting.

6.11 Receive, process or disburse funds under controls that are insufficient.

Interpretation |

The Chief Superintendent interprets *controls* to mean the policies and procedures that help ensure management directives are carried out and necessary actions are taken to address risks that threaten the achievement of the Board's Results.

The Chief Superintendent interprets *controls that are insufficient* to mean a significant deficiency, or a combination of deficiencies, in internal control, such that a control is designed, implemented or operated in such a way that it is unable to prevent, or detect and correct, misstatements in the CBE financial statements on a timely basis, or a control necessary to prevent, or detect and correct, misstatements in the financial statements on a timely basis is missing. Significant deficiencies would result in pervasive additional audit testing or a qualified opinion on the financial statements, and in the external auditor's professional judgment, are of sufficient importance to merit the attention of those charged with governance.

If the external auditor identifies one or more deficiencies in internal control, the external auditor shall determine, on the basis of the audit work performed, whether, individually or in combination, they constitute significant deficiencies in internal control.

Indicator of Compliance |

The Audit Committee reports to the Board that no significant deficiencies were reported by the external auditors.



report to Board of Trustees

Strategic Communication Dialogue Session - Follow-up

Date	June 12, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Pat Cochrane
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2 Governing Commitments

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following report for information;
- and
- THAT the Board of Trustees approves proceeding with the next steps as outlined in this report.

2 | Issue

On April 17, 2012 the Board of Trustees approved proceeding with holding two Strategic Communication Dialogue sessions, one with Representative Community Leaders and a second with Students from the Chief Superintendent's Advisory Groups. These sessions have now occurred.

As a result of organizing these two engagement sessions, a template for future sessions has been developed, (see attachment I) and next steps identified.

These initial two dialogue sessions were intended to inform the Board as to continuous improvement of the engagement process on a go-forward basis. The Board expressed its wish to evaluate the process that had been used prior to



moving forward with engaging other stakeholders, including parents and parent groups.

3 | Background

The framework identified in the Strategic Communication Dialogue Session report of April 17, 2012 was followed and two meetings were organized for trustee participation.

On Wednesday, May 23, 2012 five trustees met with five community leaders. A wide-ranging conversation occurred, with a focus on community expectations for their public education system. The attendees expressed their appreciation for the opportunity to meet with trustees and indicated an interest in future meetings. Additionally, two of the attendees offered to assist with the coordination of additional conversation opportunities for trustees and local business community representatives.

On Friday, May 25, 2012 five trustees met with 45 students who represented junior and senior high schools. The students shared their views on the Board of Trustees' Results policies. Students self-facilitated conversations in small table groups and reported back a summary of their discussion. Students were also asked to complete an online survey as an additional tool for gathering information.

4 | Analysis

The trustees who attended the two sessions have acknowledged the value of meeting with the community leaders and students and are very enthusiastic about future opportunities. The Board has stated in policy that it is important to continue to engage community leaders in future dialogues, as well as provide other stakeholders, including parents and parent groups with similar dialogue engagement opportunities. Recognizing the importance of including as many different citizens as possible in these conversations, the following framework is recommended, as well as the next steps to be undertaken:

FRAMEWORK

Representative Community Leaders

Continue to use the process that is outlined in Attachment I to meet with community / business leaders.

Students

Continue to involve the student leaders who are members of the Chief Superintendent's Senior High Advisory Council and Chief Superintendent's Junior High Advisory Council. Use the process that is outlined in Attachment I.



NEXT STEPS

To Provide for Engagement Opportunities with Parents/School Councils:

- Research best practices of other Alberta school boards in regard to strategic dialogues with parents/school councils; and
- Identify a strategy that would provide trustees and the Board of Trustees with a plan for strategic communication dialogues with parents / school councils for the 2012-13 school year

5 | Financial Impact

The cost of hosting dialogue sessions would be limited to providing refreshments. This would be managed through the current budget allocation in the Board of Trustees' office budget.

6 | Implementation Consequences

Identifying a work plan which includes scheduling dialogue sessions for 2012-13 will provide trustees with ongoing viewpoints from students, parents, community members and Calgarians at large.

The timeliness of further planning for the engagement opportunities with parents and school councils is critical, as schools and parents come together for a new school year in September (August for year-round schools). The summer months will provide an opportunity for all trustees to participate in the fine-tuning of plans for engaging with parents and parent groups in fall 2012.

7 | Conclusion

The Board of Trustees looks forward to working more closely with school councils, parents and all members of our community to support all students who attend the Calgary Board of Education.

ATTACHMENTS

Attachment I: Process for Strategic Dialogue Communication Sessions



Board of Trustees
Process for Strategic Dialogue Communication Sessions

GUIDELINES

When the purpose of the discussion is to gather information from stakeholders, it is important to note that Trustees do not need to have “the answer” to the questions they are asking.

Group A – Community / Business Leaders

1. Determine the questions or subject that will be used for the discussion
2. Determine how the information coming from the discussion will be used
3. Determine a date, location and type of meeting (i.e. breakfast meeting)
4. Identify a group of stakeholders to invite. A discussion with 5-10 stakeholders present is ideal
5. Send out invitations electronically when possible, and by mail when email addresses are not available
6. Send out a second invitation if responses are slow in arriving
7. Trustees facilitate meeting with the group
8. Record the comments from the discussion
9. Debrief the meeting at a later date
10. Follow up as appropriate

Group B - Students

1. Determine the questions or subject that will be used for the discussion
2. Determine how the information coming from the discussion will be used
3. Contact the Office of the Chief Superintendent to identify the dates that the Student Councils (Senior and Junior High) meet
4. Select a date that is mutually agreeable for trustees to participate with students
5. The Office of the Chief Superintendent invites the students
6. The Office of the Trustees works with the Chief Superintendent’s representative to plan the agenda
7. Meet with students
8. A trustee brings greetings and sets the stage for the discussion
9. Students facilitate the discussion and record the comments. Trustees observe
10. Students present a summary of their discussion to the whole group
11. Trustees debrief the meeting at a later date
12. Follow up as appropriate

report to Board of Trustees

Chief Superintendent's Update

Date	June 12, 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.



3 | Timely Information

Chief Superintendent's Office

Privacy and Access Office Update

Requests for access to information under the *Freedom of Information and Protection of Privacy* (FOIP) Act can be submitted by anyone at any time. Requests may be for general information or for personal information.

Typically, general information requests are received from members of the public, including the media. Personal information requests are usually received from former, perspective or current employees.

Employees have access to their own employee records without going through a formal access request. Parents or guardians of minor students and independent students have access to the applicable student records without going through a formal access request. The Calgary Board of Education Administrative Regulation 6024 – Student Records is specific regarding security and access to student records.

From March 1, 2012 to May 24, 2012, there were eleven requests for access to information completed. Eight of these were requests for personal information; three were for general information.

As a consequence of these requests, 178 searches for responsive records were conducted by CBE employees for a total of 143 staff hours. This represents more than 20 work-days or one month of searching completed by employees in various positions across the district. In addition, Privacy and Access office staff required approximately 76 hours to ready the records for release. This work entails line by line reviews of each record and the removal of information subject to exceptions under the FOIP Act.

The number of requests for access to information received by the Calgary Board of Education indicates a level of interest on the part of those requesting, including the media and employees. It does not represent a deficiency in the performance of the organization.

Engagements about School Fees

Parents were invited to continue the discussion about schools fees at a series of six meetings scheduled this past May. Parents provided input and discussed the process for determining 2012-13 school fees. The meetings built on conversations with more than 4,000 people during broad public engagement on fees held over several months. In addition, employees were invited to and attended school council meetings at two CBE schools.

Fees under review included instructional materials and supplies, music instrument rental, noon supervision, transportation and waivers.

Following is a representation of attendance at the five discussions held in the Areas. The Regular and Alternative columns show the number of parent attending whose children are enrolled in either a regular or alternative program.

At the time of writing this report, the May 31 system-wide meeting had not taken place.

Location	Date	Regular	Alternative	Total
Area I	May 23	21	27	48
Area II	May 9	3	50	53
Area III	May 14	3	26	29
Area IV	May 22	6	25	31
Area V	May 28	10	44	54
Totals		43	172	215

Learning Innovation

Alberta Speak Out Conference 2012

Each year, the Alberta Speak Out Conference brings together approximately 200 students, aged 14 to 19 to engage with Alberta Education. Students have the opportunity to learn more about and provide input on the work and initiatives going on within Alberta Education. Student chaperones participate in a concurrent conference where Alberta Education highlights initiatives and gives opportunities for input into the future of education in Alberta.

This year the Calgary Board of Education was represented by 34 students, twelve teachers and two parent volunteers. Included in the student contingent were ten students from the Chief Superintendent's Senior Student Advisory Council. In bringing together so many participants from so many different backgrounds, the Speak Out Conference provides a forum for students and educators to network with others from across the province. In addition, students discover a venue to express themselves and their ideas around public education and understand that they do have a voice and can make a difference in the future of public education.

Better Together Breakfast

The Better Together Breakfast is an annual event coordinated by Corporate Partnerships to recognize and thank organizations directly involved as partners with the Calgary Board of Education. Over 130 representatives from the Calgary Board of Education's partners attended the recognition event at the Education Centre on May 9. Guests had their choice of attending 7 different sessions:

- Encore CBE;
- Future of Learning Lab;
- 2School in the historic Classroom;
- 2School in the Innovation and Learning Commons;
- Global Learning;
- Innovation & Learning Commons; and
- Innovation Wall.

Session highlighted CBE interactions with the community as well as the Education Center's connections to students and to learning. Devon Kennedy from Free the Children delivered a keynote about the importance of engaging our public and working together to provide outstanding educational opportunities to Calgary Students.

LEAD System Classes and Mobile Learning Technology

Teachers who provide service to students attending Literacy, English and Academic Development (LEAD) classes met with central services staff to share their experiences and to showcase the work of their students over this past school year.

LEAD classes offer intensive English language, literacy and academic upgrading programming for students who enter the system with limited English. Students may have arrived from refugee camps or from countries at war, and have limited formal schooling.

Fifteen teachers and Educational Assistants from eleven LEAD program classes presented the evidences of student learning for the past years work. The main focus of this collaborative initiative was to identify the impact that an array of mobile technologies would have on English language acquisition. The mobile technologies included iPods, cameras, iPads and access to laptop computers with text to technologies.

Teachers of each class identified a strong connection to student engagement and academic success through access to mobile technologies such as the iPad in their classrooms. Teachers narrated each presentation and within it also shared and demonstrated their own evidences of growth this year. The sharing and professional learning exemplified a professional learning community that places student work at the forefront of the educators' conversations and actions. A final report on this initiative will be submitted to Alberta Education. It will document the findings from this initiative and will be shared throughout the province.

Calgary Board of Education Teams with Calgary Catholic School District

Information & Technology technicians from CBE and CCSD met to generate and share ideas and approaches for supporting technology in their schools. This first collaboration focused on strategies to deploy and support mobile devices in schools. A good portion of the conversation centered on work done with Apple's iOS devices such as the iPod and the iPad. The format of this event was an open

discussion and many good points were brought forward regarding the challenges of initial implementation and the benefits to student learning.

Library to Learning Commons Boot Camp

As a part of a system initiative focusing on transforming school libraries to learning commons, 150 participants came together to work with Dr. David Loertscher and Carol Koechlin around the creation of a school Learning Commons. Many of the participants attending this session had previously participated in the Educational Leadership Series Webinar: *Imagine the Possibilities: Creating a School Library Commons*, hosted by David and Carol the week before. Participants included interested CBE staff as well as staff from the eleven CBE pilot schools involved in an Education Matters initiative. Teachers, teacher librarians, administrators, support staff and representatives from Alberta Education, Foothills and Golden Hills School Boards also attended, as interest in this initiative spreads throughout the province. During the focused “boot camp”, schools were requested to challenge and reflect upon their thoughts and ideas surrounding the Learning Commons philosophy. School groups were provided with time to plan and with a template to design and begin to develop their virtual learning commons using readily available technological tools.

The Calgary Board of Education has embraced the learning commons philosophy as a means of supporting student engagement and improving student achievement. The Learning Commons promotes personalization, inquiry, and the integration of technology through the implementation of innovative curricular design and assessment. This space, which is a blend of physical and virtual environments, transforms teaching and learning by allowing both staff and students to co-create knowledge. Within the Learning Commons, technology supports the construction of new understandings by the learner rather than the passive consumption of information.

An Evening of Inquiry and QR Codes at the Telus Spark Science Centre

Over 40 teachers explored the use of innovative mobile technology embedded in an inquiry approach at the Telus Spark Science Centre. The evening commenced with an augmented reality welcome from Spark staff. Participants circulated through the Centre using cell phones, iPods, iPads and Android devices guided by QR codes and further augmented reality pieces. Teachers assembled in one of the classrooms to discuss the activities and receive instruction on creating similar inquiry-based projects using mobile devices in their schools. Teacher feedback indicated an understanding of the interdisciplinary potential and connections with mobile learning with one commenting, “Spark goes well beyond science. Spark exemplifies active learning that can be applied to all curriculum levels.”

A QR (Quick Response) code is a matrix barcode (or two-dimensional code), readable by QR scanners (Apps), mobile phones with a camera, and smartphones. The code consists of black modules arranged in a square pattern on white background. The information encoded can be text, URL or other data. The bar code is linked to a website, landing page, or video which provides information to the viewer.



D2L Spring Symposium

This May teachers from across the system came together to celebrate learning accomplished this year through the use of Desire2Learn (D2L). They were invited to share their use of D2L in the classroom and beyond, and to participate in seven 20-minute sessions.

The keynote was delivered by Terri-Lynn Brown, Director of Learning Strategies for Desire2Learn. She described D2L's global presence in kindergarten through grade 12 and post-secondary. Ms. Brown highlighted new features that will be available to CBE teachers next fall. Feedback from the event was positive and participants indicated strong support for more events of this nature – opportunities to collaborate and share best practices from across the system.

Teaming UP 4 Healthy Learners Celebration

The 3rd annual Teaming UP 4 Healthy Learners celebration was recently held at the Education Center with 138 teachers, administrators and school health partners attending. Teaming UP invites all schools and partners to this yearly event to network with other schools, learn about new supports and resources on health prevention and promotion, and build understanding on universal approaches to whole school change.

The Teaming UP 4 Healthy Learner's, Comprehensive School Health strategy supports Calgary Board of Education schools to create sustainable actions and goals that impact all students in the areas of: healthy eating, physical activity and psychosocial health. Schools examine how all staff, students and community can promote health and wellness outcomes throughout the school day.

Teaming UP currently works with 125 schools and over 60,000 students to positively impact student health outcomes. This innovative CBE strategy provides schools with the tools and supports to understand and take actions on the health concerns that are unique to their learning environment. The CBE understands that the health of our learners is an interrelated complex entity and focus and supports are given to all three pillars; it is each individual school that determines their strengths and areas of improvement in the pillar areas.

Learning Services

Supporting Student Learning in Knowledge and Employability courses

To improve outcomes for students in Knowledge and Employability (KAE) courses, the CBE is responding to understood learning needs and emerging data. Analysis of Grade 9 Provincial Achievement Tests, enrolment trends, high school completion, supports for request, school-based practices and procedures, and student and parent voice, highlighted a number of issues impacting student success. In order to address these issues, a KAE Course Action Plan was developed at the system level. This plan is currently being implemented at the area and school levels.



A KAE Course Enrolment Guide has also been created in order to support school learning teams in the process of determining the appropriateness of enrolment in one or more KAE courses. As a result of an increased understanding of KAE course intent and enrolment criteria, students will have increased access to the KAE courses that meet their learning needs and goals. Furthermore, parent and student voice will be central to the enrolment consideration process.

Success in Schools for Children and Youth in Care Initiative

Success in Schools for Children and Youth in Care, a cross-ministry initiative of Education and Children and Youth Services, promotes the development of strategies and working relationships between the partners who support children and youth in care.

The Provincial Protocol Framework guides the development of local regional agreements between school authorities, Child and Family Services Authorities and, where appropriate, other partners such as Delegated First Nation Agencies, Alberta Health Services, and Solicitor General and Public Security. The framework and regional agreements lay the foundation for positive working relationships between the child or youth in care, educators, Child and Family Services staff, caregivers and other partners to share information and engage in joint planning and decision-making. The framework clarifies processes and practices, outlines roles and responsibilities and provides a foundation for partners who are working together to support children and youth in care.

The Provincial Protocol Framework Region 3 Agreement was signed in April 2012. Region 3 partners include: Calgary Board of Education, Calgary Catholic School Authority, Canadian Rockies Public School Authority, Christ the Redeemer Separate School Authority, Foothills School Authority, Golden Hills School Authority, Palliser School Authority, Rocky View School Authority, and Calgary and Area Child and Family Services.

Trauma Sensitive School Initiative

The Trauma-Sensitive Schools Initiative (TSSI) was established as a response to the increasing complexity students bring with them to school and the subsequent impact on staff and school culture.

Research indicates adverse event exposure undermines a child's ability to learn, to form relationships with peers and teachers, and to function effectively in the classroom. Teachers and school staff play an important role in connecting students to safe and predictable school communities and enabling them to become competent learners. This work is recognized as significantly impacting the achievement of schools as settings for promoting positive mental health and the personalized student learning.

At the Semi Annual Collaboration and Children's Mental Health Spring 2012 event, a group of CBE staff presented on the Art and Science of Trauma Informed Practice across systems. The presentation provided a brief introduction of the

work the CBE has undertaken to support students and provided opportunity for our Alberta Health and Child and Family Services partners to reflect on trauma informed responses and practices in their own systems.

4 | Results Focus

The focus of this report is on Results 1: Mega Result. The Board of Trustees has stated, “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.” Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees’ Results.

Area I

The Mega Result is focused on students acquiring the knowledge, skills, attitudes and understandings they need to thrive in their lives beyond high school. Students are provided a myriad of supports over the course of their school careers in order to achieve to the best of their abilities. Teachers, who thoughtfully plan and implement purposeful learning activities each school day, provide many of these supports. In looking at how we can help students achieve the Mega Result, it is important to hear from teachers as they reflect on their professional practice in order to best meet each of their student’s learning needs.

At University School this year, our professional reflections have focused on the documentation of learning and how formative assessment can help us adjust our teaching practices based on what is learned about the learner. Each of our learning communities created documentation panels on the learning processes we engaged in during our work with an artist-in-residence – a professional photographer. These panels represent more than student learning; they also serve to represent some of the teacher understandings that were developed throughout our work with this photographer.

Photography provided our learners with an authentic way to communicate their thoughts, feelings and interests in the world around them. This medium of expression provided autonomy and independence, enabling each child to capture his/her own vision based on personal interests and inquiry. The photography process provided teachers with new insights into their students’ learning. As teachers reflected on the students’ work, they also gained greater understandings of their work as teachers and how to adapt their learning activities to best meet students’ learning needs. The professional conversations were rich and helped us on our quest to guide students more effectively towards achieving the outcomes in the Mega Result.

Finding new ways to showcase student learning is always interesting because what we think is important and what the children value is sometimes not the same.
-Teacher-

Area II

At John G. Diefenbaker High School the strategic plan for each level of learning opportunity, support and intervention prepares students for success. Our school-wide focus on student achievement is called *Circle of Success*. It involves multiple intentional interventions such as monitoring student attendance, tutorials and the *Friday School*. Friday School supports students who are encountering difficulty keeping up with assignments.

Beyond the classroom, we have ensured that students have numerous opportunities to contribute to the school community and to the community at large. Students participated in 22 athletic teams as well as in intramurals. They took part in music performances and competitions, speech and debate tournaments, drama productions, Green Chiefs Environmental Club, an anti-bullying campaign, student government and leadership, talent shows, band and leadership camps, peer mentorship, Skills Canada Provincial Competition and Model Parliament. Involvement in these opportunities, coupled with a focus on academic success, develops and celebrates students' many unique gifts and talents.

Beyond the school, students are encouraged and supported in programs that reach out to enrich their community: CIBC's Run for the Cure; Aspen's Youth Helping Youth; Diakonos Society's St. Patrick's Day Run; Spread the Love-Mustard Seed; MAC Africa; Big Brothers and Sisters; hamper creations for those in need; and Reading Buddy Volunteers for the feeder elementary schools and the local senior's home.

It is the synergy that comes of providing a wide selection of extra-curricular opportunities, focusing on academic excellence backed by proactive intervention programs, and encouraging community involvement that ensures students graduate with a foundation of learning that will allow them to *thrive in life, work and continued learning*.

Area III

At Patrick Airlie School we have made significant contributions towards Results 1: Mega Result. Starting in kindergarten and through to grade six, our teachers compile student profiles and work with their students to create both learning and personal goals, and the strategies to accomplish them.

Data from the Early Years Evaluation Teacher Assessment (EYE-TA) showed that seventeen of our twenty kindergarten students had weak readiness skills in domains of:

- awareness of self and environment;
- social skills and approaches to learning;
- cognitive skills (emergent literacy and numeracy); and/or
- language and communication.

Additionally, eleven of our kindergarten students were found to have mild/moderate communication delays and two had severe communication delays. Through intentional programing and system support, by the month of May

seventeen of this cohort group have developed strong readiness skills on the EYE assessment instrument. In addition, twelve of our students with communication delays had made substantial progress as assessed by our speech pathologist.

This year we have worked with the Galileo Network with a focus on inquiry-based learning as a strategy to accelerate the personalization of student learning. Using the Teacher Effectiveness Framework to guide our collaborative design of learning for our students, we have intellectually engaged our students throughout the year.

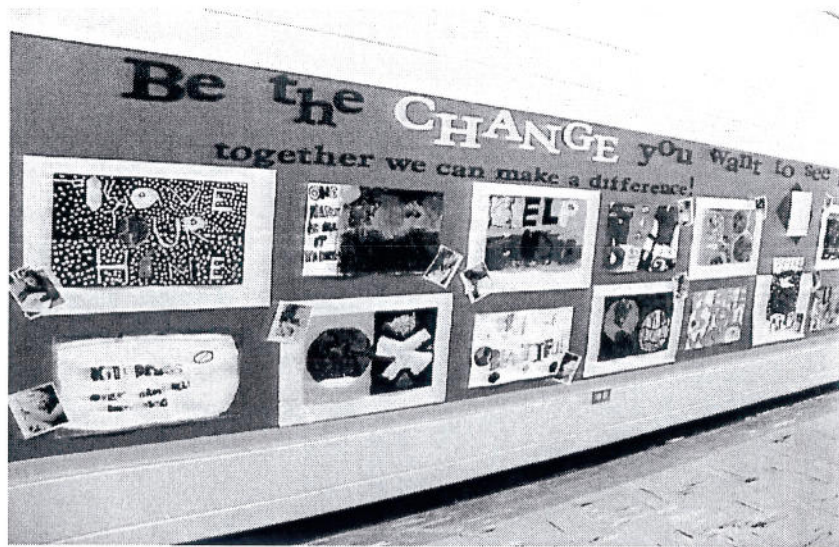
The evidence of intellectual engagement is documented and displayed on school bulletin boards.



These images show the progression from a first attempt at a self-portrait to the final portrait. Our students in grades one and two reflected upon their work, created a rubric for assessment of their portraits, and then worked diligently to perfect their talents in the final display. Their work is presently on display at the TELUS Science Center.

There are similar examples for each grade group. The grade five and six students adopted Ghandi's challenge to "Be the Change You Want to See in the World" and have worked throughout the year in self-selected groups on problems of interest to them. The societal problems they identified are: drugs and alcohol; animal cruelty; pollution and environmental degradation; war and conflict.

Using posters and persuasive writing, these students made our bulletin boards educational tools to inform and activate their peers, their parents, their teachers and the extended community who come to our school. At each celebration assembly, an interest group presented a public announcement in a format of their choice to educate the audience about their concern and their potential solutions. We have been educated through songs, media presentations, skits and powerful persuasive writing. Additionally, these interest groups have engaged the public outside the school as well.



From kindergarten to grade six, our focus on personalized learning contributes to the Mega Result. We are proud of the academic, personal, character and citizenship development of each one of our students and we are confident they will continue their educational path when they leave Patrick Airlie School with the foundational skills needed to complete high school and contribute positively to society.

Area IV

Glendale School is strongly committed to inquiry-based learning and all of the opportunities this provides for our students. By approaching learning from an inquiry focus students work on academic success, citizenship opportunities, character development and personal development. Our students are creating a foundation that will help them in their future thus supporting the achievement of the Mega Result.

This year students have been involved with experts from the Calgary Opera program "Let's Create an Opera." Through this program students, teachers, a professional librettist, a composer and a director worked collaboratively to explore the over-arching question, "How do you create an opera and how does this art form reside in the world?" Students were actively involved in group work as they learned to write a libretto, compose music, create sets, advertise productions and ultimately perform their own opera for others.

In concert with this work, each multi-age grade team created class inquiries that helped to unfold this new learning by deepening the connections within the classroom and the world. Classroom inquiries incorporated learning that strengthened the understanding of story and its creation. Students studied fairy tales, myths, legends, novels, theatre productions, Burtynsky photography, ancient theatre structures and environmental consequences of scientific decisions. All of these many activities and tasks helped students gain a greater understanding of the opera they created called "Tropical Trap."

Students shared their learning journey artistically, dramatically and technologically. Student photography, power points presentations with voice overlay, video reflection logs, animation, Calgary landscape photography, video-taped reader's theatre and i-movies of mini productions are only some of the ways that students expressed and documented their learning. As we conclude the opera and now work to bring closure to our classroom inquiries, students have had many rich opportunities to discover their individual abilities and gifts, to learn personally, collaboratively and collectively as they learn to become literate, socially conscious and reflective members of our society.

Area V

For many of the grade 12 students attending Juno Beach Academy of Canadian Studies, the culminating activity of high school is an educational trip to the Canadian battlefields of World War I and World War II in the Normandy Region of France.

Many of the students who attend Juno Beach Academy have a strong interest in Canada and its history. They have studied Canada's military history and participated in ceremonies honouring Canada's war dead throughout the year. The trip to Europe is the final step in gaining an understanding of Canada's military past prior to completing high school. For many, it is an enticement to learn more about Canada and it sparks an interest in further travel.

This year's trip occurred six weeks before the usual departure date of the trip so that the student travellers could participate in ceremonies honouring Canada's participation in the Battle of Vimy Ridge in April, 1917. In London, England, students visited the Imperial War Museum and attended a ceremony at Canada Gate (Hyde Park) honouring Canada's sacrifice and commitment to Great Britain.

Two days later, students stood on the sands of Juno Beach – gaining, perhaps for the first time, an understanding of that horrible event for which the school is named. What had been taught in the classroom was learned on the site of the battle.

For many of the students, the highlight of the trip was the ceremony on 09 April 2012 at the Vimy Ridge Memorial. Along with some five thousand other students from across Canada, the students of Juno Beach Academy honoured the bravery and sacrifices made by Canadians ninety-five years ago. It was a defining moment in shaping Canada into the nation it is today.

Despite the rain and the cold temperature, the participating students listened to the Governor-General, David Johnston, recount the events of that terrible time – “We stand on hallowed ground – a place of agonized conflict, a site of appalling loss of life, a vessel of sorrow, a crucible of courage, a hallmark of ingenuity, collaboration and resolve undertaken by men at arms in the cause of peace.”

It is hoped that this annual trip to Europe is more than just a ‘finish’ to high school, more than another marker on life's journey. It is a trip of a lifetime that will

encourage those participating to continue to learn more about their nation and its history as well as to honour those who have made sacrifices in so many ways so that they, as Canadians, can live in freedom and to thrive in their chosen journey into the future.



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.

