

public agenda

Regular Board Meeting

April 2, 2013
3:00 p.m.

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

Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
10 mins	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Nose Creek School	F. Kerwood	R-4	
30 mins	4.2 Results 2: Academic Success – Social Studies – Presentation and Discussion	N. Johnson	B/CSR-5, OE-8	Page 4-1
45 mins	4.3 Results 3: Citizenship – Reasonable Interpretation, Baseline and Targets	N. Johnson	B/CSR-5, OE-8	Page 4-28
	5 Operational Expectations			-
	6 Public Comment [PDF]		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3.10	



Time	Topic	Who	Policy Ref	Attachment
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held March 5, 2013 (<i>THAT the Board approves the minutes of the Regular Meeting held March 5, 2013.</i>) 			Page 8-1
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)		OE-8	Page 8-11
	8.3 EducationMatters Audited Financial Statements (<i>That the financial report be received for information and for the record.</i>)		GC-3	Page 8-30
	8.4 Trustee Liaison Report re: Calgary Association of Parents and School Councils (CAPSC) (<i>That the Board receives the liaison report for information.</i>)		GC-3	Page 8-13
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 Chief Superintendent Update (<i>That the Board receives the update for information</i>)		OE-8	Page 9-1
	10 In-Camera Issues	Board		
6:00 p.m.	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, Baseline and Targets Results 3: Citizenship

Date	April 2, 2013
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 approves the 2011-2012 targets 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

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

April 2, 2013

Attachment

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.

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.

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.



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

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 by student surveys.
3. Percentage of grade 12 students who report they have participated in community service, school service or volunteer work to help others; as measured by student surveys.

Baseline |

1. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011¹ report cards across the CBE.

Exercises democratic rights and responsibilities within the learning community	
	2011
Exemplary strengths	24.4%
Evident strengths	55.2%
Emerging strengths	17.0%
Network of support required	2.9%
Individual Program Plan	0.4%
Overall levels of success	96.6%

¹ The gathering of information for Calgary Board of Education Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labelled as 2010 represents the 2009-2010 school year, information labelled as 2011 represents the 2010-2011 school year, etc.



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

A first year of data provides an early indication that students in the Calgary Board of Education successfully exercise their democratic rights and responsibilities within the learning community.

- The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011 this included the extent to which they agreed with the following statement "I exercise my democratic rights and responsibilities within the learning community".

I exercise my democratic rights and responsibilities within the learning community	
Student Survey	2011
Strongly Agree	23.9%
Agree	45.9%
Disagree	23.0%
Strongly Disagree	7.2%
Overall Agreement	69.8%

A first year of data provides an early indication that Calgary Board of Education students exercise their democratic rights and responsibilities within the learning community.

- The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the following statement "I do community service, school service or volunteer work to help others".

I do community service, school service or volunteer work to help others		
Student Survey	2010	2011
Strongly Agree	22.4%	25.4%
Agree	40.9%	39.8%
Disagree	25.0%	25.3%
Strongly Disagree	10.8%	9.5%
Overall Agreement	63.2%	65.2%



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

Early indicators are that Calgary Board of Education students participate in service and volunteer work to help others. As a point of comparison, a recent Volunteer Calgary² report indicates that 50% of Calgarians are involved in formal volunteering.

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.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.³

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 students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. 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 by student surveys.
3. Percentage of grade 12 students who report they understand what it means to be a responsible global citizen; as measured by student surveys.

² *Volunteering in Calgary*, based on Statistics Canada, Survey of Giving, Volunteering and Participating 2007

³ 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>



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

Baseline |

1. Data for this indicator was first collected for this monitoring year.
2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with a statement regarding their understanding of what it meant to be a responsible citizen. In 2012 this question was divided in two: "I understand what it means to be a responsible citizen in my local and national communities" and "I understand what it means to be a responsible global citizen". The results of the 2010 and 2011 surveys on citizenship as whole serve as a baseline for further results on citizenship in the more specific local/national and global contexts.

I understand what it means to be a responsible citizen		
Student Survey	2010	2011
Strongly Agree	40.8%	44.6%
Agree	52.6%	49.6%
Disagree	3.6%	3.8%
Strongly Disagree	1.9%	1.9%
Overall Agreement	93.4%	94.2%

Early indicators are that Calgary Board of Education students understand what it means to a responsible citizen.

3. As noted above, the results of the 2010 and 2011 surveys on citizenship as whole serves as an initial baseline for further results on citizenship in the more specific local/national and global contexts.

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.



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

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

Indicators |

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 by student surveys.
4. Percentage of grade 12 students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

Baseline |

1. A number of student learning outcomes within the Citizenship and Identity section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 3: Citizenship. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

Demonstrates respect and appreciation for self and others	
	2011
Strongly meeting expectations	29.8%
Meeting expectations	66.1%
Requires support to meet expectations	3.5%
Not yet meeting expectations	0.2%
Individual Program Plan	0.4%
Overall results for independently meeting expectations	95.9%



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education demonstrate respect and appreciation for self and others.

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

Demonstrates respect and appreciation for diversity	
	2011
Exemplary strengths	28.2%
Evident strengths	56.4%
Emerging strengths	13.6%
Network of support required	1.5%
Individual Program Plan	0.4%
Overall levels of success	98.2%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully demonstrate respect and appreciation for diversity.



results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

3. Percentage of grade 12 students who report they value other cultures; as measured the student surveys.

I value other cultures		
Student Survey	2010	2011
Strongly Agree	43.3%	41.3%
Agree	45.0%	46.6%
Disagree	7.0%	8.4%
Strongly Disagree	3.8%	3.7%
Overall Agreement	88.3%	87.9%

Early indicators are that Calgary Board of Education students value other cultures.

4. Data for this indicator was first collected for this monitoring year.

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.

results monitoring report

RESULTS 3: Citizenship REASONABLE INTERPRETATION REPORT

Indicators |

1. Percentage of students who report they take action to protect the environment; as measured by student surveys.
2. Percentage of students who report they use resources responsibly; as measured by student surveys.

Baseline |

1. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the following statement "I take action to protect the environment".

I take action to protect the environment		
Student Survey	2010	2011
Strongly Agree	19.4%	27.2%
Agree	54.6%	56.6%
Disagree	18.5%	11.7%
Strongly Disagree	6.5%	4.5%
Overall Agreement	74.0%	83.8%

Early indicators are that Calgary Board of Education students take action to protect the environment.

2. Data for this indicator was first collected for this monitoring year.



Targets for Reasonable Progress |

The data sets available as initial baseline information for Results 3: Citizenship provide early indication that Calgary Board of Education students are experiencing notable success in being informed and engaged community members. The next step for the organization in the majority of measures is to ensure that these results are sustainable over time.

A number of the indicators included in this report are quite new. Teachers and principals are developing their knowledge and skill in assessing the ways that students' demonstrate citizenship within and through their learning programs. Students are developing their ability to recognize and report on the ways in which aspects of citizenship consistent with the Board of Trustees' policy are evident in and contribute to their learning.

Administration's first goal in relation to Results 3: Citizenship is to create sustainability in these early results, to ensure that these levels of achievement are embedded in the fabric and culture of what Calgarians recognize as success in the organization. Sustainable results will help ensure that each student who enters the Calgary Board of Education over time will be ensured of high levels of success in developing and demonstrating citizenship in and through their learning programs.

The target for 2011-2012 results is sustainability, to ensure overall consistency with the level of success presented in the initial baseline results.

In this view of sustainability and creating long-term confidence and progress in the organization's impact on our students' Citizenship, it is recognized that individual measures may demonstrate year-to-year fluctuations but that the overall data picture for Results 3: Citizenship will be consistent.

In seeking long term progress in having students "participate in developing and maintaining our Canadian civil, democratic society" as part of Results 3: Citizenship, the percentage of grade 12 students who report they exercise their democratic rights and responsibilities within the learning community is an area for improvement.

Under policy provision 3.1, 69.8% of surveyed grade 12 students reported that they exercised their democratic rights and responsibilities within the learning community in 2010-2011. This result is notably below the comparable indicator for students in kindergarten to grade 9.

The short term target for the percentage of grade 12 students who report they exercise their democratic rights and responsibilities within the learning community in the 2011-2012 school year is 75%. Within three years, by the end of the 2013-2014 school year, this result is targeted to be at least 80%.



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:

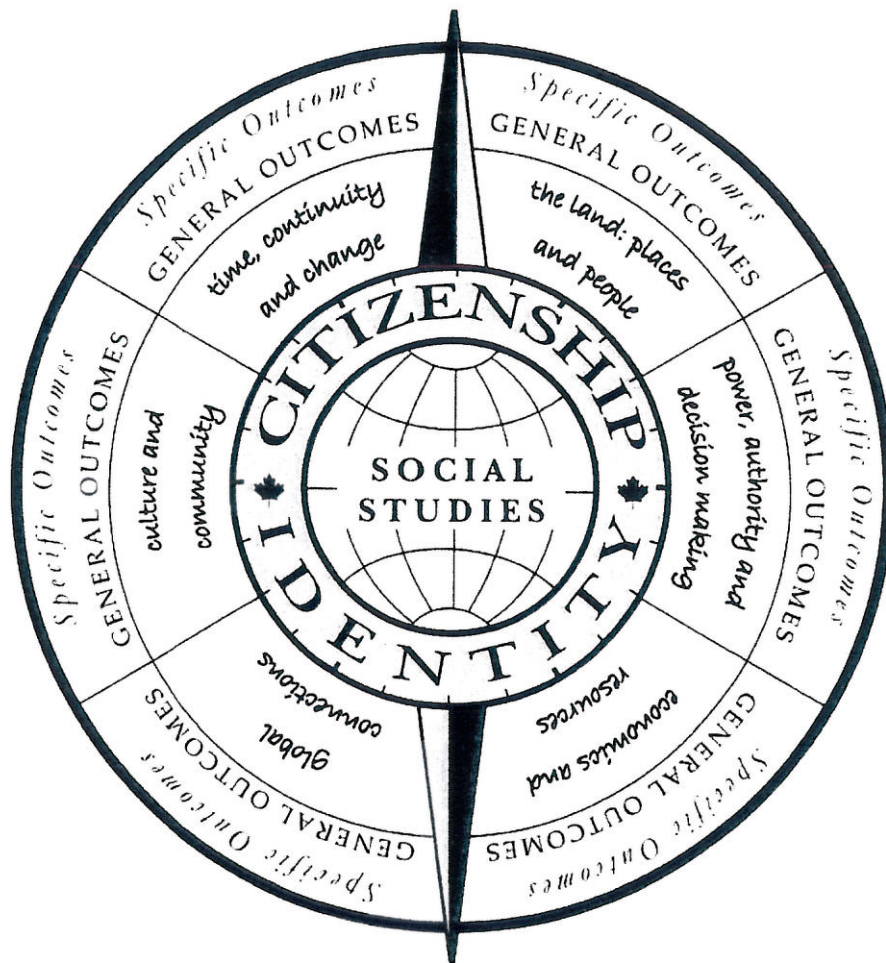
- understand their rights and responsibilities in order to make informed decisions and participate fully in society
- understand the unique nature of Canada and its land, history, complexities and current issues
- understand how knowledge of the history of Alberta, of Canada and of the world, contributes 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.

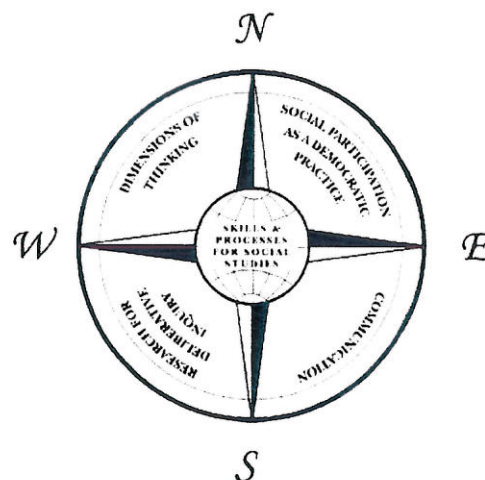
OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

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

Correspondence

Date	April 2, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated March 8, 2013 from Jeff Johnson, Minister of Alberta Education to Chair Cochrane thanking her for providing a copy of *"Learning the value of Calgary's public schools"*.

Appendix I: Relevant Correspondence





ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater

AR79546

MAR 08 2013

Ms. Pat Cochrane
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane,

Thank you for your January 31, 2013 letter and for providing me with a copy of *Learning the value of Calgary's public schools*.

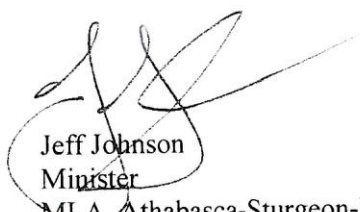
I was pleased to have the opportunity to review the document, which provides a concise and informative overview of all the great work Calgary Board of Education is doing in order to realize its mission of "Educating Tomorrow's Citizens Today."

The size and diversity of student population served by your schools no doubt presents a large challenge. However, judging from the information you have provided, your division has clearly risen to that challenge by offering a wide range of programs and supports designed to help each student reach his or her full potential. I congratulate you on what you have accomplished, and I wish you all the best as you continue to bring the vision of *Inspiring Education* to life in your classrooms.

I would also like to take this opportunity to congratulate the Calgary Board of Education on receiving C21 Canada's Shifting Minds School System Award – an award that recognizes the division's efforts to use information and communication technologies to personalize the learning experience of each student and encourage them to be lifelong learners.

Best wishes to you and your fellow trustees.

Sincerely,


Jeff Johnson
Minister

MLA, Athabasca-Sturgeon-Redwater

Alberta

report to Board of Trustees

EducationMatters Financial Statements December 31, 2012

Date	April 2, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Barbara Burggraf, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

It is recommended:

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

2 | Background

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

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





Financial Statements
December 31, 2012 and 2011

Collins Barrow Calgary LLP
1400 First Alberta Place
777 – 8th Avenue S.W.
Calgary, Alberta, Canada
T2P 3R5

T. 403.298.1500

F. 403.298.5814

e-mail: calgary@collinsbarrow.com

Independent Auditors' Report

To the Board of Governors
EducationMatters, Calgary's Public Education Trust

We have audited the accompanying financial statements of EducationMatters, Calgary's Public Education Trust, which comprise the statements of financial position as at December 31, 2012, December 31, 2011 and January 1, 2011, and the statements of operations, changes in fund balances and cash flows for the years ended December 31, 2012 and December 31, 2011, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained in our audits is sufficient and appropriate to provide a basis for our qualified audit opinion.

Basis for Qualified Opinion

In common with many not-for-profit organizations, the Trust derives revenue from donations, the completeness of which is not susceptible to satisfactory audit verification. Accordingly, our verification of these revenues was limited to the amounts recorded in the records of the Trust and we were not able to determine whether any adjustments might be necessary to revenue, excess of revenue over expenses, assets and funds.

Qualified Opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of EducationMatters, Calgary's Public Education Trust as at December 31, 2012, December 31, 2011 and January 1, 2011, and the results of its operations, changes in fund balances and its cash flows for the years ended December 31, 2012 and December 31, 2011 in accordance with Canadian accounting standards for not-for-profit organizations.

Collins Barrow Calgary LLP



CHARTERED ACCOUNTANTS

Calgary, Canada
March 21, 2013

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position

	December 31, 2012	December 31, 2011	January 1, 2011
Assets			
Current assets			
Cash and cash equivalents (notes 3 and 6)	\$ 1,895,793	\$ 1,711,156	\$ 1,836,289
Accounts receivable	-	1,588	88
Goods and services tax recoverable	1,632	1,660	3,551
Prepaid expenses	<u>5,000</u>	<u>-</u>	<u>700</u>
	1,902,425	1,714,404	1,840,628
Investments (notes 4 and 6)	2,103,142	1,704,367	1,497,343
Property and equipment (note 5)	<u>6,308</u>	<u>5,959</u>	<u>10,401</u>
	<u>\$ 4,011,875</u>	<u>\$ 3,424,730</u>	<u>\$ 3,348,372</u>
Liabilities			
Current liabilities			
Accounts payable and accrued liabilities	\$ 86,539	\$ 38,480	\$ 14,745
Deferred operating contributions (note 7)	<u>125,000</u>	<u>125,000</u>	<u>500,000</u>
	<u>211,539</u>	<u>163,480</u>	<u>514,745</u>
Funds			
Operating funds (including investment in capital assets)	532,149	448,226	589,717
Flow-through funds	934,683	698,310	573,886
Endowment funds (note 6)	<u>2,333,504</u>	<u>2,114,714</u>	<u>1,670,024</u>
	<u>3,800,336</u>	<u>3,261,250</u>	<u>2,833,627</u>
	<u>\$ 4,011,875</u>	<u>\$ 3,424,730</u>	<u>\$ 3,348,372</u>
Subsequent event (note 7)			
Commitments (note 8)			

On behalf of the Board,

 Governor
 Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations
Years Ended December 31, 2012 and 2011

	2012				
	Operating Funds	Flow- Through Funds	Endowment Funds	Total	2011
Revenue					
Contributions (note 7)	\$ 876,975	\$ 1,779,060	\$ 122,520	\$ 2,778,555	\$ 2,037,019
Gains (losses) on investments	(553)	-	148,016	147,463	20,340
Interest, dividends and fee revenue	<u>47,520</u>	<u>-</u>	<u>65,582</u>	<u>113,102</u>	<u>107,843</u>
	<u>923,942</u>	<u>1,779,060</u>	<u>336,118</u>	<u>3,039,120</u>	<u>2,165,202</u>
Expenditures					
Grants (notes 7 and 10)	-	1,606,286	92,129	1,698,415	811,616
Salaries and benefits (note 10)	526,596	-	-	526,596	602,047
Communications	12,045	-	-	12,045	78,979
Fund expenses	-	-	30,716	30,716	24,339
Fund development (note 10)	16,771	-	-	16,771	11,359
Office	45,541	-	-	45,541	50,325
Professional fees	52,424	-	-	52,424	66,762
Special events (note 10)	33,658	-	-	33,658	28,546
Computer applications & support	32,156	-	-	32,156	33,011
Rent	48,496	-	-	48,496	26,153
Amortization (note 10)	<u>3,216</u>	<u>-</u>	<u>-</u>	<u>3,216</u>	<u>4,442</u>
	<u>770,903</u>	<u>1,606,286</u>	<u>122,845</u>	<u>2,500,034</u>	<u>1,737,579</u>
Excess of revenue over expenditures	<u>\$ 153,039</u>	<u>\$ 172,774</u>	<u>\$ 213,273</u>	<u>\$ 539,086</u>	<u>\$ 427,623</u>

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Years Ended December 31, 2012 and 2011

	Operating Funds	Flow- Through Funds	Endowment Funds	Total
Fund balances, January 1, 2011	\$ 589,717	\$ 573,886	\$ 1,670,024	\$ 2,833,627
Excess (deficiency) of revenue over expenditures	(39,958)	80,891	386,690	427,623
Interfund transfers	<u>(101,533)</u>	<u>43,533</u>	<u>58,000</u>	<u>-</u>
Fund balances, December 31, 2011	448,226	698,310	2,114,714	3,261,250
Excess of revenue over expenditures	153,039	172,774	213,273	539,086
Interfund transfers	<u>(69,116)</u>	<u>63,599</u>	<u>5,517</u>	<u>-</u>
Fund balances, December 31, 2012	<u><u>\$ 532,149</u></u>	<u><u>\$ 934,683</u></u>	<u><u>\$ 2,333,504</u></u>	<u><u>\$ 3,800,336</u></u>

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Years Ended December 31, 2012 and 2011

	2012	2011
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 539,086	\$ 427,623
Add (deduct) items not affecting cash		
Amortization	3,216	4,442
Unrealized gain on investments	<u>(119,571)</u>	<u>(20,340)</u>
	<u>422,731</u>	<u>411,725</u>
Changes in non-cash working capital		
Accounts receivable and goods and services tax recoverable	1,616	391
Prepaid expenses	(5,000)	700
Accounts payable and accrued liabilities	48,059	23,735
Deferred operating contribution	<u>-</u>	<u>(375,000)</u>
	<u>44,675</u>	<u>(350,174)</u>
	<u>467,406</u>	<u>61,551</u>
Investing activities		
Purchase of equipment	(3,565)	-
Purchase of investments	(398,775)	(207,024)
Proceeds on sale of investments	<u>119,571</u>	<u>20,340</u>
	<u>(282,769)</u>	<u>(186,684)</u>
Cash inflow (outflow)	184,637	(125,133)
Cash and cash equivalents, beginning of year	<u>1,711,156</u>	<u>1,836,289</u>
Cash and cash equivalents, end of year	<u>\$ 1,895,793</u>	<u>\$ 1,711,156</u>
Cash and cash equivalents is comprised of:		
Cash	\$ 161,727	\$ 240,700
Term deposits (note 3)	<u>1,734,066</u>	<u>1,470,456</u>
	<u>\$ 1,895,793</u>	<u>\$ 1,711,156</u>

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2012 and 2011

1. Nature of Trust

EducationMatters, Calgary's Public Education Trust, (the "Trust") was formed by way of trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the *Income Tax Act* (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of the Calgary Board of Education (the CBE Board) appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

(a) Revenue

The Trust receives contributions in the form of donations to specified funds, operating grants and event funding.

The Trust recognizes contributions when the amounts can be reasonably estimated and collection is assured.

The Trust follows the deferral method of accounting for restricted contributions related to general operations of the Trust. These contributions are recognized as revenue in the operating fund in the period in which the related expenses are incurred.

The Trust recognizes interest and fee revenue when the amounts are earned.

(b) Trust funds

The Trust holds operating, flow-through and endowment funds. The Trust follows the deferral accounting method for the operating fund and the restricted fund accounting method for the flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

Operating funds

Operating fund contributions received that relate to a subsequent period are shown as deferred operating contributions on the statement of financial position.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2012 and 2011

Flow-through funds

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

Endowment Funds

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and temporary investments with a maturity date of three months or less.

(d) Investments

Investments include pooled investment funds that consist of mutual funds and are measured at fair value.

(e) Property and equipment

The Trust capitalizes administrative assets, consisting of computer equipment and office equipment, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

Property and equipment is evaluated at least annually for impairment or when circumstances indicate impairment may have occurred. Any impairment is measured by comparing the carrying value of the assets to the fair value, based on the present value of future cash flows expected to be generated from the assets.

(f) Measurement uncertainty

The valuation of property and equipment is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as property and equipment. The amounts recorded for amortization of the property and equipment are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The valuation of accrued liabilities is based on management's best estimates of expenses incurred during the year that will be payable in future periods.

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2012 and 2011

(g) Financial instruments

The Trust initially measures its financial assets and liabilities at fair value, except for certain non-arm's length transactions that are measured at the exchange amount.

The Trust subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in pooled investment funds that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in net income.

Financial assets measured at amortized cost include cash and cash equivalents, and accounts receivable. The Trust's financial assets measured at fair value include the pooled investment funds.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Financial assets measured at cost or amortized cost are tested for impairment, at the end of each year, to determine whether there are indicators that the asset may be impaired. The amount of the write-down, if any, is recognized in net income. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account. The reversal may be recorded provided it is no greater than the amount that had been previously reported as a reduction in the asset and it does not exceed original cost. The amount of the reversal is recognized in net income.

The Trust recognizes its transaction costs in net income in the period incurred for its equity investments and all other financial assets and liabilities are subsequently measured at fair value. Financial instruments, that are subsequently measured at cost or amortized cost, are adjusted by the transaction costs and financing fees that are directly attributable to their origination, issuance or assumption.

(h) Expenditures

Administrative expenses are charged to endowment funds in accordance with donor agreements. Interest income earned on flow-through funds is allocated to the operating fund in lieu of an administration fee. Expenses incurred for a specific fund are charged to that fund.

(i) Donated services

Donated services are not recognized in the financial statements as there is no objective basis available to measure the value of such services.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2012 and 2011

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,734,066 (December 31, 2011 - \$1,470,456; January 1, 2011 - \$1,787,114) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 0.98% (2011 - 0.92%).

4. Investments

Investments include pooled investment funds that have a market-based unit value. Investments comprise \$2,103,142 (December 31, 2011 - \$1,704,367; January 1, 2011 - \$1,497,343) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no shares held at December 31, 2012 and 2011.

5. Property and equipment

	Cost	Accumulated Amortization	Net Book Value	
			December 31, 2012	December 31, 2011
Computer equipment	\$ 14,300	\$ 11,201	\$ 3,099	\$ 5,959
Office equipment	<u>3,566</u>	<u>357</u>	<u>3,209</u>	<u>-</u>
	<u>\$ 17,866</u>	<u>\$ 11,558</u>	<u>\$ 6,308</u>	<u>\$ 5,959</u>

	Cost	Accumulated Amortization	Net Book Value	
			December 31, 2011	January 1, 2011
Computer equipment	\$ 14,300	\$ 8,341	\$ 5,959	\$ 8,818
Office equipment	<u>20,250</u>	<u>20,250</u>	<u>-</u>	<u>1,583</u>
	<u>\$ 34,550</u>	<u>\$ 28,591</u>	<u>\$ 5,959</u>	<u>\$ 10,401</u>

6. Endowment Funds

Endowment funds are invested to provide long-term support, and are comprised of the following:

	December 31, 2012	December 31, 2011	January 1, 2011
Cash and cash equivalents	\$ 219,328	\$ 410,347	\$ 172,681
Investments	<u>2,103,142</u>	<u>1,704,367</u>	<u>1,497,343</u>
	<u>\$ 2,322,470</u>	<u>\$ 2,114,714</u>	<u>\$ 1,670,024</u>

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2012 and 2011

7. Transactions with the Calgary Board of Education

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the CBE contributed \$750,000 (2011 - \$375,000) to the Trust. The annual contribution was paid in two instalments. The Trust received \$375,000 in February 2012, with the next payment of \$375,000 received in October 2012. \$125,000 of the contributions received was deferred to 2013, in accordance with spending of the funds over a six-month period and this amount is included in deferred operating contributions on the statement of financial position. Subsequent to the year-end, the Trust received an additional \$375,000 contribution relating to the 2013 fiscal year. The Trust rented office space and purchased services costing \$48,496 (2011 - \$26,153) and \$6,424 (2011 - \$7,241), respectively, from the CBE. These transactions were recorded at the amounts established and agreed to by the parties.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2012, this amount was \$1,413,167 (2011 - \$659,058), of which \$69,612 (2011 - \$23,750) is included in accounts payable and accrued liabilities.

8. Commitments

The Trust's office lease with the CBE was renewed in October 2012 for an additional one-year term to August 31, 2013 and requires monthly rental payments of \$3,675.

9. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The financial instrument that potentially subjects the Trust to significant concentration of credit risk consists primarily of cash and cash equivalents. The Trust mitigates its exposure to credit loss by placing its cash and cash equivalents with major financial institutions.

(b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Trust's investments in pooled investment funds expose the company to price risks as equity investments are subject to price changes in the open market.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2012 and 2011

10. Additional information on fund development

(a) Expenses incurred to raise funds

	2012	2011
Fundraising event	\$ 33,658	\$ 30,895
Fund development expenses	16,771	11,359
Fund development salaries and benefits	<u>138,399</u>	<u>100,883</u>
	<u><u>\$ 188,828</u></u>	<u><u>\$ 143,137</u></u>

(b) Funds raised during 2012 were \$1,970,696 (2011 - \$1,211,863).

(c) Summary of disbursements

	2012	2011
Grants	\$ 1,450,288	\$ 672,498
Scholarships	<u>248,127</u>	<u>139,118</u>
	<u><u>\$ 1,698,415</u></u>	<u><u>\$ 811,616</u></u>

There was one disbursement greater than 10% of the funds raised in 2012, to support the CBE Healthy Learning system-wide initiative and to further support each CBE school's personalized action plan and healthy learning goals which include healthy eating, active living and developing positive social environments (\$255,522 granted in 2012, \$153,249 granted in 2011).

In aggregate \$363,000 was granted for the Library to Learning Commons project in 2012. This project is transforming traditional libraries in schools by supporting students in their learning, writing, research, numeracy and use of technology.

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2012 and 2011

(d) Allocation of total expenditures and disbursements

Total expenditures and disbursements after allocation of salaries and benefits to the cost centres consist of the following:

	2012	2011
Grant disbursements	\$ 1,698,415	\$ 811,616
Communication expenses (1)	50,430	202,141
Fund development expenses, excluding events	155,170	112,242
Events	33,658	30,895
Program expenses	559,145	576,243
Amortization expense	<u>3,216</u>	<u>4,442</u>
	<u>\$ 2,500,034</u>	<u>\$ 1,737,579</u>

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

(1) In 2012, the Trust was able to stop outsourcing communications work and use the services of CBE Communications.

11. First-time adoption

The financial statements for the year ended December 31, 2012 are the first financial statements for which the entity has applied Canadian generally accepted accounting standards for not-for-profit organizations ("ASNPO") in Part III of the Canadian Institute of Chartered Accountants ("CICA") CICA Accounting Handbook. The financial statements were prepared in accordance with Section 1501, "*First-time adoption by not-for-profit organizations*" which requires full retrospective application of all ASNPO accounting policies as of the date of transition, which is the beginning of the earliest period for which the Trust presents full comparative information under ASNPO. Previously, the Trust prepared its financial statements in accordance with Canadian generally accepted accounting standards in Part V of the CICA Handbook ("previous GAAP"). The Trust did not elect to use any exemptions available for first-time adopters of ASNPO nor was the Trust prohibited from retrospective application of any standards. There are no significant differences in the accounting policies applied by the Trust under ASNPO and those applied under previous GAAP. As a result, the impact of the change in the accounting standard framework from previous GAAP to ASNPO is limited and there have been no adjustments to fund balances as of the date of transition.

report to Board of Trustees

Trustee Liaison Report - Calgary Association of Parents & School Councils (CAPSC)

Date	April 2, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Bowen-Eyre
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Calgary Association of Parents and School Councils (CAPSC) liaison report containing the January 2013 Meeting Minutes, Annual Report, Audited Balance Sheet, Audited Statement of Revenue and Expenses, Unaudited Statement of Revenue and Expenses, and Preliminary Budget Proposal 2013/2014 be received for information.

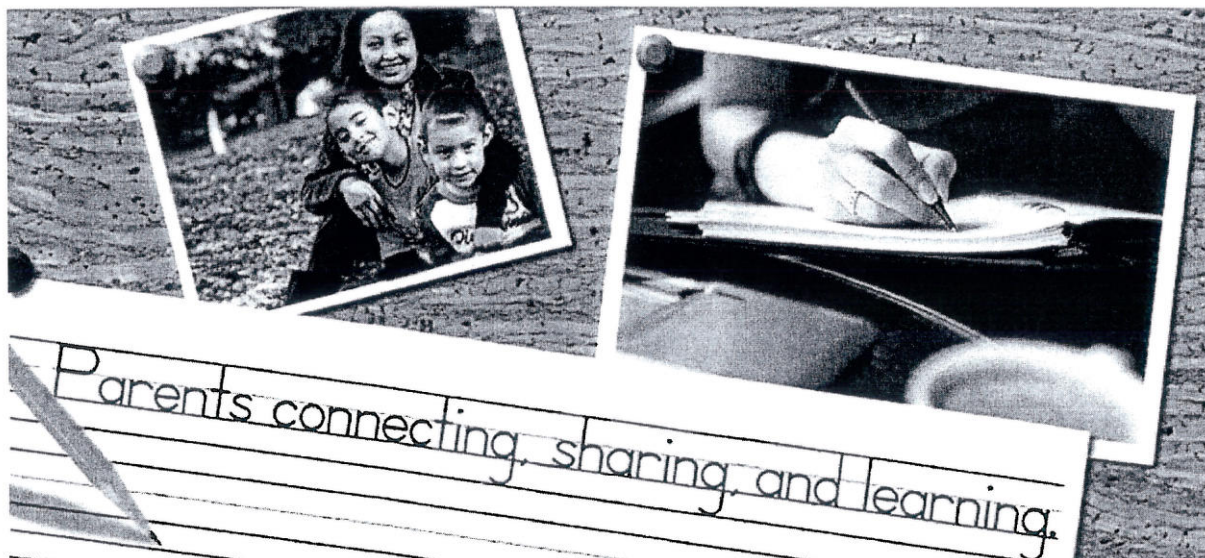
2 | Issue

The attached are reports provided by the Calgary Association of Parents and School Councils with respect to their work. As the Board of Trustees' representative on the Calgary Association of Parents and School Councils, I am providing this report for your information.

Attachment I: CAPSC January 2013 Meeting Minutes
 Attachment II: CAPSC Annual Report
 Attachment III: CAPSC Audited Balance Sheet
 Attachment IV: CAPSC Audited Statement of Revenue and Expenses
 Attachment V: CAPSC Unaudited Statement of Revenue and Expenses
 Attachment VI: CAPSC Preliminary Budget Proposal - 2013/2014



ATTACHMENT I



January 2013 Meeting Minutes

Posted on February 5, 2013 by Leanne

Calgary Association of Parents and School Councils
Minutes of Meeting held Wednesday, January 23rd 2013
A.E. Cross School Library
7:00 pm

Meeting called to order at 7:08pm

1) Presidents Report

- Guest introduction
- AGM reminder
- Upcoming meeting info.

2) Trustee Liaison Report

- COSC coming up in April
- Area meetings scheduled for Feb. 4, 6 and 11
- Budget being announced

Jeff moved to cancel April meeting in lieu of COSC. Members unanimously voted in favor of not having an April CAPSC meeting.

3) Safe Streets Initiative

Guest Presenters: Jillian Millar Drysdale and Karen Lloyd

Initiative aims to align playground and school zones times to include all school start times. They are looking to increase awareness on the issue and have a petition that can be signed. Handouts were provided.

4) Promoting Communication Among School Councils

Options: Facebook, Discussion forums, Email list serve, Blog

Members gathered as groups to discuss pros and cons of the offered communication tools.

Results in favor:

Facebook – 13

Discussion forums – 19

List serves – 8

Blog – 10

5) Setting Guidelines for Establishing Public Opinion

Top help establish membership opinion on issues, the executive came up with two discussion topics as examples. Members were asked to discuss in groups and follow up with an indication of their position on a scale-based drawing. Results from the polls could then be used when CAPSC is asked about a topic from the media.

Sheets kept for the record.

Meeting adjourned 9:03pm.

This entry was posted in Meeting Minutes by Leanne. Bookmark the permalink [<http://capsc.ca/2013/02/january-2013-meeting-minutes/>].

Annual Report

Calgary Association of Parents and School Councils

Presented at:
Twelfth Annual General Meeting
February 20, 2013

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Calgary Association of Parents and School Councils

Mission:

The Calgary Association of Parents and School Councils is the voice of parents committed to advocate for and respond to educational issues, which will ensure an excellent public education for Calgary children.

Vision:

To promote excellence in publicly funded education through the support and participation and advocacy of parents, communities and schools in Calgary.

Objectives:

- To promote excellence in education for all children attending Calgary schools.
- To provide a forum which allows school councils, parents and other organizations to network and to develop a united voice.
- To empower school councils and parents to participate in, and influence decisions about education.
- To gather and disseminate information that is related to the delivery of education to students in Calgary.

Calgary Association of Parents and School Councils

Advocacy, Communications/Participation and Networking Activities

Highlights from March 2012 to February 2013

Advocacy

- Made contact with the Calgary Herald, Calgary Sun, Primetime Alberta, CBC Radio, QR77, CTV, Citytv, Metro and the Calgary Journal to advocate for public education. President Jeff Bowes has been regularly interviewed by the media to provide the parent and school council perspective on educational issues both on a local and provincial basis. Other executive members, Vice Presidents, Verena Roberts and Jennifer Andrews, and Robert Hurdman (while President) also interacted with the Press.
- Participated on several Primetime Alberta Panels. President Jeff Bowes discussed issues such as modified calendars and corporate sponsorship in schools.
- Sent a letter to The Honourable Ric McIver, Transportation Minister, in support of the Alberta safe streets initiative
- Helped arrange media coverage for the Alberta safe streets initiative.

Communication/Participation

- Provided membership with a monthly e-newsletter to update members on the work of CAPSC executive, provide highlights of CAPSC regular meeting content and share information on current education issues.
- Maintained a website, blog and email address in order to communicate with members and disseminate information on a timely basis.
- Met with Trustees and Administration on a regular basis (3 meetings in 2012/2013) to discuss parent and school council issues.
- Tara Stoffregen and Robert Hurdman made a presentation to Coalition for Equal Access to Education.
- Participated on CBE committees and focus groups:
 - Participated on the Career and Technology Strategic Advisory Council
 - Participated on the Trustee Remuneration Committee
- Operated an information booth and made a presentation at the Council of School Councils in October 2012.

Networking

- Discussed the following issues to further collaboration, networking and information sharing at monthly public meetings:
 - Presentation by Naomi Johnson, Chief Superintendent, discussing the budget and how schools allocate the funds.
 - Presentation by Jim Scott, Principal Bishop Pinkham School, on how councils can work with principals to help determine spending.

- Presentation by Lois Robb, President CBE Staff Association, regarding staffing divisions
 - Presentation by Jenny Regal, President ATA Local 38, to discuss their relationship with the CBE and the ongoing bargaining.
 - Joan Engel, Executive Director, Education Program Standards and Assessment Division, Merla Bolender, Executive Director, Programs of Study and Resources discussed curriculum redesign based on *Inspiring Education* dialogue.
 - Denise Kitagawa, past president Calgary Science School Council, and Rob Pegg, parent volunteer at CSS, discussed how students and teachers utilize technology.
 - Brant Parker, Director of Innovation and Learning (CBE), spoke about social media within the context of a school council including linking information with the school.
 - Jim Scott, Principal Bishop Pinkham School, discussed his successes using a Weblog as a communication tool.
 - Jillian Millar Drysdale and Karen Lloyd from the Alberta safe streets initiative presented their petition to align school and playground zones to include all school start times.
- Meetings, website and newsletter continue to be available to the public.
 - Initiated a series of facilitated discussions for members covering topics such as council success stories, fees, promoting communication between school councils, and guidelines for establishing public opinion.

**Calgary Association of Parents and School Councils
Annual General Meeting
Wednesday, February 22, 2012
8:00 PM
AE Cross School – Library
DRAFT**

Meeting called to order at 8:21 pm.

Motion to accept January 2012 meeting minutes and February's agenda. Motioned by Cathy Torfason, seconded by Veronica Crane. Motion carried.

Motion to accept minutes from Wednesday February 23rd 2011 AGM. Motioned by Barb Homer, seconded by Heather Kovach. Motion carried.

Leslie Newton introduced current Executive members. Leslie introduced Chief Superintendent Naomi Johnson, Superintendent Cathy Faber, Trustee Sheila Taylor and President, ATA Local 38 Jenny Regal.

Presentation:

Naomi Johnson and Cathy Faber discussed the Alberta Initiative for School Improvement (AISi) and asked for volunteers to assist during the planning phases.

President's Report read by Leslie Newton, Code of Conduct read by Fern Schmidt

First call for nominations:

President – nomination – Robert Hurdman. Motion to accept by Julie Miller, seconded by Anna Strasser

Annual Report presented by Leslie Newton

Second call for Nominations:

Nil

Financial Report read by Andrea Guinn. Motion to accept by Andrea Guinn, seconded by Gord Howe. Motion carried.

Third call for nominations:

Member at Large – nominated – Gord Howe. Motion to accept by Fern Schmidt, seconded by Andrea Guinn.

First Vice President – nominated – Jeff Bowes. Motion to accept by Andrea Guinn, seconded by Eryn Kelly.

Second Vice President – nominated – Jennifer Andrews – motion to accept by Trina Hurdman, seconded by Julie Miller.

Secretary – open

Treasurer - open

Motion to close nominations. Motioned by Clancy Foley, seconded by Anna Strasser. Motion carried.

Motion to elect in the new Executive for the 2012/2013 year. Motioned by Veronica Crane, seconded by Anna Strasser. Motion carried.

Motion to adjourn. Motioned by Veronica Crane, seconded by Cathy Torfason. Meeting adjourned 9:25.

President's Report

Dear Members,

The past year has been a transitory year with a complete change of executive. The CAPSC executive has changed with the times. Half the members of the executive were men and half were women, reflecting men's greater involvement in their children's education. Furthermore, all but one member of the volunteer executive maintained full-time jobs. Therefore, we have had to make the best use of everyone's time. For example with the CBE's change to 3PM board meetings, while putting meetings online, we now only attend board meetings where something of particular importance to our membership will be addressed. Likewise, we no longer hold meetings the same month that Council of School Councils are held but will participate in those meetings.

We have continued bringing in speakers to talk on subjects of interest to our members. However, we have increased focus on interactive discussion, hosting a number of facilitated discussions with our members. We have used these discussions to better understand our members' values and represent their interests. We have also used the facilitated discussions to determine what future topics CAPSC should cover. In particular, this year our session on how parent councils can make use of social media was the highest attended session since we started tracking attendance numbers in Sept 2011. The panel on how to better engage newcomer families, on February 20th, also came from these new discussions. Recently, we also introduced exit surveys to gauge how our meetings can be improved.

Groups such as CAPSC are key to representing the needs of parents and championing public education. CAPSC members expressed strong support for the safe streets initiative. CAPSC will continue to work with the safe streets initiative to advocate for more appropriate playground start times.

The upcoming year will see CBE trustee elections. As before, we expect to be involved in organizing trustee forums. With a forecast provincial budget deficit in the range of 6 billion dollars it will be even more important for groups like CAPSC to maintain a strong voice for education. Our success will hinge on your participation.

We have also made some cost-saving measures by moving our web-hosting to a provider that was about 1/7th the previous costs. We are moving into the 2012/2013 year in a solid financial position.

One challenge we will be addressing in the future is our dropping memberships. While recent meeting attendance has been above that of 2011, membership numbers have fallen from a peak of 62 in 2009/2010 to just 38 in the last year. Acting to address these concerns in the upcoming year will be a priority.

One major direction in the upcoming year will make CAPSC more of an on-line community. We took steps towards this by posting our meeting on shared media on-line. In the next year we will be looking to add discussion forums to our tool set. This will allow us to make use of current technologies to reach a wider community.

We could not do this work without all the dedicated CAPSC representatives on school councils who keep the connections in place between their schools and our organization. I would also like to thank the current CAPSC executive: Jennifer Andrews, Gord Howe, Robert Hurdman, Verena Roberts and Tara Stoffregen. I would like to especially thank our communications co-ordinator who keeps our operations running on a day to day basis. Several of our executive will be leaving this year, so I hope a number of you will step forward for executive positions in the coming year. It has been a pleasure to serve as president for the past year.

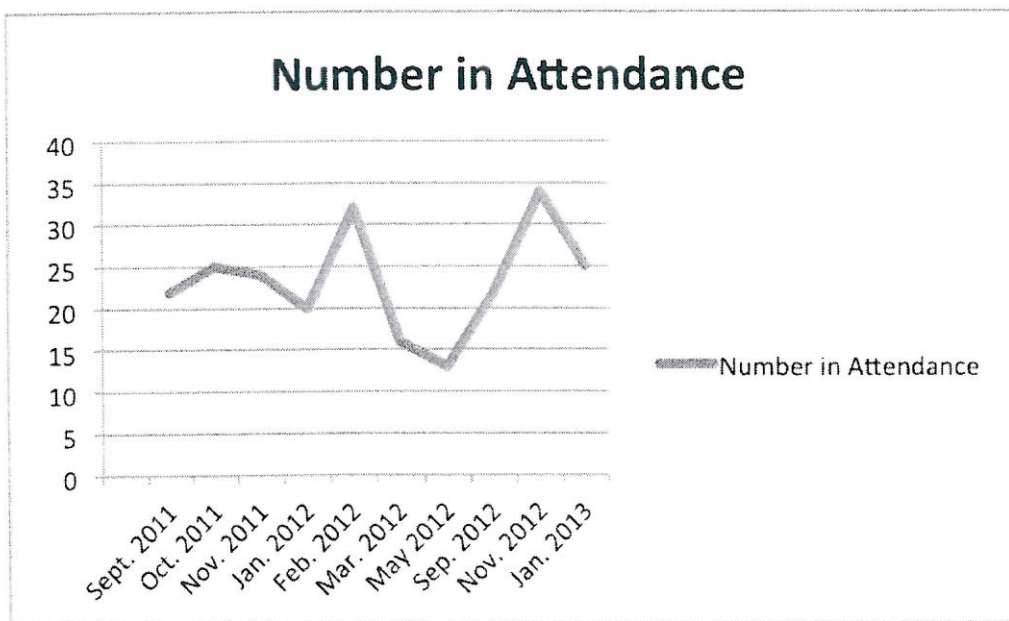
Kind Regards,

Jeff Bowes

Meetings

Meeting Attendance

Meeting attendance has been tracked since Sept 2011 (see Figure 1). After dipping to the teens immediately after January 11th attendance has risen above 2011 levels with the most successful meeting being the meeting on social media in Nov 2012.



Membership Report

Despite an improvement in meeting attendance in 2012-2013 compared to 2011-2012, membership renewals are a significant issue. Memberships have declined since 2009-2010 but recently took a precipitous drop from 58 – 38 with a large number of two year renewals ending in 2012.



Financial Report

The audited financial statements presented in this report, reflect the fiscal year from July 1, 2011 to June 30, 2012. These statements reflect a deficit of \$181.87, which will be covered by our reserve fund.

At the AGM, members are asked to review our financial forecast for the current year (i.e. July 1, 2012 to June 30, 2013). Although we have seen a sizeable increase in insurance costs (we have added a Director's Insurance policy), this has been balanced by a significant decrease in website costs. A need for facilitation of membership communication has been identified. This may present some financial resources allocation needs beyond our budget for the year. We are currently looking at the most appropriate and responsible way to make this communication a reality.

Historically, members are asked to approve a budget for the next year (i.e. July 1, 2013 to June 30, 2014). Prior to last year, this assisted CAPSC in preparing our CBE grant application during the budget debates. Last year, this was postponed due to later debates and a new council executive. We are returning to this format and will re-evaluate this process during the AGM in 2014.

The 2011-12 year saw a marked decrease in memberships purchased. This is in large part due to the addition of 2 year memberships in the prior fiscal year. Membership purchases for 2012-13 are up in comparison, though not to previous levels. We will explore potential reasons for membership decline and strive to rebuild our membership base.

As always, we will continue to manage our resources in a careful and considered manner in order to maintain the high quality of advocacy, networking and communication for our members.

Respectfully submitted by,

Tara Stoffregen
Treasurer

ATTACHMENT III

Calgary Ass. of Parents and School Councils

Audited Balance Sheet

July 1 2010 - June 30 2011

	June 2012	June 2011
ASSETS		
CURRENT ASSETS		
Cash	\$8,605.27	\$765.55
Term Deposits	\$0.00	\$8,074.08
Accounts Receivable	\$226.95	\$226.95
Total Current Assets	\$8,832.22	\$9,066.58
TOTAL ASSETS	\$8,832.22	\$9,066.58
LIABILITIES AND SURPLUS		
CURRENT LIABILITIES		
Accounts Payable	\$0.00	\$0.00
GST Payable (Receivable)	-\$293.69	-\$241.20
Total Liabilities	-\$293.69	-\$241.20
DEFERRED REVENUE	\$400.00	\$1,640.00
SURPLUS (DEFICIT) ACCOUNTS		
	\$0.00	\$0.00
Prior Year End Operations Surplus (Deficit)	\$7,667.78	\$9,178.75
Current Year Surplus (Deficit)	-\$181.87	-\$1,510.98
Current Year End Operations Surplus (Deficit)	\$7,485.91	\$7,667.78
Total Surplus	\$7,485.91	\$7,667.78
TOTAL LIABILITIES AND SURPLUS	\$7,592.22	\$9,066.58

We have audited these financial statements on behalf of the membership.

Glad Mac
Director

V. Roberts
Director

Feb. 14, 2013
DATED

Feb. 17/13
DATED

Calgary Ass. of Parents and School Councils
Audited Statement of Revenue and Expenses
To June 30, 2012 and July 2011 Comparison

<u>CAPSC</u>	Jul 01 11 To Jun 30 12	July 1 10 to June 30 11
REVENUE		
CBE Grant	URGA \$7,800.00	\$7,800.00
Interest revenue	\$4.54	\$34.21
Member Fees	URGA \$1,110.00	\$2,160.00
Other Revenue	\$0.00	\$0.00
Workshop Revenue	\$0.00	\$0.00
Total Revenue	\$8,914.54	\$9,994.21
EXPENSES		
Depreciation	\$0.00	\$0.00
GST	\$52.49	\$241.20
Honoraria	\$0.00	\$0.00
Office Supplies	\$342.39	\$329.43
Education Forum	\$345.00	\$0.00
Trustee Forums	\$0.00	\$174.16
Communications Contract	URGA \$5,731.00	\$8,353.00
Mailbox	\$191.00	\$191.00
Insurance	URGA \$927.00	\$927.00
Bank charges	\$7.53	\$59.40
Promotional		
Website/e-newsletter	\$1,500.00	\$1,230.00
Total Expenses	\$9,096.41	\$11,505.19
REVENUE-EXPENSES	-\$181.87	-\$1,510.98

Calgary Ass. of Parents and School Councils

Unaudited Statement of Revenue and Expenses To June 30, 2013 and July 2012 Comparison

<u>CAPSC</u>	Jul 01 12 To Jun 30 13	July 1 11 to June 30 12	2012-2013 Budget	% Budget
REVENUE				
CBE Grant	\$7,800.00	\$7,800.00	\$7,800	100%
Interest revenue	\$0.00	\$4.54	\$40	0%
Member Fees	\$2,030.00	\$1,110.00	\$2,200	92%
Other Revenue	\$0.00	\$0.00	\$0	
Workshop Revenue	\$0.00	\$0.00	\$0	0%
Total Revenue	\$9,830.00	\$8,914.54	\$10,040.00	98%
EXPENSES				
Depreciation	\$0.00	\$0.00	\$0	
GST	\$0.00	\$52.49	\$230	0%
Honoraria	\$0.00	\$0.00	\$0	
Office Supplies	\$127.04	\$342.39	\$200	64%
Education Forum	\$0.00	\$345.00	\$0	
Trustee Forums	\$0.00	\$0.00	\$0	
Communications Contra	\$2,376.00	\$5,731.00	\$7,700	31%
Mailbox	\$330.75	\$191.00	\$191	173%
Insurance	\$2,163.00	\$927.00	\$1,530	141%
Bank charges	\$24.75	\$7.53	\$60	41%
Promotional				
Website/e-newsletter	\$100.92	\$1,500.00	\$800	13%
Total Expenses	\$5,122.46	\$9,096.41	\$10,711.00	48%
REVENUE-EXPENSES	\$4,707.54	-\$181.87	-\$671.00	

**Calgary Association of Parents and School Councils
Preliminary Budget Proposal - 2013/2014**

Budget July 1/13 to June 30/14

Revenue

CBE Grant	\$7 800.00
Member Fees ¹	1 500.00
Interest ²	0.00
Total Revenue:	\$9 300.00

Expenses

Website/newsletter ³	\$400.00
Salary ⁴	6 160.00
GST	50.00
Office Supplies	200.00
Mail Box	191.00
Insurance ⁵	2 163.00
Bank Charges	60.00
Honorarium	0
Total Expenses:	\$9404.00
Gain (Loss)	\$76.00

Notes 2011/2012:

- 1 Based on 2 year memberships purchased in 2011-12 that will be due for renewal plus goal for recruiting previously lapsed members and new members.
- 2 GIC Term Deposit has been cashed out and is part of general account.
- 3 We have found a more cost effective plan for website management. Development of online community support may require additional source of funding.
- 4 Based on \$22/hr contract for 280 hours (28 hrs/month over 10 months).
- 5 General Liability (\$2M/\$1 000 deductible) required by CBE to hold meetings in AE Cross Library. Director's insurance added in 2012-13.

report to Board of Trustees

Chief Superintendent's Update

Date	April 2, 2013
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

Office of the Chief Superintendent

Deborah Lewis, Superintendent of Learning Services has Retired

Deborah Lewis, Superintendent of Learning Services retired on March 22 after 38 years in the service of public education, 34 of which were dedicated to the success of students in the Calgary Board of Education. In recognition of her significant contributions to the Calgary Board of Education, a celebration in her honour will be held on April 11.

Elizabeth Gouthro assumed the role of Acting Superintendent of Learning Services effective March 25, 2013 until such time as a new Superintendent of Learning Services is identified.

Administrative Regulations

We are currently engaging in a review of our Administrative Regulations. Through this process, Administrative Regulations have been identified as either requiring revision, deletion or in some cases, the development of a new regulation in response to various factors. Administrative Regulations are recommended for deletion if the content or practice is no longer relevant, applicable or is covered in other documents (collective agreements, curriculum documents, etc.). The following Administrative Regulations have been deleted:

AR 1005 Acquired Immune Deficiency Syndrome	AR 3008 Psychological Tests
AR 3014 Kindergarten	AR 3015 Human Sexuality Education
AR 3016 Schedules for Administration, Guidance Counselling and Library Service	AR 3022 Summer School
AR 3026 Physical Education (Dance and Dress)	AR 4005 Qualifications of School Counsellors
AR 4012 Benefit Package	AR 4013 Leave of Absence
AR 4016 In-Service Training Program	AR 4018 Overtime
AR 4019 Pensions	AR 4023 Sick Pay
AR 4028 Dislocation and/or Release of Certificated Staff Necessitated by Declining Enrolment and/or Decline in Demand for Instruction	AR 4028.1 Reduction of Teaching Staff Necessitated by Declining Enrolment, Decline in Demand of Instruction, and/or Budget Reductions
AR 4030 Instructional and Non-Instructional Time for Teachers	AR 4031 Staff Allocation
AR 4032 Staff Deployment	AR 4036 Grievances
AR 4037 Seniority	



Iris

As a system strategy to support the personalization of learning, Iris was developed to promote integrated ways of attending to student learning. Since August, 34 schools have found ways to meaningfully integrate Iris into teaching and learning in their classrooms. *How* each school uses Iris varies from one site to the next. What is common, however, is *why* they are using it – to improve the practices of personalized learning to impact student achievement.

There are many examples from schools and classrooms that illustrate the varied ways in which teachers and students are using Iris to impact learning:

- At many CBE schools, teachers regroup students between classes for various learning experiences. For example, one of the Iris schools pulls together groups of students for writing instruction based on personal interests and learning needs. There, learner profiles are used as a gathering point for all teachers who work with a student. Assessment information, insights about effective instructional strategies and evidence of student growth are shared amongst all teachers. New ways of impacting student learning emerge through collaboration and are supported by Iris as a gathering place for collective insights about student learning.
- Times of transition – when students move from school to school, from grade to grade, or even from class to class – are critical to student success. Teachers and students are finding ways for Iris to help carry successes from one learning environment to another. Students moving from one learning environment to another need some continuity in how they and their learning are known and understood. Teachers welcoming new students are better able to meet student learning needs when they can learn from the wisdom of those who have already worked with these students. Iris can help what is known and understood about a student's learning transfer quickly from one classroom to another. A student recently transitioning from a specialized setting to a community school expressed the significance of her Iris learning plan during this transition. She was able to confidently share her goals for completing high school and successful strategies to support her in doing so with staff in her new school. She proudly shared and spoke to learning artifacts that demonstrated her passions, skills and success as a learner. Coupled with recent formative assessment, learning and social/emotional conditions for success, and key understandings developed in the learner profile, a potentially stressful transition felt less so, for the student and her support team.
- What students have to say about themselves and their learning can be both subtle and profound. One approach to using student learning plans has been to have students reflect on samples of their work, evaluating what they know and can do and then strategizing for what they need to learn next. In one of our schools, kindergarten students watched videos of themselves working on something important to them – reading, writing, dancing, painting – and talked about what they had already learned and what they were still working on. As they work with student learning plans, teachers often comment on previously unrecognized strengths that become visible as students exercise agency in their learning.

Feedback from all Iris users – students, teachers, administrators and parents – has continued throughout the school year. The deployment of Iris 1.1 in mid-February responded to many user suggestions and ways of working. Design for further refinement based on user feedback is currently underway, with the intention of deploying Iris 1.2 before the end of the school year. Consultation with parents, students and teachers related to more significant build outs including potential peer to peer and parent interaction, will take place in April.

Teacher Advisory Group (TAG)

Chief Superintendent Johnson established a Teacher Advisory Group that began in the fall of 2012. The group's purpose is to advance perspectives of high quality teaching and learning and to work alongside Chief Superintendent Johnson to engage others in conversations about teaching and learning for today's students. The group of 18 teachers bring experience from elementary, middle, and high schools as well as supporting roles within the district.

This network of professionals has participated in the exchange of ideas on topics related to the goals of the Three-Year Education Plan. Discussion topics have included how the Three-Year Education is "lived" within their schools; the notion of presence and the need for educators to be "ever present" in their work; how to increase system coherence; and, of course, the importance of our students in all that we do. Each teacher has also worked to gather information from their colleagues around current issues and opportunities such as reporting processes, work load, and the competencies they feel teachers need to have into the future.

The learning that results from participating in this group builds system knowledge and understanding for all participants and informs the work of the Chief Superintendent. Following are participant comments that provide evidence of the impact of the group.

The Teachers Advisory Group has been an excellent experience for me. It has shown me that I have a voice within the board and that my needs and the needs of my students are being attended to. As well, it has been a safe place to engage in the kind of discourse that leads an organization forward through open dialogue in which every idea is considered important, valid and valued.

It was enlightening to listen to the perspectives of people in different roles in the CBE and encouraging to have been able to share my own views and concerns.

The TAG opportunity has allowed me the opportunity to engage with diverse perspectives. I leave every meeting feeling closer to our organization and with more tools to enhance my contribution to it.

My participation in the 'TAG' has been enlightening. Having the opportunity to meet with other teachers and our Chief Superintendent has been a highlight of my job this year. In sharing our concerns and personal experiences, which reflect those of the staff that we work with, I feel we have been heard by Chief Superintendent Johnson who has shown compassion and advocacy for our teaching challenges and celebrations. I am grateful for this opportunity.



To have this opportunity to participate in conversations directly with the Chief Superintendent about the issues that matter most has been a true gift – it has opened new possibilities for the voices of teachers to really be heard. Our monthly meetings provide us with a chance to engage in meaningful dialogue about the true complexities of teaching and learning, to explore the professional directions emerging from current research, and to participate in making decisions about how best to serve our students and communities. It has been a privilege to participate in these conversations and an honour to be asked to consult with my colleagues and bring their perspectives forward as well. I feel heard, I feel respected as a professional, and I feel hopeful about our ability to come together to really make a difference.

Learning Innovation

CBE teachers and students work with the Canadian Culinary Federation CCF - Calgary Branch

The first CBE Hot Foods Culinary Challenge was held at Lester B. Pearson High School on Friday March 8, 2013 and was one of the latest ways in which Canadian Culinary Federation (CCF) - Calgary Branch supports teaching and learning in the culinary arts. Five teams from five CBE High Schools (James Fowler, Lester B. Pearson, Centennial, Forest Lawn and Lord Beaverbrook) cooked with passion and professionalism using the quality ingredients supplied by the generous sponsors organized through the members of the CCF. Industry expertise, professional educators and students working together in this way, support students in their pursuit of this Culinary Arts pathway.

Prior to the event, CCF Chefs graciously volunteered their time and resources to work with our teacher/chefs, foods teachers, instructors and students in CBE schools, building capacity through 'just in time' skill training in preparation for this local competition and the upcoming Regional and Provincial SKILLS Competition. Students demonstrated their professionalism as they participated as serious competitors in an unfamiliar kitchen, both working independently and collaborating with team members. The event motivated and inspired students and staff to continue their work in teaching and learning in the Culinary Arts.

Educational Technology Advisory Group

Innovation and Learning Technology hosted the first Educational Technology Advisory Group (ETAG) meeting of the year on Tuesday March 12, 2013 at the Innovation and Learning Commons. The purpose of this meeting was to involve diverse stakeholders (educators, students, parents and the business community) in the exploration of the draft document "The CBE in 2018: How Learning Technology Supports Teaching and Learning" (see https://docs.google.com/document/d/16Qi4SltqB8mFhoO6Z3682s0yaDV_9wpf1045LEbOjDw/edit?usp=sharing). ETAG members took an in-depth look at the document to assist in identifying strengths and gaps that may exist as well as to link these conditions to what makes learning personally relevant for each student. The feedback is important and will inform the process of detailing out how learning technology in the CBE will contribute to the success of every student over the next five years.



CORE

The Collaboration Online Resource Environment (CORE) supports the personalization of learning by engaging students in tasks that are supported in a media-rich digital environment, accessible anytime, anywhere, on any device. It sits as a companion infrastructure to IRIS.

In the next few months, staff and students will be able to use, share, remix and reuse resources and work, building on each other's knowledge and collaborative intelligence.

CORE has become of interest to a number of jurisdictions and the provincial Ministry of Education in Ontario and Manitoba. In February the CORE team presented to elementary and middle school principals with positive feedback and results. They also presented with Calgary Catholic School Division at the Calgary City Teachers' Convention to 32 participants from both boards.

In addition, Dr. Michele Jacobsen at the University of Calgary has signed an agreement to head research that investigates the impact that CORE has on students and their learning as well as teachers and their practice.

Gmail Deployment and Google Apps for Education Prototype

Innovation and Learning Technology officially launched the Gmail deployment with 48 schools on Tuesday March 5, 2013. All student accounts were activated on Tuesday March 13, 2013. Gmail is a robust email service that allows students to work in an environment that is web-based, collaborative and engaging. Using the Google Apps for Education infrastructure will allow students to connect with their peers and teachers in a safe environment. Gmail was prototyped in 25 schools in the fall of 2012, and the reviews have been exceedingly positive. Many schools have wanted an email system that is user-friendly and already utilized by many learners.

At the same time as the Gmail deployment, the Google Apps for Education Prototype began as well. This Prototype is in response to early adopter Gmail schools wanting to extend the platform to include the more robust tools that Google offers. This includes opening up Google Drive, Site, and Groups to users. It also includes an investigation of teacher accounts for those who are interested in learning more. This Prototype will run from March 5, 2013 - April 30, 2013, after which the data will be presented and shared with Directors and Technology Council.

School Resource Viewings and Professional Learning Opportunities

In support of the Learning Resources Strategy (LRS) and the shift from Library to Learning Commons (L2LC), the Educational Resources & Learning Systems (ERLS) team has focused on creating the conditions for more professional learning and networking opportunities, as well as more efficient methods to steward our resources at both the system and school levels.

The ERLS team has created four resource viewing opportunities this year at Highfield. These resource viewings create the conditions for school staff (teachers, principals, assistant principals, teacher librarians, learning leaders and library assistants) to view, select and order new print, AV and digital resources for their school collections. All Resource Viewing opportunities include a variety of mini sessions, put on by experts in their field, to help build capacity of school staff around areas of interest related to school learning commons and the L2LC philosophy. Three of four resource viewings have occurred and provided professional learning opportunities for school staff around:

- September: school startup practices, equipment Inventory in Symphony, CORE, ordering resources, D2L
- December: new practice for cataloguing resources, eBooks, ILC & Outreach Program, D2L, Library to Learning Commons philosophy
- March: copyright changes that impact school resources, updates to resource ordering, and mobile devices & management.

The Staff Association Convention was another venue where the ERLS team provided professional learning to support staff around Symphony and CORE, copyright impacts to school resources, and the Library to Learning Commons Implementation Guide. All sessions were very well attended by library staff, administrative assistants, technology support staff, capital planning & assessment staff, and others.

Stewarding our Resources through Asset Management Practices

The Educational Resources & Learning Systems (ERLS) team continues to help steward CBE resources effectively by enhancing the asset management capabilities of the Symphony library system. Symphony currently inventories and circulates 3,092,900 books and audio/video resources, totally around \$60,000,000 in assets throughout the CBE. Since September 2012, schools have had the ability to inventory and circulate equipment items within Symphony to better account for and leverage technologies within their schools.

From September 2012 - February 2013, 5215 equipment items have been added to Symphony:

- 44% of CBE high schools have inventoried equipment in Symphony, creating 1906 item records
- 35% of CBE junior and middle schools have inventoried equipment in Symphony, creating 1124 item records
- 21% of CBE elementary schools have inventoried equipment in Symphony, creating 1206 item records, and
- 979 equipment records have been inventoried in Symphony at the Innovation and Learning Commons for the ILC Outreach program.



Global Learning

French Immersion and Bilingual Programs

Please note the revised numbers regarding French Immersion and Bilingual Programs. These numbers replace those included in the March 5 Chief Superintendent's Update.

Student enrolment in French Immersion and Bilingual Programs		
Program	2011-2012	2012-2013
French Immersion	7,053	7,495
Bilingual		
Chinese (Mandarin)	382	488
German	158	135
Spanish	2,476	2,756
Total number of students	10,069	10,874

Student enrollment in French Immersion and Bilingual Programs has an overall increase of 7.4% with French Immersion programs demonstrating a 5.9% increase.

Learning Services

Early Learning

A Welcome to Kindergarten Celebration of Success was hosted by West Dover School on February 21st. The celebration was an opportunity for CBE and Calgary Catholic School District teachers, special guests and partners to share highlights of the past two years' *Welcome to Kindergarten* events.

A Welcome to Kindergarten "new to the program" orientation session was held on March 5th, facilitated by Rosalie Bain of The Learning Partnership. This year, five new CBE schools joined the *Welcome to Kindergarten* program, including: Chief Justice Milvain, Mount View, North Haven, Louis Riel and Crossing Park. CBE Transportation Services has been collaborating with its carriers to arrange for school buses and drivers at 10 CBE *Welcome to Kindergarten* events, up from five last year. *Welcome to Kindergarten* events will occur at schools throughout April, May and June.



Early Development Centres (EDC)

New registrations are ongoing for the Early Development Centres, and at the end of February 2013 there were 149 children attending programs at four different locations across the city. Professional learning continues to have a strong focus on collaboration, work with *Learning Language and Loving It*, and the high value and impact of purposeful play for early learners.

Work is underway in CBE Facilities and Environmental Services to explore expansion of the program for the 2013/14 school year in response to the increasing demand for early intervention.

Vision Resource Centre - Calgary

The Vision Resource Centre - Calgary, located at Captain John Palliser School, hosted five programs for students who are blind or visually impaired, and five workshops for those individuals working with students who are blind or visually impaired. In addition, On-Line Nemeth Braille Transcription and On-Line Nemeth Braille Code were offered through a collaboration of the Vision Resource Centre - Calgary and Chinook Learning.

Short-term programs are developed to target areas of the Expanded Core Curriculum – a curriculum which is comprised of 10 disability-specific skills which students who are blind or visually impaired need to master in order to have success in the educational environment and in the world beyond. This curriculum is taught in addition to the regular Program of Studies. The programs offered were:

- *Flying Fingers*
- *iPad3 In-service*
- *iPad3 Trial*
- *The game of Life*
- *Braille Challenge*

Workshops offered were:

- *OmniPage & BANA Templates*
- *Orientation & Mobility*
- *Mountbatten*
- *Introduction to Duxbury*
- *Corel Draw Basic*



4 | Results Focus

The focus of this report is on Results 3: Citizenship. The Board of Trustees has stated, "Each student will be a responsible citizen." 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

H.D. Cartwright School

H.D. Cartwright School has been deeply engaged in helping students become responsible global citizens for the last few years. There have been school-wide initiatives as well as individual opportunities for students to focus on what it means to be a good citizen in their school, their community, their city and globally. This school year the staff and students have taken a slightly different approach. They have designed a Career and Technology Foundations (CTF) inquiry block that runs throughout the year, whereby students at each grade level have an inquiry question pertaining to citizenship that guides their work to develop their understanding.

Students are engaged in this CTF inquiry block every two days and are building competencies in the CTF area as well as in citizenship. Projects are undertaken that focus on the students' understanding of the inquiry question. The CTF citizenship inquiry questions are: grade 7 - "How do we connect with respect?", grade 8 - "How do we embrace diversity?" and grade 9 - "What does it mean to be a responsible citizen?". For example, in the grade 9 Construction class, students have had the opportunity to build artifacts that demonstrate what responsible citizenship means to them. In the grade 9 Foods class, students have looked at fair trade food items and organic foods and how they are produced. The grade 9 work in Fashion has focused on different fabrics and how and where they are created.

A celebration of citizenship also took place on March 15th when the school hosted 75 new Canadians as they received their citizenship certificates. The new Canadians and their guests hailed from and represented 37 different countries. The ceremony itself took place in the school's gym and was also Skyped into each classroom.

The work done at H. D. Cartwright School through the CTF inquiry block is directly related to the CBE Result statements around Citizenship and ties to the CBE Three -Year plan around building responsible global citizens and provides evidence of how students are achieving in this area.



Area II

North Haven School

At North Haven School, we endeavour to prepare our students for citizenship in the world by ensuring they have access to a broad scope of tasks. By understanding who our students are as citizens through the development of student learning plans, visual journals and goal setting books, we are able to focus on helping students understand the rights and responsibilities of citizenship and to embrace diversity.

As citizens in a global context, our Grade 6 students attended *We Day* on October 25. The rest of the school was involved in this event through live streaming. Following this, our grade 5/6 students spearheaded a Mini We Day at the school. Students were divided into groups and researched five global issues: water, education, hunger, medical care and abuse / child labour. Oral presentations, supplemented with videos, podcasts, posters, campaign speeches and persuasive writing, were presented to the entire student body who voted on the global issue that was most important to North Haven School. Deciding on water as the issue of most concern, North Haven students are currently doing a penny drive filling bags with 2500 pennies, an amount that will supply water for one person for life in a developing country.

Students also learn to understand, respect and embrace diversity. Our grade 4/5 classes have had our FNMI Area team to their classrooms to work on story robes and to understand aboriginal perspectives through story telling. This was further enhanced through field trips to the Kingsland Museum. Our grade 5/6 students created totems after reading the novel *Touching Spirit Bear* and connecting this novel to the Start Smart Stay Safe, initiative where teachers invite police officers into classrooms to teach a strength-based lesson directly developing student's sense of significance, success, self-awareness and service. Students in grades 1/2 are making connections to the world through literature. Using *Cinderella* as a springboard for understanding different cultures, they have explored and compared different stories of Cinderella including the Caribbean, German, South Korean, French, Chinese and Irish versions. Grade 2/3 students have connected dances learned in physical education to the four countries they are studying in Social Studies making connections, comparisons and transforming knowledge.

Through these learning activities, students are also developing capacity in team building, respectful negotiating, creative problem solving, strategic thinking, communication, and collaboration skills. These skills will ensure students of North Haven School success in being responsible citizens.



Area III

Crossing Park School

A resource used in the Leader in Me initiative, Seven Habits of Highly Effective People by Stephen Covey, aligns well with the Board of Trustees' Results. One specific example, connects habit number five, "seek first to understand then to be understood", with Citizenship in Learning and provides evidence of how students at Crossing Park School are demonstrating strong citizenship.

In a Teacher Advisory class at our school, a student had been reflecting on one of the Citizenship goals she had set for the term. This student wanted to focus on the goal of "appreciating cultural and individual differences". She wanted to seek first to understand then to be understood. Many of this student's friends are Muslim. She realized that although she had been a friend with these individuals for many years, she had little idea of what being Muslim meant to them. She wanted to understand. In terms of the Seven Habits of Highly Effective People used in the Leader in Me initiative, she sought to understand her friends before being understood herself. The opportunity for this understanding came when her friends invited her to attend a family celebration of Eid. As she spent this time with her friends, she learned about the customs and beliefs surrounding Ramadan and Eid. She celebrated and sharpened the saw with her friends, and in so doing learned about their culture and religion. She was able to reflect on this occasion and she noted that the experience was enlightening and interesting. She had acquired a deeper level of respect and understanding regarding the faith of her friends.

Area IV

Altadore School

Altadore School is characterized by its "Pillars of Care: Care for Self, Care for Others, Care for Place and Care for Learning. Our work is evidenced by student voice and the attitude they employ when interacting with the world around them. Our students are ambassadors for our community. While regular leadership activities are part of daily activity e.g.: patrols, recycling and green team, one of our greatest citizenship celebrations is our student leadership at our neighboring school: Emily Follensbee. Every Wednesday a group of our leadership students volunteer during the lunch hour. Our students are buddied with same age peers from Emily Follensbee. Contained in March report cards were a number of student quotes on their citizenship experience. Students reported "through their involvement they were developing an appreciation and respect from their volunteering." Another comment stated, "There are intrinsic rewards that come along with this experience." This respect for diversity is reflected on our promises bulletin board which is viewed and added to regularly by all students here within the walls of Altadore. Our students' leadership is demonstrated by "encouraging others to do the right thing", and "encouraging them (others) to go further in life and learning." Put simply by our students, leadership is demonstrated in "caring for others by respecting who they are."



Area V

Cranston School

Cranston School is organized around principles of peace education and strives to ensure students are fully and daily engaged in being responsible citizens, in keeping with the CBE Results Statement #3 Citizenship - 'Each student will be a responsible citizen'. The school mission statement is 'Building Peaceful Communities Together' and helps to develop a common language of peace advocacy amongst all students in Kindergarten through Grade 4, as well as guiding students in enacting local, national and global actions. These actions help Cranston School make the world a kinder, more respectful and caring place for human beings.

Students participate in decision making in their classrooms related to engagement in learning, class actions and behaviours and in whole school learning projects and processes. The Grade 4 Peace Ambassadors is an important program at Cranston School. Ambassadors have developed a 4-step peace making process for students to use in times of disagreement or conflict. The program was nominated for the YMCA Peace Awards in 2012. The ambassadors are a visible presence in the school and on the playground, supporting other children in appropriate play and games as well as in conflict resolution. All students in the school participate in monthly Peace Assemblies where different peace-action activities are celebrated and shared.

As part of "Building Peaceful Communities Together" mission, the school participates in several local, national and international initiatives throughout the school year. These include the Terry Fox Run, The Mayor's Christmas Food Bank Drive, the Veterans Food Drive and various projects that have emerged, including initiatives connected to homelessness. When the school opened, a partnership was developed with Darajani Primary School in Tanga, Tanzania and the school has been hosting an annual Tanga Art Sale and Auction each February to support the needs of their partner school and its' students. It is this international initiative that generates the most excitement for learning in the school. Students invest significant time and energy into creating beautiful works of art to be donated and sold during the function and are always thrilled with what their efforts provide to the school in Tanga. They also grow herbs in the school greenhouse to sell which adds an entrepreneurial component.

This year, Cranston School is engaged in a whole school inquiry related to the question "How Does Water Help Build Community?" through which water use, quality and impact on life are being investigated.

As a P3 school, Cranston has a silver LEEDS designation. The student Green Club ensures that all members of the school community are attentive to the basic recycling and reducing power usage tenets associated with this designation. Recently, a composting program has been added. Classrooms have red wrigglers to help compost lunch waste as well as green composting bins, and all lunch juice and milk containers are recycled as is all paper. Long term, the school has a plan to raise funds for adding a naturalized area to our school grounds that populated with natural plants from Alberta.



Cranston School students demonstrate through their actions on a daily basis that they are responsible citizens in our community, our country and the world as well as strong stewards of the environment.



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.

