

public agenda

Regular Board Meeting

January 8, 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	
	3 Awards and Recognitions		GC-3	
10 mins	3.1 Lighthouse Award			
	4 Results Focus			
15 mins	4.1 School Presentation – Chaparral School		R-2	
45 mins	4.2 Results 2: - Academic Success (Mathematics)		B/CSR-5, OE-8	Page 4-1 -
	5 Operational Expectations			
20 mins	5.1 OE-6: Financial Administration – Annual Monitoring	N. Johnson	B/CSR-5, OE-8	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting procedures			
	7 Matters Reserved for Board Action			
10 mins	7.1 Policy Committee Recommendation re: Public Disclosure of Trustees' Expenses	Board	GC-5E	Page 7-1
	8 Board Consent Agenda			
	8.1 Approval of Minutes	Board	GC-2	
	<ul style="list-style-type: none"> Regular Meeting held November 21, 2012 Regular Meeting held November 27, 2012 Regular Meeting held December 4, 2012 			Page 8-10 Page 8-21 Page 8-13



	<ul style="list-style-type: none"> Reconvened December 4, 2012 Regular Meeting on December 17 and December 20, 2012 	Page 8-58
	8.2 Correspondence <i>(THAT the Board receives the correspondence for information and for the record).</i>	Page 8-45
	8.3 Trustee Liaison Report – Alberta School Boards Association, Zone 5 <i>(THAT the Board receives the liaison report for information)</i>	Page 8-1
	9 Chief Superintendent Consent Agenda	
	9.1 Chief Superintendent Update	Page 9-1
	10 In-Camera Issues	
6:00 p.m.	11 Adjournment	
	Debrief	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.

results
monitoring
report

Monitoring report for the
school year 2011-2012

Report date:
January 8, 2013

Results 2: Academic Success
Mathematics Subgroup

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success – Mathematics subgroup, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results in
Academic Success through Mathematics
- ☐ Not making reasonable progress and Mathematics is an exception
toward achieving Academic Success

The Chief Superintendent's certification of reasonable progress refers to the area of Mathematics as one component of Results 2: Academic Success.

Signed:

Naomi E. Johnson

Date:

Dec 11, 2012

Naomi E. Johnson, Chief Superintendent

results monitoring report

Results 2: Academic Success Mathematics Subgroup

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success – Mathematics subgroup, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress toward achieving the desired results in Academic Success through Mathematics
- ☐ Finds the organization not to be making reasonable progress and Mathematics to be an exception toward achieving Academic Success

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees



results monitoring report

Results 2: Academic Success Mathematics Subgroup

Results 2: Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Introduction |

Results 2: Academic Success is a comprehensive document that establishes the Board of Trustees values and expectations for student learning within and across the subject areas of the programs of study. The Chief Superintendent's reasonable interpretation for the whole of Results 2: Academic Success was approved on May 15, 2012.

Indicators for Academic Success in the Chief Superintendent's Reasonable Interpretation were provided in relation to the Board of Trustees' policy provisions across the academic disciplines.

This current report provides the Board of Trustees with three types of information related to Results 2: Academic Success and specific to Mathematics.

1. It provides monitoring information for indicators that have been part of ongoing consideration by the Board of Trustees. This information provides a look back on organizational performance since December 20, 2011, when the Board of Trustees last monitored Results 2: Academic Success.
2. It provides information on data sets that have been part of monitoring and ongoing consideration by the Board of Trustees but that currently do not provide information that can be reliably compared over time. This information provides a look back since December 20, 2011, when the Board of Trustees last monitored Results 2: Academic Success.
3. It provides initial information for indicators newly included in the Chief Superintendent's reasonable interpretation of Academic Success approved on May 15, 2012. This data is also from the 2011-2012 school year.



Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education (CBE) students in Mathematics as measured by Alberta Provincial Achievement Tests (PAT) in Grades 3, 6 and 9, by high school Diploma Examinations and by a survey question responded to by grade 12 students in the CBE. The Chief Superintendent's certification of reasonable progress is based on the organization's goals for Calgary Board of Education achievement rates on provincial tests¹ to be at or above the province and consistent or improving across time. For 2011-2012 in the Mathematics subgroup² of Results 2: Academic Success, this certification is specifically based on:

- Calgary Board of Education levels of achievement on Mathematics 3, 6, 9
- Provincial Achievement Tests and Diploma Exams in 2011-2012;
- Calgary Board of Education five-year trends of achievement on Diploma Exams;
- Alberta Education's Accountability Pillar assessments of improvement in comparing Calgary Board of Education results on 2011-2012 Diploma Exams to the organization's previous three-year average.

Reasonable progress is determined in the area of Mathematics as a subgroup of Results 2: Academic Success. It recognizes existing patterns of improvement in some data sets, the unstable nature of other data sets, and the need to create additional improvement on others.

Overall progress in Mathematics in the Calgary Board of Education is led by

- levels of achievement across the grade levels;
- patterns of improvement in Pure Mathematics 30 diploma results at the acceptable standard and standard of excellence
- patterns of improvement in Applied Mathematics 30 diploma results at the acceptable standard and standard of excellence

The overall target for Mathematics achievement in the Calgary Board of Education is for Calgary Board of Education achievement rates on provincial tests to be at or above provincial achievement rates and consistent or improving across time.

A focus area for continuing improvement in Mathematics is student achievement on Provincial Achievement Tests at the standard of excellence.

Improvement actions are included in an attachment to this report.

¹ This goal is specific to provincial achievement tests and diploma exams that are considered to be stable and statistically reliable by Alberta Education.

² Dawson, L.J. & Quinn, R. (2011). Boards that matter: Building blocks for implementing Coherent Governance® and Policy Governance®, p.49.

Board-approved Indicator |

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

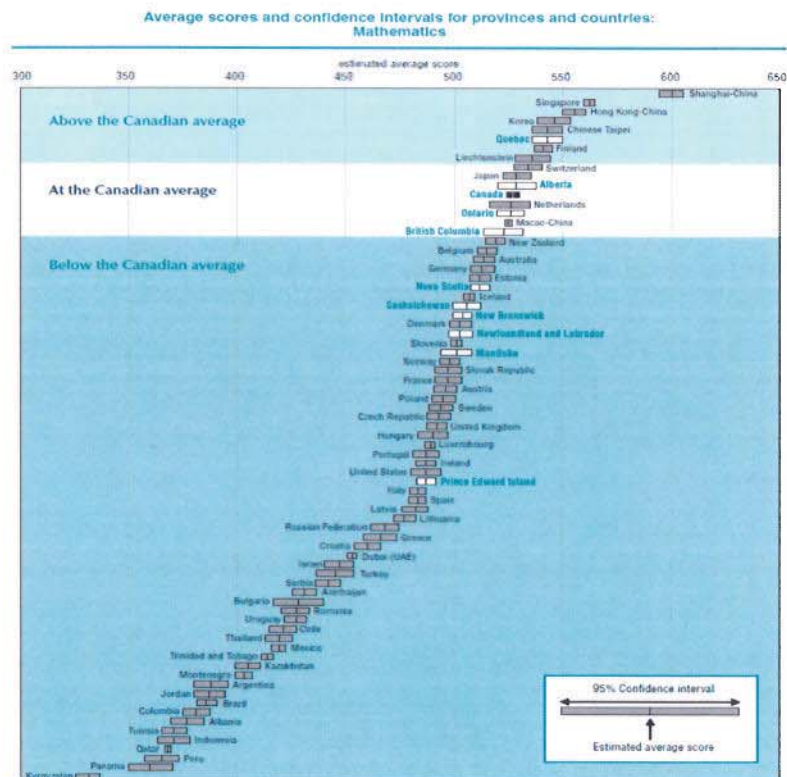
Evidence of Reasonable Progress |

Background

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

This is a significant accomplishment. Results from the Programme for International Student Assessment (PISA), show that Canadian students excel and that achievement of Alberta students was the second highest in the nation.

The following excerpt from a Statistics Canada report on the 2009 PISA results³ provides a visual image that demonstrates Alberta's high levels of achievement in this area.



³ Knighton, Brochu & Glyzynski (2010). Measuring up: Canadian results on the OECD PISA study. Government of Canada, Minister of Industry.

Strong levels of achievement, including those that surpass provincial levels of achievement in a world-leading province, is strong evidence of the significant progress the Calgary Board of Education has made in ensuring that each student is numerate and achieves success in Mathematics.

The current Mathematics program of studies was implemented for Kindergarten, Grade 1, 4 and 7 in 2008, for Grades 2, 5 and 8 in 2009, and for Grades 3, 6 and 9 in 2010. Following this implementation schedule, there are currently two years of provincial test results available for Grades 3, 6 and 9.

Neither these programs of studies nor their provincial achievement tests can yet be considered stable. When a new curriculum is implemented, many factors affect the way that student achievement is represented in provincial testing protocols. These factors include teachers learning to understand the new program of studies, the application of new teaching strategies and the use of new resources.

Provincial achievement tests themselves also require time to stabilize as part of the standardization process so that comparisons between results can confidently be made. This is a multi-year process. During initial test design, questions are created to assess new outcomes and the tests and questions are themselves evaluated. Each year standards are refined and the relative difficulty between tests are evaluated and re-evaluated. Year to year, as testing factors become more consistent, the tests stabilize and create a more consistent standard that can be maintained and compared over time.

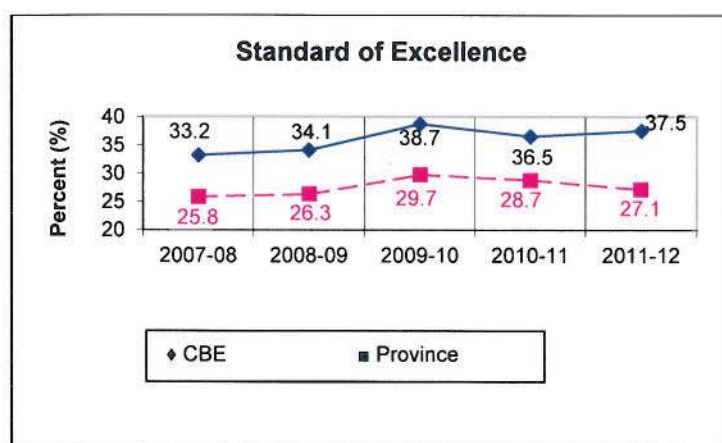
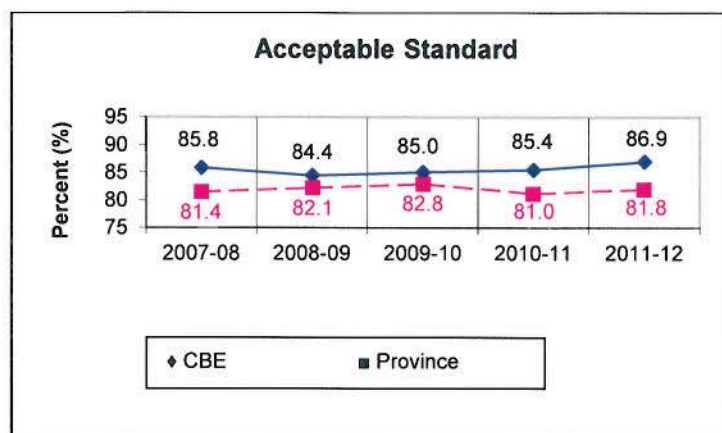
Test instability reduces the reliability and value of year-to-year and trend comparisons. In a document accompanying the release of provincial exam results, Alberta Education noted that: "Trends in Mathematics 3, 6 and 9 cannot be commented on because five years of data based on the current program of studies does not yet exist."⁴ Alberta Education's Accountability Pillar assessment does not include a comparison of achievement over time and offers only a comparison of 2011 and 2012 results rather than an assessment of improvement based the jurisdiction's previous three-year average of achievement. As a result, information indicating progress on Provincial Achievement Test results for Grades 3, 6, and 9 is limited.

Provincial Achievement Tests in Knowledge and Employability (KAE) courses have been administered for three years and again, these tests are not yet considered to be stable. Test instability is compounded in this case by the relatively small number of students enrolled in the KAE course and the greater impact this creates year-to-year than in larger cohort groups. Alberta Education has not fully included results for Knowledge and Employability courses within Accountability Pillar measures. Alberta Education's assessment of improvement for these tests is not yet based on a previous three-year average but considers the Calgary Board of Education's 2012 results in relation to its results in the past two years.

⁴ Alberta Education, *Highlights: Provincial Assessment Results for 2011-2012*

The 2011-2012 school year was the final sitting of the Pure and Applied Mathematics Diploma Examinations. Mathematics 30-1 and Mathematics 30-2 Diploma Examinations will replace these exams in 2012-2013.

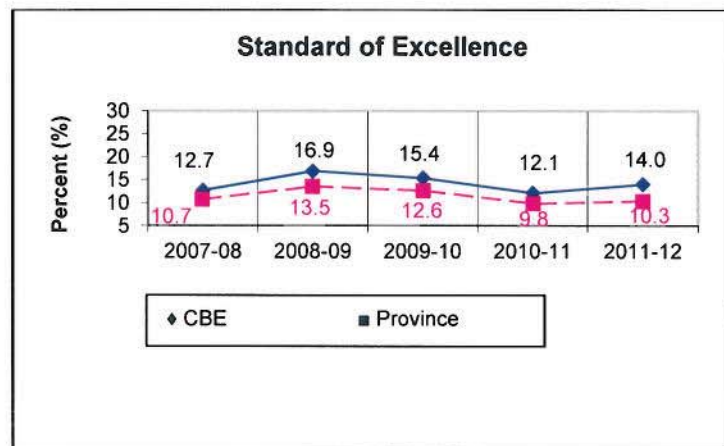
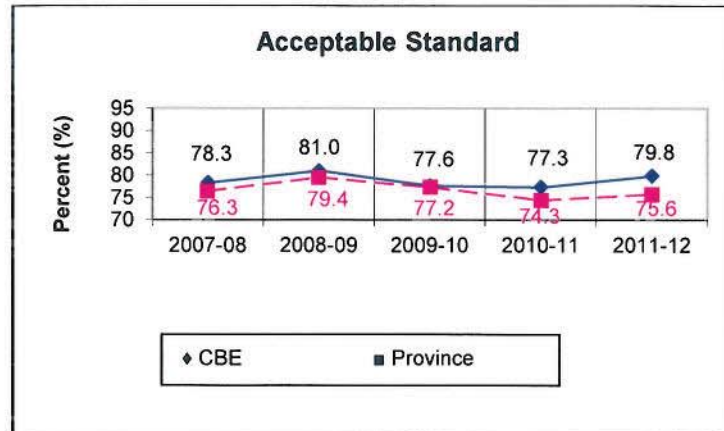
2012 Pure Mathematics 30 Diploma Exam



Achievement of CBE students exceeded the province at the acceptable standard and the standard of excellence. This final year continues a trend of consistent growth over the past five years in both of these categories. CBE students set five-year highs for differences between their achievement and that of the province.

Pure Math 30			
Measure	Achievement	Improvement	Overall
Acceptable Standard	High	Improved Significantly	Good
Standard of Excellence	Very High	Improved	Excellent

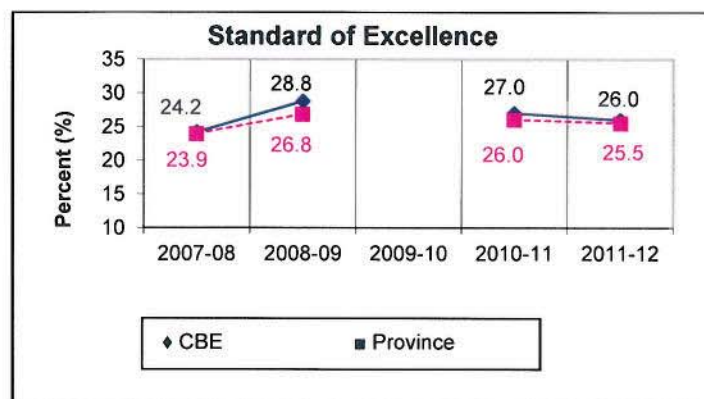
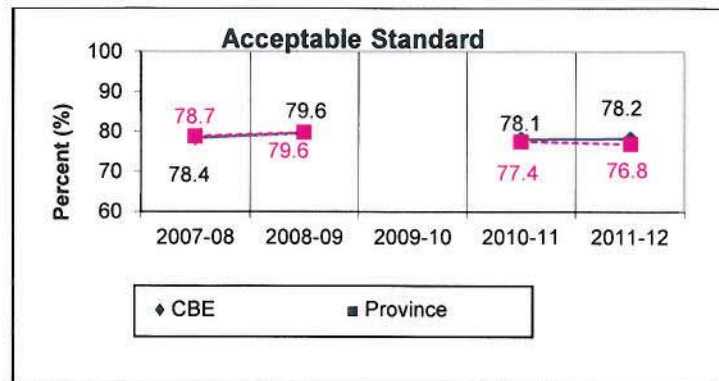
2012 Applied Mathematics 30 Diploma Exam



Achievement of CBE students exceeded the province at the acceptable standard and the standard of excellence. CBE students set five-year highs for differences between their achievement and that of the province in both the acceptable standard and the standard of excellence.

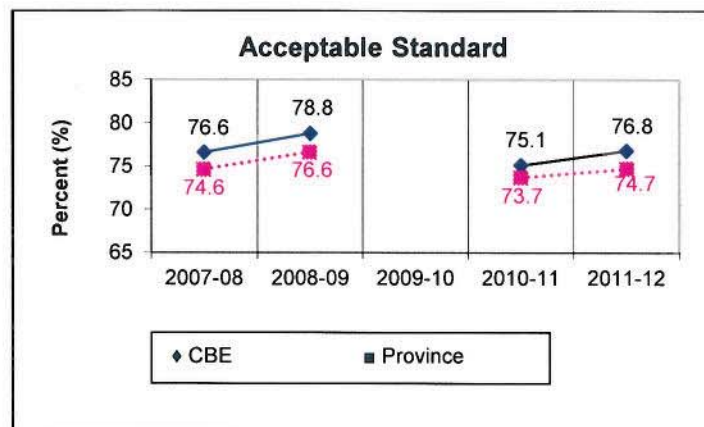
Applied Math 30			
Measure	Achievement	Improvement	Overall
Acceptable Standard	Low	Maintained	Issue
Standard of Excellence	Intermediate	Maintained	Acceptable

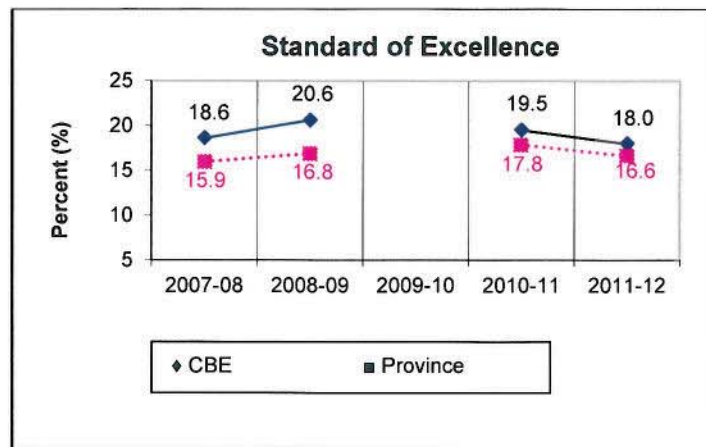
2012 Grade 3 Mathematics Provincial Achievement Test



Achievement of CBE students on the 2012 Grade 3 Math Provincial Achievement Test exceeds provincial results. CBE results between 2011 and 2012 mirror those of the province as this new program of studies is implemented and test stabilization occurs.

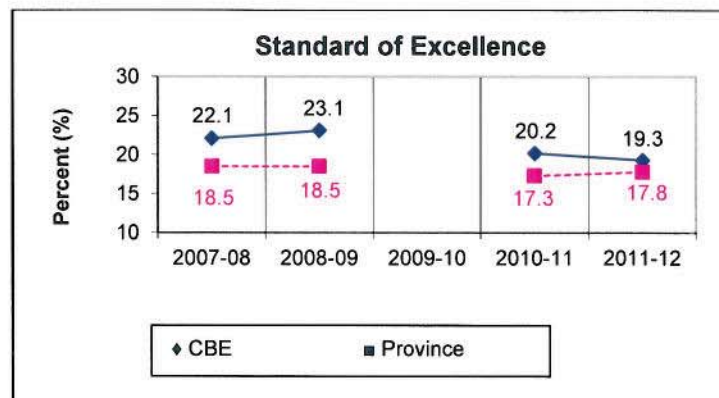
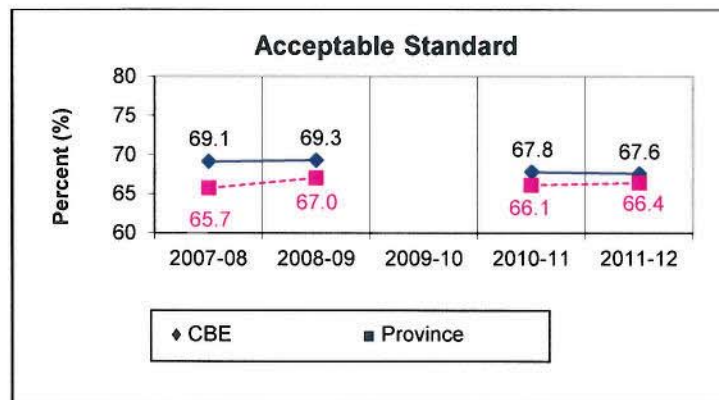
2012 Grade 6 Mathematics Provincial Achievement Test





Achievement of CBE students on the 2012 Grade 6 Math Provincial Achievement Test exceeds provincial results. CBE results between 2011 and 2012 mirror those of the province as this new program of studies is implemented and test stabilization occurs.

2012 Grade 9 Mathematics Provincial Achievement Test



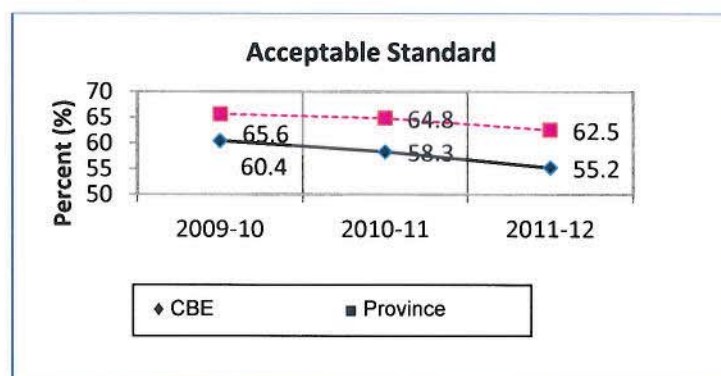
Achievement of CBE students on the 2012 Grade 9 Math Provincial Achievement Test exceeds provincial results. CBE results between 2011 and 2012 at the acceptable standard are fairly consistent with provincial levels of achievement, but at the standard of excellence some decline rather than improvement is evident as this new program of studies is implemented and test stabilization occurs.

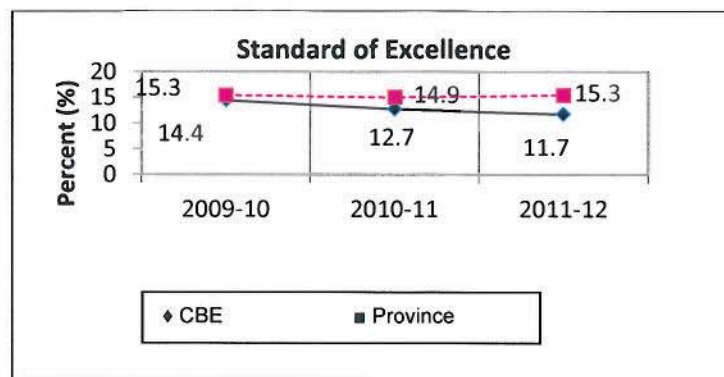
Although the results of student achievement on the Grade 3, 6 and 9 Provincial Achievement Tests are limited in their depiction of improvement over time, they do offer early indicators that student achievement at the acceptable standard is showing greater strength than student achievement at the standard of excellence. This is to be expected in the introduction of a new program of studies as teacher familiarity with the program of studies develops, as resources are aligned with the learner outcomes and as support systems are developed.

Advancing student achievement at the standard of excellence will be a focus area within Mathematics for the CBE.

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

2012 Grade 9 Knowledge and Employability Mathematics Provincial Achievement Test





While Alberta Education standardizes the Grade 9 Knowledge and Employability Provincial Achievement Tests so that long term indicators of improvement become more valuable, CBE results are noted by Alberta Education to be at a maintenance level over the first three years of the Grade 9 Knowledge and Employability Math Provincial Achievement Test.

Grade 9 Knowledge and Employability Math			
Measure	Achievement	Improvement	Overall
Acceptable Standard	n/a	Maintained	n/a
Standard of Excellence	n/a	Maintained	n/a

Alberta Education reports results based on all students registered in a course. Achievement of the Calgary Board of Education cohort (all students enrolled) was negatively impacted by the number of students excused from writing the tests and whose results were not included in either participation or achievement rates.

The CBE had a participation rate of 84.5% compared to the Provincial participation rate of 87%. CBE participation rates were largely accounted for by the number of students who were excused from the test. 10.9% of students were excused compared to 5.6% in the Province. In the CBE, this means that 26 of the 238 students registered in the course were excused from writing the test.

More specific information about Calgary Board of Education results can be gathered by examining the results of students who wrote the test.

2012 Provincial Achievement Test Results Grade 9 Mathematics Knowledge and Employability				
	CBE		Alberta	
	Acceptable	Excellence	Acceptable	Excellence
All students	55.2	11.7	62.5	15.3
Writers	65.7	13.9	71.6	17.6

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

Board-approved Indicator |

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

Evidence of Reasonable Progress |

The Calgary Board of Education asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 students were asked to indicate the extent to which they agreed with the following statement: “I am capable of applying my knowledge of mathematics in daily life.”

In 2012 this statement was modified to “I can use my math skills in a variety of contexts, both in and out of school”.

While these statements are grouped as a three-year data set, the difference in the statement between 2010, 2011 and 2012 may account for the decline in the percentage of agreement between 2011 and 2012. Further data from the 2013 school year will assist in understanding this result. In 2012, 4207 grade 12 students responded to this question.

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

- Survey Targets
 - in 2013 – increase overall agreement to 80%

Initial Data Sets |

The Chief Superintendent's Reasonable Interpretation for Results 2: Academic Success, as approved by the Board of Trustees, introduced a number of data sets from student report cards across the Calgary Board of Education.

Many of these assessment measures were part of 2011-2012 student report cards and initial data is available. Other measures are included on 2012-2013 student report cards and will be provided as initial data in 2013. Measures to be gathered from middle/junior high school report cards will be available as data in 2014.

Initial data from student report cards add to the evidence of student achievement in Mathematics in the Calgary Board of Education. Patterns of achievement will be established as multiple years of data are collected and analyzed, and report card information will be combined with information from provincial achievement testing.

Board-approved Indicator |

Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in understanding mathematical concepts, skills and procedures; as measured by elementary school report cards.

2012 Initial Data |

Understands mathematical concepts, skills and procedures – all elementary	
Satisfactory	34.7%
Very good	34.5%
Excellent	17.5%
Total	86.7%

Understands mathematical concepts, skills and procedures						
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Total	87.8%	89.2%	87.5%	86.4%	83.9%	83.2%

Board-approved Indicator |

Percentage of students demonstrating satisfactory, very good or excellent achievement in communication skills; as measured by elementary school report cards



2012 Initial Data |

Communicates ideas and information of mathematics through writing or speaking, using manipulatives, pictures – all elementary	
Satisfactory	40.5%
Very good	31.5%
Excellent	11.6%
Total	83.6%

Communicates ideas and information of mathematics through writing or speaking, using manipulatives, pictures						
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Total	83.4%	86.2%	83.9%	83.7%	82.8%	80.2%

Board-approved Indicator |

Percentage of students who achieve 50% or above or 80% or above in culminating high school courses not included in provincial achievement testing

2012 Initial Data |

Mathematics 20-4		Mathematics 31	
50% or above	78%	50% or above	96%
80% or above	15%	80% or above	60%

Board-approved Indicator |

Percentage of students demonstrating satisfactory, very good or excellent achievement with complex learning outcomes within each discipline; as measured by elementary school report cards

2012 Initial Data |

Applies mathematical skills and strategies to solve problems – all elementary	
Satisfactory	38.1%
Very good	31.0%
Excellent	11.6%
Total	80.7%

Applies mathematical skills and strategies to solve problems						
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
Total	81.4%	83.8%	79.3%	80.2%	80.0%	77.7%



ATTACHMENT I: Capacity Building Information

ATTACHMENT II: Results 2 Reasonable Interpretation

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

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.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

CAPACITY BUILDING INFORMATION

| attachment |

Indicator

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

Factors contributing to success in the number of students achieving the acceptable standard and the standard of excellence on Mathematics Provincial Achievement Tests and Diploma Examinations include:

- a focus on mathematics and numeracy goals within school development plans
- a data orientation informing the work of schools and professional learning communities
- a focus on professional learning in support of implementing the new program of studies for Mathematics over the past three years
- a focus on formative assessment, responsive instructional practices and rigorous and relevant task design as part of personalized learning strategies
- school learning teams, area learning teams and learning specialists as support systems for teachers and principals

Areas for improvement within the subgroup of this indicator* |

- achievement at the standard of excellence in Grades 3, 6 and 9 Mathematics
- Grade 9 Mathematics Knowledge and Employability

* recognizing the instability of the Provincial Achievement Tests in these subjects

Forward Looking Actions |

Standard of excellence Grades 3, 6 and 9

- school-by-school focus on improving results through school development plans and professional learning communities
- professional learning to support the intentional integration of Mathematics with other subject areas and across the strands of the Math program of studies
- system-wide and school-by-school focus on developing learning tasks for higher order thinking skills throughout Grades 1-9

Grade 9 Knowledge and Employability

- continued system-wide and school-specific support to ensure students are enrolled in courses best matched to their learning needs and goals
- new focus on professional learning for principals and teachers to increase understanding of Knowledge and Employability courses, learning outcomes and optimal instructional tasks
- school-by-school focus on improving results through school development plans and professional learning communities



attachment**Introducing New High School Courses**

Building capacity for teachers to understand and implement the new high school Mathematics courses has been part of the work of the Calgary Board of Education in 2011-2012 and continues in 2012-2013.

Communities of Practice have been established to support the learning of high school Mathematics learning leaders and to assist them in creating professional learning within their school Math teaching teams. Learning experiences have focused on:

- Understanding similarities and differences between the previous courses and the new ones
- Assessment in mathematics
- Task design for student learning outcomes
- Examining learning resources
- Course sequencing for student success
- Sharing insights into the new Programs of Studies as they have been piloted, within the CBE and with other jurisdictions
- Understanding Alberta Education's blueprint and question formats for the new diploma exams



attachment

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

Approved May 15, 2012

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

Interpretation |

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

- The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.
- As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.
- As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.
- The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.
- The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.
- The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.



attachment | Results 2: Academic Success REASONABLE INTERPRETATION REPORT

- The Chief Superintendent interprets *competencies* to mean the set of attitudes, skills and knowledge identified by Alberta Education⁵ as crossing specific subject areas and being key to students' personal fulfilment, active citizenship and employability.
 - critical thinking, problem solving and decision-making
 - creativity and innovation
 - social, cultural, global and environmental responsibility
 - communication
 - digital and technological fluency
 - lifelong learning, personal management and well-being; and
 - collaboration and leadership.
- The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below, as well as Career and Technology Studies.
- The Chief Superintendent interprets *Arts* to mean the Fine Arts programs of study, including Art, Music and Drama.
- The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Indicators |

1. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in reading skills; as measured by elementary school report cards.
2. Percentage of middle/junior high school students experiencing success with reading skills; as measured by middle/junior high school report cards.⁶
3. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in understanding mathematical concepts, skills and procedures; as measured by elementary school report cards.

⁵ Alberta Education. (2011). *Framework for student learning: competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.*

⁶ Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.



attachment | Results 2: Academic Success REASONABLE INTERPRETATION REPORT

4. Percentage of middle/junior high school students experiencing success with mathematical concepts, skills and procedures; as measured by middle/junior high school report cards.⁷
5. Percentage of kindergarten students meeting or demonstrating strong development in meeting expectations for communication; as measured by kindergarten report cards.
6. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement with communication learning outcomes; as measured by elementary school report cards.
 - a. Communicates information and ideas through speaking
 - b. Communicates information and ideas through representing
 - c. Communicates understanding of mathematics through writing or speaking, using manipulatives, pictures
 - d. Communicates understanding of science through writing, speaking, models, pictures or demonstration
 - e. Communicates understanding of social studies through writing, speaking, models, or pictures, etc.
7. Percentage of middle/junior high school students experiencing success with communication learning outcomes; as measured by middle/junior high school report cards.⁸
8. Percentage of grade 12 students who report they can use their reading skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
9. Percentage of grade 12 students who report they can use their writing skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.
10. Percentage of grade 12 students who report they can use their math skills in a variety of contexts, both in and out of school; as measured by the Calgary Board of Education student survey.

⁷ Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.

⁸ Following a review of Calgary Board of Education middle/junior high school report cards, data for these measures are expected to be first available at the end of the 2013-2014 school year.

attachment**Results 2: Academic Success
REASONABLE INTERPRETATION REPORT**

11. Percentage of grade 12 students who report they can make connections between new ideas and prior learning; as measured by the Calgary Board of Education student survey.
12. Percentage of grade 12 students who report they can critically evaluate complex information and ideas; as measured by the Calgary Board of Education student survey.
13. Percentage of grade 12 students who report they can gather information, make connections and use reason to solve problems; as measured by the Calgary Board of Education student survey.
14. Percentage of grade 12 students who report they use creative thinking to build understanding and represent their learning; as measured by the Calgary Board of Education student survey.
15. Percentage of grade 12 students who report they can select and combine ideas in a meaningful way; as measured by the Calgary Board of Education student survey.

Students will:

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

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



attachment | Results 2: Academic Success REASONABLE INTERPRETATION REPORT

Interpretation |

- The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.
- The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.
- The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations.
2. Percentage of students who achieve 50% or above and 80% or above in culminating high school courses not included in provincial achievement testing.
 - a. Mathematics 30-4
 - b. Spanish Language Arts 30
 - c. Mathematics 20-4, Mathematics 31
 - d. Science 24, Science 20-4
 - e. Social Studies 20-4
 - f. Physical Education 10 – 3 credit and 5 credit, Physical Education 30
 - g. Art 30, Choral Music 30, General Music 30, Instrumental Music 30, Drama 30
 - h. French as a Second Language 30, Chinese (Mandarin) Language and Culture 30, German Language and Culture 30, Spanish, Language and Culture 30
 - i. Career and Technology Studies advanced-level courses in Business, Administration, Finance & Information Technology (BIT), Health, Recreation & Human Services (HRH), Media, Design & Communication Arts (MDC), Natural Resources (NAT), and Trades, Manufacturing & Transportation (TMT).



attachment

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

3. Percentage of students meeting or demonstrating strong development in meeting expectations complex learning outcomes in Mathematics and Mathematics; as measured by kindergarten report cards.
 - a. Mathematics
 - i. Comprehends different kinds of text
 - b. Mathematics
 - i. Applies mathematical skills and strategies to solve problems
4. Percentage of students demonstrating satisfactory, very good or excellent achievement with complex learning outcomes within each discipline; as measured by elementary school report cards.
 - a. Mathematics
 - i. Comprehends different kinds of text
 - ii. Writes to develop, organize and express information and ideas
 - b. Mathematics
 - i. Applies mathematical skills and strategies to solve problems
 - c. Science
 - i. Applies scientific processes and skills while creating/solving problems
 - d. Social Studies
 - i. Gathers, analyzes and evaluates information
 - e. Physical Education
 - i. Acquires and applies basic skills
 - f. Art, Music, Drama
 - i. Applies skills and knowledge
 - g. Languages
 - i. Responds to other's ideas and viewpoints
5. Percentage of students experiencing success with complex learning outcomes within each discipline; as measured by middle/junior high school report cards.⁹
6. Percentage of academic learning objectives met by students whose achievement is reported through their Individual Program Plans.

⁹ Following a review of Calgary Board of Education middle/junior high school report cards, data for these measures are expected to be available at the end of the 2013-2014 school year.



attachment

Results 2: Academic Success REASONABLE INTERPRETATION REPORT

7. Percentage of students in specialized programs and unique settings who are reported to meet academic learning objectives through program-specific report cards.¹⁰
8. Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.
9. Percentage of students eligible for the Rutherford Scholarship.
10. Mean grade level on Advanced Placement exams.
11. Mean grade level on International Baccalaureate exams.

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

Interpretation |

- The Chief Superintendent interprets *technologically fluent* to mean Alberta Education's learning competency "digital and technological fluency" in which students "competently use information and communication technologies as tools in a variety of digital environments and media".¹¹
- The Chief Superintendent interprets *critically, ethically and safely* to mean that students make reasoned, reflective judgments about what to do or believe as they work to meet their learning goals.

Indicators |

1. Percentage of grade 4 students who report they can use technology to help them learn; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.

¹⁰ Following a review of Calgary Board of Education specialized program report cards, data for these measures are expected to be available at the end of the 2013-2014 school year.

¹¹ Alberta Education. (2011). *Framework for student learning: competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*.



attachment | **Results 2: Academic Success** **REASONABLE INTERPRETATION REPORT**

2. Percentage of grade 4 students who report they can use technology to communicate with others; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey.
3. Percentage of grade 7, 10 and 12 students who report they are confident in their abilities to use digital technologies in support of their learning; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
4. Percentage of grade 7, 10 and 12 students who report they are capable of using digital technologies to communicate effectively with others; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
5. Percentage of grade 7, 10 and 12 students who report they can use technology to investigate and solve problems; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.
6. Percentage of grade 7, 10 and 12 students who report they can assess critically the information presented in a variety of online environments; as measured by CBE-specific questions on Alberta Education's Accountability Pillar Survey and the Calgary Board of Education student survey.

**operational
expectations
monitoring report**

Monitoring report for
the school year
2011-2012

January 8, 2013

OE-6: FINANCIAL ADMINISTRATION

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Financial Administration, the Chief Superintendent certifies that the proceeding information is accurate and complete.

Signed: Naomi Johnson Date: Dec. 7/12
Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Financial Administration, the Board of Trustees:

- ☐ Finds the evidence to be fully compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds the evidence to be noncompliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



operational expectations monitoring report

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

Board-Approved Interpretation |

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

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

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

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

Board-Approved Indicator of Compliance |

Quarterly variance report showing:

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



Evidence of Compliance |

In the 2011-12 fiscal year, quarterly variance reports were presented to the Board of Trustees on the following dates:

- First Quarter 2011-12 Operating – December 20, 2011
- Second Quarter 2011-12 Operating – May 15, 2012 (within the Chief Superintendent's Update report)
- Third Quarter 2011-12 Operating – June 19, 2012 (within the Chief Superintendent's Update report)
- Fourth Quarter 2011-12 Operating – December 4, 2012 (within the Chief Superintendent's Update report)

In every case, reports contained line by line variances as described in the above indicator and there was a positive net operating surplus variance.

The Chief Superintendent will:

6.1	Ensure that payroll and debts of the organization are promptly paid when due.	one of three indicators was achieved
-----	---	--------------------------------------

Board-Approved Interpretation |

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

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

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

Board-Approved Indicators of Compliance |

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

Evidence of Compliance |

1. For the period of February 2012 to August 2012 payroll accuracy was 99.24%.

The measurement of Payroll Accuracy was enabled through the negotiation of the new Payroll Services Agreement (PSA) with TELUS Sourcing Solutions Inc. Previous to the PSA, the measurement of payroll accuracy was not available. Consequently the period of measure for this report begins in February 2012, after the effective date of the PSA.

During the period of measure, there were two incidents. These incidents resulted in payroll calculation errors.

2. 99.9% of payments to employees are made in accordance with Employment Standards Code (ten days).

This indicator, like the previous, is partially impacted by the introduction of the measures in the new Payroll Services Agreement. Measuring adherence to Employment Standards Code of paying employees within 10 days requires the accumulation of the total number of employee payments in a month, which were not officially tracked until February. However, there are typically 23,000 payments in a month and this figure was used from September 2011 to January 2012 to enable the calculation.

The target of 100% was not achieved during the period of the report. The frequency of errors ranged from a low of 3 to a high of 38, in a calendar month. Often, delays in processing employee payments are as a result of late paperwork being sent into HR.

3. 100% of all non-salary debts were paid without being charged late payment fees.

The CBE upgraded its Oracle financial system to version 12.1.3 on July 3. A number of implementation issues occurred, and some vendors were paid late. However, in no cases did this result in late payment fees being charged.

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

Board-Approved Interpretation |

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



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

To achieve these objectives, the Calgary Board of Education uses a variety of procurement or solicitation instruments to ensure that the cost of the procurement process, to both vendors and the Calgary Board of Education, is appropriate in relation to the value and complexity of each procurement and that procurement in “exception” circumstances is consistent with best practice. In this case, “exception” is a situation in which normal purchasing processes may not occur, such as sole sourcing due to proprietary acquisitions, emergency situations, warranty requirements, patent rights, license agreements or other obligations which may prevent Purchasing Services from using the normal competitive bidding or formal bidding processes and is in the best interest of the Calgary Board of Education. The following summarizes the controls applied by Administration for “exceptions”:

For emergency conditions, (defined as “a condition which, in the opinion of a designated Calgary Board of Education employee, loss of life or property may occur if immediate action is not taken”), authority to purchase without competitive quotes is delegated to:

- the signing authority, for purchases less than \$5,000;
- Supply Chain Services Buyer positions for purchases greater than \$5,000 but less than \$25,000;
- the Manager, Strategic Sourcing for purchases greater than \$25,000 but less than \$50,000; and
- the Director, Supply Chain Services for purchases greater than \$50,000.

For all other exceptions, as defined above, authority for exceptions to the usual purchasing requirement is delegated to:

- the Director, Supply Chain Services, for purchases between \$5,000 and \$200,000; and
- the Treasurer, for purchases over \$200,000.

Decisions with regard to exceptions are based on sole source justifications submitted by the signing authority.

These processes are delineated in Administrative Regulation 7001.

Board-Approved Indicator of Compliance |

A report summarizing:

1. any purchases made that are non-compliant with either The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, or any Acts/Regulations specifically relevant to the CBE.

2. any “exceptions” that were executed without the appropriate approval; and
3. all “exceptions” in excess of \$200,000 where sole source justification was deemed acceptable.

Evidence of Compliance |

This indicator was approved by the Board of Trustees on September 18, 2012. A report with the requested data is attached, and is summarized below.

1. There were no purchases made during the year that were not compliant The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, or any Acts/Regulations specifically relevant to the CBE.
2. There were 11 exceptions that were executed without prior approval. Seven of these had sole source justification and would have received the approval if sought.
3. There were 11 vendors with contracts valued over \$200,000 where sole source justification was deemed acceptable.

6.3 Coordinate and cooperate with the Board's appointed financial auditor for the annual audit.	The indicator was achieved
---	----------------------------

Board-Approved Interpretation |

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the external auditor has reported that administration has appropriately coordinated and cooperated with them.

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

Board-Approved Interpretation |

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

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

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

Bad debt expense for student fees in 2011-12 was \$514,406 representing 2.6 percent of revenue that may incur a bad debt expense.

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

Board-Approved Interpretation |

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

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

The audited financial statements were presented to the Board of Trustees November 27, 2012 with an unqualified opinion.

The Chief Superintendent shall not:

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

Board-Approved Interpretation |

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

The 2011-12 audited financial statements showed a net operating surplus of \$626,000.

6.7 Indebt the organization.	The indicator was achieved
------------------------------	----------------------------

Board-Approved Interpretation |

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

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

There were no new debt arrangements in the 2011-12 fiscal year.

6.8 Expend monies from reserve funds.	The indicator was achieved
---------------------------------------	----------------------------

Board-Approved Interpretation |

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

Indicator of Compliance |

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

Evidence of Compliance |

The approval to expend funds from reserves in the 2011-12 year was provided in the approval of the 2011-12 Operating Budget on May 29, 2012. Reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 6, 2012.

6.9 Transfer monies between operating reserves, capital reserves or committed operating surplus.	The indicator was achieved
--	----------------------------

Board-Approved Interpretation |

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

Actual reserve transfers (reflecting the actual expenditure of reserve funds) were approved by the Board of Trustees on November 6, 2012.

6.10 Allow any required reports to be overdue or inaccurately filed.	The indicators were achieved
--	------------------------------

Board-Approved Interpretation |

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

Board-Approved Indicators of Compliance |

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

Evidence of Compliance |

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

6.11 Receive, process or disburse funds under controls that are insufficient.	The indicator was achieved
---	----------------------------

Board-Approved Interpretation |

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

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

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

Board-Approved Indicator of Compliance |

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

Evidence of Compliance |

Attached is a letter from the Chair of the Audit Committee informing the Board of Trustees that the auditors did not find evidence of insufficient internal controls for receiving, processing or disbursing funds.

ATTACHMENT I: OE 6: Financial Administration – Capacity Building

ATTACHMENT II: OE 6: Financial Administration – Report on compliance with purchasing standards

ATTACHMENT III: Letter from Lynn Ferguson, Chair, Audit Committee

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

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.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

| attachment |

OE-6: Financial Administration**Capacity Building Information**

Administration is addressing the achievement of selected indicators as follows:

December 4, 2012

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

Indicator 1: 99.5% accurate and complete pays for the pay runs completed in each month compared to the total number of pays required for such pay runs.

Human Resources initiated the eHR Project (PeopleSoft upgrade), which will include a number of functional improvements including an automated recruitment system to support Talent Management and spring staffing, as well as improvements in position management. It is anticipated with these new tools, there will be improvement in payroll accuracy.

Indicator 2: 100% adherence with respect to payment of earnings requirements in the Employment Standards Code

Just as with the previous indicator, the tools made available through the eHR Project should increase the timelines of employee payments. Additionally, HR Talent Management recently completed a number of changes specifically aimed at improving the processing of transactions which directly impact payment timeliness.

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

Finance and Supply Chain Services will be conducting awareness and training sessions on Operational Expectations and Indicators of Compliance for further improvement.



attachment

OE-6: Financial Administration

Report on Compliance with Purchasing Standards

1. ***Any purchases made that are non-compliant with The Agreement on Internal Trade, New West Partnership Trade Agreement (NWPTA) between British Columbia, Alberta and Saskatchewan, or any Acts / Regulations specifically relevant to the CBE.***

There are no items in this category.

2. ***Any “exceptions” that were executed without the appropriate approvals;***

The following is a list of “exceptions” (i.e. contracts) that were executed during the year without appropriate approvals, with an indication whether the sole source/single source was justified.

No.	Vendor	Description	Single Source or Sole Source was Justified
1	Blue Era	Executive search to fill HR business partner roles.	No
2	Mastel	Executive search and outplacement consultation services to employees whose employment with CBE was terminated.	No
3	Refinery Consulting	Instructional design services to develop learning materials.	No
4	SMB Computing Services	Instructional design services to develop learning materials.	No
5	High Clouds Incorporated	Harassment investigation services.	Yes
6	Fierce Conversation	Workshop books and material for leadership development program adopted by CBE.	Yes
7	Shavlik Technologies	NetCheck security patching tool for servers and systems.	Yes
8	Education Canada	Employment advertisement services.	Yes
9	Deborah Prowse	Harassment investigation services.	Yes
10	Canada Post	Secure postal code address data file.	Yes
11	GoE Base	Annual subscription for templates, tools and coaching tips.	Yes



| attachment |

OE-6: Financial Administration

Please note the following:

- CBE has a rigorous process in place for purchase of goods and services in excess of \$75,000.
- Goods and services below \$75,000 (but more than \$5,000) require competitive quotes or sole source justification. The list above includes 11 items – seven of these items had sole source justification but there is no evidence of proper documentation. Sole source could not be justified in four cases.

3. ***all “exceptions” in excess of \$200,000 where sole source justification was deemed acceptable.***

The following is the list of contracts in excess of \$200,000 that were executed during the year with sole/single source justification.

No.	Vendor	Description
1	AON Reed Stenhouse	Insurance premium and brokerage services
2	Davis LLP	Appointment of an interim legal counsel
3	Respect Group	Online training program (respectful workplace) for school leaders and coaches.





**Calgary Board
of Education**

Audit Committee

cbe.ab.ca

November 14, 2012

Board of Trustees
Calgary Board of Education

Dear Trustees,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG, regarding their audit of CBE's financial statements for the 2011-12 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

1. That administration has appropriately coordinated and cooperated with the external auditors, and
2. That KPMG reported no significant deficiencies in controls for how funds are received, processed or disbursed.

Sincerely,

A handwritten signature in blue ink that reads "Lynn Ferguson".

Lynn Ferguson
Chair, Audit Committee
Trustee, Wards 3 & 4

c.c. Naomi Johnson, Chief Superintendent of Schools

report to Board of Trustees

Policy Committee Liaison Report

Date	January 8, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Information
Originator	Trustee Joy Bowen-Eyre, Chair, Policy Committee Trustee Pat Cochrane, Member, Policy Committee Trustee Sheila Taylor, Member, Policy Committee
Governance Policy Reference	GC-5: Board Committees

1 | Recommendation

- THAT the Board of Trustees approves the amendment of GC-2E: Trustee Remuneration, in accordance with Attachment 1 of the Board Report; and
- THAT the Board of Trustees approves that the disclosure of trustees' expense information will comply with the Alberta Government's *Public Disclosure of Travel and Expenses Policy*, effective September 1, 2012; and
- THAT the Board of Trustees approves that trustees' expense information for the 2011/12 school year will be disclosed in the format in which it was prepared, subject to the redaction of personal information as required by the *Freedom of Information Protection of Privacy* legislation.
- THAT the minutes of the Policy Committee meeting of December 10, 2012 be received for information.



2 | Background

On November 27, 2012 the Board of Trustees approved the establishment of a Policy Committee. A follow-up motion was passed as follows:

THAT the Board of Trustees directs the Policy Committee to report to the Board on December 18, 2012 with a policy recommendation to facilitate operationalization of public reporting on trustee expenses.

On December 10, 2012 the Policy Committee met to discuss a policy recommendation; the minutes are attached.

We are pleased to recommend a policy solution to address this issue. In September the Premier of Alberta Government announced a new expense and disclosure policy. While the new policy does not directly apply to school jurisdictions, it is an opportunity for school boards to operate more openly and transparently and to ensure that all Albertans can witness the responsible stewardship of taxpayers' dollars.

The Board of Trustees of the Calgary Board of Education is proud to follow the lead of the government and to adopt a policy and board resolutions that will comply with the provincial policy.



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-2E: Trustee Remuneration

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

A. Taxable Honoraria, Benefits and Allowances

1. Effective November 1, 2009, Trustees' honoraria will be \$46,618 per annum paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.
2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$10,476 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,238 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 10% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 10% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,100 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B. Reimbursable Expenses

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



meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Conference costs to attend the Canadian School Boards Association annual conference and the Alberta School Boards Association semi-annual conferences will be charged to the Board of Trustees' general travel account in accordance with established practices.
4. Trustees' expense information will be publicly disclosed on a regular basis.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking paid for from the Trustees' Office budget. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. At the end of each Trustee's service, such Trustee shall be entitled to a retiring allowance to ease the transition from such service, in accordance with the following schedule:
 - (a) A Trustee whose service ends at the end of his/her first term shall receive a retiring allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;
 - (b) A Trustee whose service ends following the completion of two or more terms shall receive a retiring allowance equal to one month's honoraria per year of continuous service to a



maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and

- (c) Notwithstanding a) and b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a retirement allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
3. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off site work place.

Adopted: May 1, 2012 (content)

Reclassified From GP-12E to GC-2E: September 4, 2012





**Calgary Board
of Education**

**Minutes of the Meeting of the Policy Committee
held on Monday, December 10, 2012 at 12:00 noon
in Room S308, Education Centre, 1221 – 8 Street SW, Calgary, Alberta**

In Attendance:

Trustee Joy Bowen-Eyre, Chair, Policy Committee
Trustee Pat Cochrane, Policy Committee Member
Trustee Sheila Taylor, Policy Committee Member

The meeting was called to order at 12:15 p.m.

The committee met to discuss various options regarding how best to respond to the Board's request for the Policy Committee to report to the Board on December 18 with a policy recommendation to facilitate the operationalization of the public report on trustee expenses.

The committee considered possible placements within the Board's governance policies and will recommend amending GC-2E as a policy statement regarding the public reporting of trustees' expenses. In addition, committee members agreed to recommend two board resolutions: one to address the ongoing current processes that will comply with the government's policy, and another to address the disclosure of trustees' last year's expenses.

The meeting adjourned at 12:55 p.m.

report to Board of Trustees

Correspondence

Date	January 8, 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 November 14, 2012 from Trustee Lynn Ferguson, Audit Committee Chair to the Board of Trustees confirming the external audit by KPMG for the 2011-12 fiscal year was completed with cooperation of administration and that KPMG has reported no significant deficiencies in controls.
- Email dated December 10, 2012 from Jacquie Hansen, President, Alberta School Boards Association, to Board Chairs regarding Tripartite Update #18, containing a letter from the Minister of Alberta Education about the government's offer to the Alberta Teachers' Association.
- Email dated December 18, 2012 from the Honourable Tim Wiles, Deputy Minister of Alberta Education, to all Superintendents of Public, Separate, Francophone and Charter School Boards, regarding the discontinuation of use of non-breakaway lanyards.

Attachments





**Calgary Board
of Education**

Audit Committee

cbe.ab.ca

November 14, 2012

Board of Trustees
Calgary Board of Education

Dear Trustees,

The Audit Committee has met with the Calgary Board of Education's external auditors, KPMG, regarding their audit of CBE's financial statements for the 2011-12 fiscal year. As Chair of the Audit Committee, I am pleased to confirm:

1. That administration has appropriately coordinated and cooperated with the external auditors, and
2. That KPMG reported no significant deficiencies in controls for how funds are received, processed or disbursed.

Sincerely,

A handwritten signature in black ink that reads "Lynn Ferguson".

Lynn Ferguson
Chair, Audit Committee
Trustee, Wards 3 & 4

c.c. Naomi Johnson, Chief Superintendent of Schools

*Note: The attached letter from the Minister to the ATA was released publicly by the Minister on December 7, 2012.

From: Jacquie Hansen [jhansen@gsacrd.ab.ca]
Sent: Monday, December 10, 2012 10:48 PM
To: Jacquie Hansen
Subject: Tripartite Update #18
Dear colleagues.

As you know, the minister met with the president of the ATA, Carol Henderson, last Friday and asked the ATA to consider an offer from government, before they made the decision to return to local bargaining.

I have attached a copy of the letter to Ms. Henderson, which outlines the government's offer. This letter is sent to you in confidence to be shared only with your board and senior administration.

We have not heard the ATA response as I write this, but I expect it will be soon. Whatever the response, I wanted you to know what the offer was.

You should be aware, that this was the government's offer to the ATA, and does not necessarily address the ASBA's "sticking points".

Once we are aware of the ATA's response, I will communicate with you again. In the meantime feel free to refer requests for comment from the media to me.

We may need to call a meeting, depending on how things unfold. Please keep your eye on your email.

Warm regards,

Jacquie.

Jacquie Hansen
President, Alberta School Boards Association
r 780-460-5823
c 780-918-9752



Office of the Minister
MLA, Athabasca-Sturgeon-Redwater

December 6, 2012

Carol Henderson
President
Alberta Teachers' Association
11010 – 142 Street
Edmonton, AB T5N 2R1

Dear Ms. Henderson:

I want to begin by thanking you and your staff for your commitment to these contract negotiations. I realize this has been a long process, but I'm sure you will agree that it is important that we take the time we need to build an agreement that offers the best educational experience we can for Alberta's students.

While I was surprised by your decision to step away from the tripartite table, I respect your decision. That said, before you return to local bargaining, I respectfully request that you consider this alternative proposal.

You will note that we agree on many factors. We agree that Alberta's exceptional reputation as having one of the best education systems in the world is in many ways thanks to the thousands of highly skilled men and women who work as teachers. Other than parents and their families, the single biggest contributor to success for a child's education is their teacher.

We also agree that, as in many professions, the role of a teacher is rapidly changing. These changes bring with them many challenges. In 2009, as part of *Inspiring Education*, thousands of Albertans – including educators – described their vision for learning in the 21st century. Albertans described how teachers are moving from a knowledge authority to an architect of learning – one who plans, designs and oversees learning, one who collaborates with resources beyond the walls of the school to incorporate more supports and opportunities for children and their families.

As our education system continues to evolve, teachers are being called on to consider the unique needs and abilities of individual students more than ever before. To be successful, teachers need to have the resources, supports and professional development opportunities they need to make this transition. As Government, we need to ensure our legislation, regulations and policy are aligned to give teachers the tools they require to help students succeed and give parents assurance that their children are taught by the world's best.

Alberta

.../2

As you outlined in your letter to Premier Redford, any agreement between the Alberta Teachers' Association, the Alberta School Boards Association and the Government of Alberta must move us closer to realizing the vision of *Inspiring Education*. I agree.

This proposal, a response to the Alberta Teachers' Association November 30, 2012 proposal, does that by laying a foundation for workload balance; offering opportunities for professional development; and maintaining our teachers as the best paid among all the provinces, all while ensuring what is in the best interest of Alberta students.

The Government proposal also makes teachers, along with students, their parents and Albertans, partners in the design of our education system – in its curriculum, competencies and assessment. In short, it moves us – all of us – closer to the vision of *Inspiring Education*.

Where we agree

Let me begin by reiterating the areas where the Government of Alberta substantially agrees with the proposal offered by the Alberta Teachers' Association.

A long-term agreement

Government agrees that a minimum **four-year agreement** is in the best interest of Alberta students and their families. This allows teachers, as professionals, to get on with the business of teaching without the distraction of negotiations. It also gives teachers, school boards, communities and Government time to continue the critical work of transforming the education system to meet the demands of the 21st century.

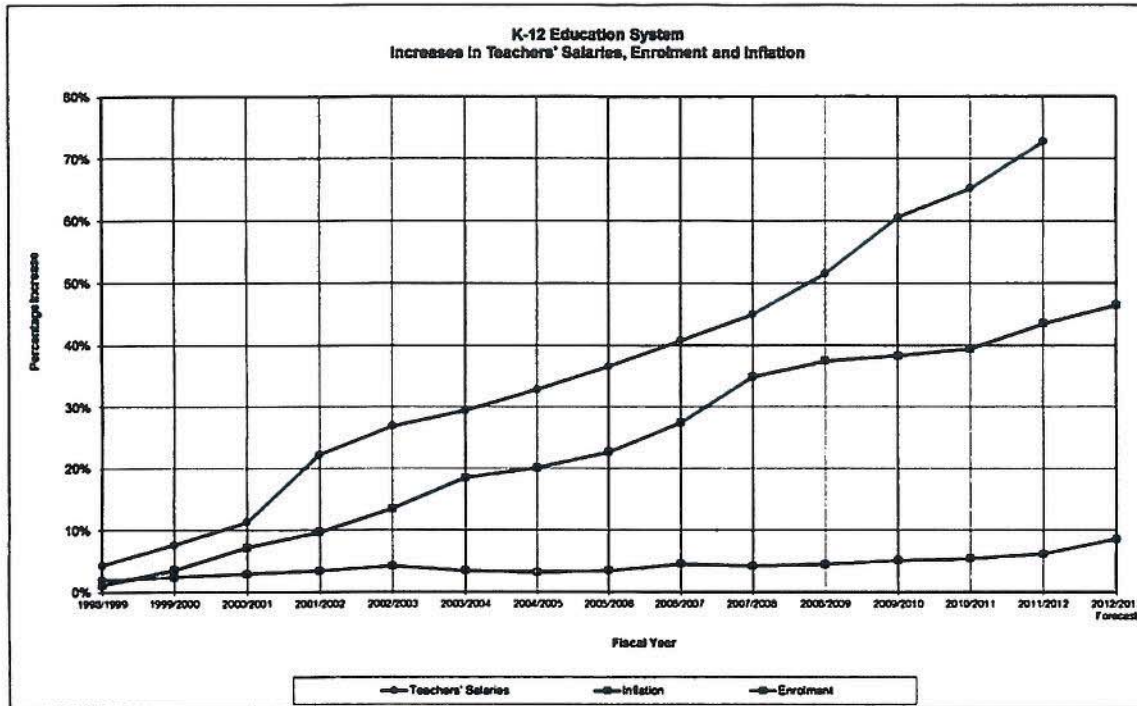
Maintaining high compensation levels

Great teachers are an investment in Alberta's future. Albertans want the world's best teaching in our classrooms and are willing to pay to recruit and retain the talented teachers that make our system so successful.

That is why, since 2006, teachers' compensation has increased by 26 per cent, including a \$1,500 lump sum payment. The Government of Alberta has also assumed the unfunded liability for the teachers' portion of the Teachers' Pension Plan at a cost of \$2.2 billion (which added another three per cent to teachers' take-home pay).

Thanks to that investment in education, Alberta teachers with 10 years of experience are now earning an average of \$92,300 a year, significantly higher than the national average of \$77,105.

The chart below shows how Alberta teachers' salaries have increased since 1998 relative to inflation and student enrolment. These increases over the previous contract are an important component of our investment in education; however, in the current fiscal climate similar increases cannot be sustained and investments in other supports are required.



Alberta is currently facing a challenging fiscal situation with Government revenues forecast to be much lower than originally expected. That is why the Government of Alberta initially proposed **more modest increases of 0 per cent, 0 per cent, 1 per cent and 3 per cent** over the term of this contract. To be clear, this is in addition to annual grid increases of approximately five per cent for teachers who have not yet reached the ceiling on the 10-year grid. I am pleased that the Alberta Teachers' Association has accepted our salary offer.

Investing in classrooms

Today's classrooms feature a mix of cultures, first languages and abilities. Diversity in the classroom is one of the great strengths of our system. It exposes our children to a wealth of ideas and perspectives and teaches respect and understanding for others. I also appreciate that it can present challenges for teachers to provide meaningful, engaged learning opportunities for many different students at different learning levels in a variety of learning environments.

We cannot expect that every child in the classroom will learn in the same way. Increasingly, differentiated instruction will be required to allow all children to succeed. To meet the needs of this increasingly diverse classroom, teachers will be required to have a broad range of skills and resources.

The Government of Alberta has heard the concerns of teachers about the challenges they face in our changing classrooms. As I have visited schools across the province, teachers have told me they need more support. They have called on Government to address issues that are at the heart of their current workload concerns. Specifically, teachers have called on me to:

- Provide more supports for inclusive classrooms;
- Reduce classroom size; and
- Fund more teacher assistants in the classroom.

To **support inclusive education** Government is investing nearly \$375 million this year. That is a 22 per cent increase over the previous year, or \$68 million, to support children who require additional learning supports and programming. This is an important investment for our students. Government commits to maintain this investment and increase it over the next two years.

We also commit to increasing our investment in the Class Size Initiative, which has seen more than \$1.6 billion in supports since the program began. This year, \$232 million is being invested specifically to support **smaller class sizes** in the lower grades.

A commitment to add more resources for teachers

We are also prepared to invest in new supports for teachers. To reiterate our previous offers:

Government proposes an **additional \$10.5 million in annual funding** specifically to create an additional 200 full-time equivalent educational assistants positions to support classroom teachers and give them more time for lesson planning, collaboration and teaching.

Or...

If teachers would prefer, we could take those dollars and use them to increase salaries in divisions where teacher salaries are below the provincial average as outlined in the Alberta Teachers' Association proposal.

Regardless of which choice your membership selects, we also remain committed to **investing in new schools** to relieve pressure in our growing communities and to create new spaces for Alberta's children.

Addressing workload

Throughout the current contract negotiations, all parties have acknowledged that workload is teachers' biggest issue. And we have proposed and agreed on many ways forward to begin to address workload.

Some challenges will be tackled with investment in the areas already mentioned. However, in other areas we need to understand more about what contributes to workload issues.

Therefore, the Government of Alberta will conduct an **internal review** – in addition to similar reviews by each school jurisdiction – to look at how teacher workload can be reduced without impacting the educational experience of our students. If there are tasks that can be eliminated, they will be. If there are efficiencies that can be found, they will be implemented.

In addition, **Government will fund a third-party study** that will examine teacher workloads in more depth over different times in a school year and in a variety of teaching environments to better understand the specific circumstances contributing to teacher workload.

Reports from all these reviews – the Government's, those conducted by each school jurisdiction and the third-party analysis – will be shared with all parties. It is anticipated the reports on the school jurisdiction and Government reviews will be available by April 30, 2013. The timing for the third-party report will be determined as the study's terms of reference are finalized.

Working together to improve education

Government wants to work with teachers as professionals to further support the transformation of Alberta's education system to ensure it is truly focused on students. We also want to work together to support the continuous improvement of the teaching profession.

As such, Government proposes to establish a **Teacher Development and Practice Committee**, which will replace the Council on Alberta Teaching Standards. The committee will advise the Minister with respect to the teaching profession within the overarching vision of *Inspiring Education*.

The role of the committee will include:

- Providing advice based on the results of the third-party study on the workload of teachers;
- Advising the Minister on the role of the teaching profession in the 21st century, leadership quality, educational research, professional development and other matters of interest to the Minister;
- Providing input on the need for a continuing education requirement for all certificate holders, anticipated to be administered by the Association;
- Providing insight on the development and implementation of renewed Teaching Quality Standards;
- Overseeing the Excellence in Teaching Award program to recognize, celebrate and share stories of exceptional teaching; and,
- Advising the Minister on any legislative, regulatory or policy changes impacting the teaching profession.

Members of the Teacher Development and Practice Committee will be appointed by the Minister of Education from education stakeholder groups; business and community; post-secondary institutions; and the public. Half of the committee members will be certificated teachers currently teaching in the classroom who are members of the Alberta Teachers' Association.

The Alberta Teachers' Association will select the vice-chair of the committee from the committee's membership. To ensure an independent view, the chair of the committee will be appointed by the Minister, but will not be a representative of government, the Alberta Teachers' Association or the Alberta School Boards Association. Members will be expected to bring their own perspectives to the table, rather than simply reflecting the bargaining position of their parent organization.

The Minister of Education also proposes to enact a **Ministerial Order on teacher workload**, with an expiry date of August 31, 2016, to articulate how we will work together to frame workload expectations going forward.

The Order will:

- Require Alberta Education and school jurisdictions, guided by the findings of the internal reviews, to reduce the number of tasks outside the classroom they assign teachers.
- Direct superintendents and principals to work to balance the workload of teachers over the school year while meeting the needs of the school community.
- To ensure stability, maintain the “hard caps” on assignable work hours for those school divisions where they expired at the end of the last contract until other means of addressing workload issues are identified or the end of this agreement, whichever comes first.
- For jurisdictions without assignable hard caps, create an independent review mechanism for resolving teacher disputes related to workload. Where resolution cannot be reached with the principal, the superintendent will appoint an independent individual to investigate and report back to the teacher and superintendent, who will make a final decision.
- Ensure time is dedicated from currently allotted non-instructional days or those times when students are not in attendance to allow classroom teachers to collaborate with colleagues in a professional learning community and address goals of the teacher’s professional growth plan.
- Grant principals two paid personal leave days and vice-principals one paid personal leave day, in recognition of their unique responsibilities and workload.
- Require each school division to establish a Teacher Board Advisory Council, with membership from the school board and a teacher from each school to meet regularly and facilitate discussion on matters related to the teaching community.

For the term of the agreement, Government also proposes to create a **Tripartite Committee** to ensure senior leaders within the Government of Alberta, the Alberta School Boards Association and the Alberta Teachers’ Association work in partnership to help develop and nurture key initiatives for the education system that Albertans articulated as part of *Inspiring Education*.

Finally, we also agree to work with the Alberta School Boards Association and the Alberta Teachers’ Association to encourage **pilot projects** within individual school jurisdictions to implement aspects of *Inspiring Education*.

Where we disagree

While Government agrees with many elements of the proposal presented by the Alberta Teachers’ Association, we continue to disagree on three critical factors.

Hard Caps on Hours Worked

The first is the proposal to permanently expand implementation of hard caps on hours of work and assignable time to all Alberta schools. Government has expressed our willingness to compromise and accommodate the concerns of the Alberta Teachers’ Association and maintain those caps that already exist until a suitable replacement is identified.

However, based on the feedback of teachers in jurisdictions that already have hard caps on assignable time, we maintain that these caps are not an effective tool to resolve concerns about workload. Indeed, a recent study cited by the Alberta Teachers' Association concluded that teachers work an average of 55 hours a week. While insightful about the workload of teachers, the study also says much about the impact of current attempts to solve the challenge. The study in question is a sample of teachers who all have hard caps as part of their current contract. And despite these caps, workload remains an issue.

Caps do nothing to actually reduce the burden on teachers. Great teachers, as professionals, do not punch a clock. Educators have been calling on Government for years to move away from a factory-based education model that rewards students for minutes spent at a desk, toward a more flexible system that allows students to learn at any pace, in any place and in more relevant ways.

We also maintain that caps on assignable time would likely result in significant challenges for small rural schools. These areas with smaller student population densities and a limited pool of available staff could quickly find themselves in circumstances where introduction of such a policy will result in school closures and/or increased class size.

As an alternative to hard caps, the Government of Alberta proposes we address workload concerns by adding supports, investing more into classrooms and taking actions above so that we can have a meaningful impact on the education of students.

Veto Clause

Secondly, the Government of Alberta will not abdicate its responsibility to assure excellence in education. This is a sacred trust which requires us to develop legislation, regulations, policies and standards that are in the best interest of Alberta's children. While no specific changes are contemplated, we will not agree to freeze the profession in time like we did in 2007 or effectively give the ATA a veto while we work to evolve all other aspects of education.

Through *Inspiring Education*, Albertans have called on all partners in education to work to improve our education system. Teachers have called on Government to improve the supports available to them so they can concentrate on teaching. Parents expect our programs to evolve to ensure their children have access to the best educational opportunities we can give them. We need to work together toward innovation and transformation, rather than limit ourselves through inflexible terms in collective agreements.

The Alberta Teachers' Association proposal of a "comfort clause" would limit Government's ability to establish legislation, regulations or even policy to support teachers or to implement continuous improvements to the standards of practice in the classroom and assure that the standards are met.

If we agreed to make no changes, we would be tying teachers and students to a 20th century model of education. We would also risk losing our position as one of the best education systems in the world. We will, however, as part of this agreement, commit to work through the proposed Teacher Development and Practice Committee to give the ATA a strong presence and voice in any dialogue related to the teaching profession. We will also affirm that the Alberta Teachers' Association will be consulted on any potential changes related to the teaching profession.

Local Bargaining/Dispute Resolution/Arbitration

Government also disagrees with the exception proposed by the Alberta Teachers' Association for **local bargaining, dispute resolution and arbitration**. It is important that school boards be given flexibility to negotiate local issues not addressed by a tripartite agreement. We agree that boards should do so within the one per cent grant increase they have been promised. Where we disagree is the exception clause that would allow boards to go above that one per cent. This exception could result in significant increases in costs for school boards and taxpayers that would violate the spirit and intent of a tripartite agreement, which was mandated to give cost certainty with respect to compensation.

In conclusion

This proposal is based on months, indeed years, of ongoing discussion with both the Alberta Teachers' Association and the Alberta School Boards Association. I feel it represents a reasonable, sustainable path for us to work together to fulfil the vision of *Inspiring Education*. It provides certainty that workload issues will be addressed and that Alberta teachers will continue to be well paid. It provides certainty that teachers, as professionals, will have significant input into changes to our education system. Above all, it will allow all of us to put students first.

Again, I urge you to consider this proposal. I will also be sharing this with the Alberta School Boards Association, and will request that they consider it and share it as well. I believe it represents an approach that benefits us all – teachers, families, education stakeholders, communities and most importantly students.

Sincerely,



Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

Attachment

cc : Honourable Alison Redford, Q.C.
Premier

Ms. Jacquie Hansen
Alberta School Boards Association

ATA PROPOSAL	GOVERNMENT RESPONSE
September 1, 2012 to August 31, 2016	Agree
Salary grid and allowance rate increases of: 0% effective 2012 09 01 0% effective 2013 09 01 1% effective 2014 09 01 3% effective 2015 09 01	Agree
Increases applied to salary rates for boards below provincial average to bring them equal to provincial average effective 2013 02 01 (total cost in 2012–13 of 0.15%)	Provided an alternative for consideration
Other enhancements to be negotiated locally and not to exceed a total cost of 1% of the base instructional grant over the four years	Agree in principle, as long as <u>all</u> enhancements stay within the 1% grant
Government and school board initiated tasks teachers are required to perform to be modified, reduced or dropped	Agree in principle
Research study on teacher work	Agree in principle
Establishment of a Teacher Development and Practice Council to advise the Minister on matters of concern to the teaching profession	Agree in principle, but have provided alternative membership criteria and appointment process
Ministerial Order on teacher work: <ul style="list-style-type: none"> • School jurisdictions and government make best efforts over the term to reduce tasks currently performed. • Progress is made toward the established norms of 907 hours of instruction and 1,200 hours of assigned time in each school year, but providing for increased time when required. • Lieu time for administrators, counselors and others who are required to work more days than required by law. • Guaranteed PD time within existing allocations to focus on teacher identified priorities 	<p>Agree in principle</p> <p>Disagree</p> <p>Agree in principle, but have provided a standard two-day allotment as an alternative</p> <p>Agree in principle</p>
Tripartite Framework Committee to take a lead in change management	Agree in principle
Opportunities to proceed with pilot projects on <i>Inspiring Education</i>	Agree in principle
Hours of work/minutes of instruction clauses in effect in 2011–12 to be extended	Agree in principle to maintaining those in place today until an alternative is found

From: Education Deputy Minister [<mailto:EducationDeputyMinister@gov.ab.ca>]

Sent: December-18-12 1:00 PM

Subject: Lanyards

To: All Superintendents of Public, Separate, Francophone and Charter School Boards

Alberta Education has been receiving inquiries wanting further clarification on our request last week to discontinue the use of non-breakaway lanyards. The request was made following the unfortunate incident involving an elementary student at Rocky View School Division.

We expect all school boards to comply with this request in the interest of student and staff safety. We are confident that school boards and principals will find safe alternatives to non-breakaway lanyards for **students and staff in all** schools.

Sincerely,

Tim Wiles
Deputy Minister
Alberta Education

cc: All Board Chairs of Public, Separate, Francophone and Charter School Boards
School Divisions Communications Contacts

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.

report to Board of Trustees

Trustee Liaison Report - Alberta School Boards Association Zone 5

Date	January 8, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Taylor Board Liaison, ASBA Zone 5
Purpose	Information
Governance Policy Reference	Governance Culture GC-3 Board Job Description

1 | Recommendation

THAT the Board of Trustees receives the Alberta School Boards Association (ASBA) - Zone 5 Meeting Minutes dated Friday, November 2, 2012 for information.

2 | Background

Trustee Taylor, as the CBE Trustee representative for ASBA Zone 5, provides this report to the Board for information.

Attachment 1: Minutes of November 2, 2012 Zone 5 Meeting



Alberta School Boards Association – Zone 5
Friday, November 2, 2012
Coventry Hills Superstore
2nd Floor, 100 Country Village Road N.E.
Calgary, AB

In Attendance:

Carol Bazinet (Chair)
Sylvia Eggerer
Jerry Muelaner
Helen Clease
Anne-Marie Boucher
Dan Ferguson
David Anderson
Cheryl Smith
Joanne Van Donzel
Larry Tucker
Marg Belcourt
Bev LaPeare
Ed Brinkman
Sylvie Roth
Colleen Munro
Sheila Snowsell
Sheila Taylor
Lynn Ferguson

Calgary Board of Education
Rocky View Schools
Foothills School Division
Rocky View Schools
CSSA
Alberta Education
ASBA
ASBA
Christ the Redeemer
Golden Hills School Division
Calgary Catholic
Rocky View Schools
Prairie Land
CSCSFA
Rocky View Schools
Canadian Rockies
Calgary Board of Education
Calgary Board of Education

Call to Order

Vice-Chair Sylvia Eggerer called the meeting to order at 9:34 a.m. Introductions.

Approval of Agenda

Moved by Marg Belcourt that the agenda for November 2, 2012 be approved as amended.

Carried

Approval of Minutes

Moved by Marg Belcourt that the Minutes dated October 5, 2012, be approved as submitted.

Carried

Business Arising from the Minutes:

- None

Correspondence

- None

Vice-Chair Report *(Sylvia Eggerer)*

- Financial Update – the handouts were reviewed and discussed.

Moved by Anne-Marie Boucher that the Financial Report for the period ending October 31, 2012 be approved.

Carried

Call for Directives for Action *(Helen Clease)*

- The ASBA policies/directives for action were reviewed (and very creatively). Policies come from boards, directives for action come from zones (preferably). The 60/60% rule (60% of the boards must be represented and the vote must be 60% of that representation) applies.
- There are archives at ASBA with all the Directives for Action that have been submitted in the past. It was suggested that Zone Chairs advise their zone reps that such information is available so that duplication is avoided.

REPORTS

ASBA Zone Director, Helen Clease

- There was no 'Highlights' sheet so an oral report was provided.
- PDAC will be calling for committee to review bylaws.
- Review of policy process will happen early in 2014
- Voted on Friends of Education. Winner will be announced at the FGM.
- Government is looking for efficiencies, collaboration and partnerships. Looking at new ways to cost infrastructure.
- CSBA looking at visioning.
- Tripartite – boards that have reserves have them for a reason. Lots of conference calls and discussion.
- AISI – concern that we haven't let everyone know how valuable this initiative is.
- Curriculum Review – different process – back to the values that appeared in *Inspiring Education*. Curriculum Review Committee will be a meeting November 14.
- Upcoming Events – Legal Life of School Board Nov 6-7 in Calgary; AGM November 18-20.

- Helen will not be at the December Zone meeting because there will be a Board of Directors meeting that day. Diana Froc will be reporting on her behalf at the zone meeting. Helen also expressed that she was honored to be part of this board.

ASBA Executive, Cheryl Smith

- Jacquie sends her regards. The Conference is coming up and there are still places open if there are last minute registrations. Focused on 'wrap-around services' with a very interesting guest speaker, Dr. Maté.
- A policy bulletin should have been received.
- Are making some business changes as members would like to have time for more discussion. Cheryl commented on some of the different things they will be trying.
- There are calls out for people who may be interested in working on several committees.
- Education Act is being debated; ASBA is very supportive. David stated that this Act is enabling, however, it will take time to develop the regulations and ASBA is willing to help in this regard. As follow-up, there will be some pretty big expectations of boards. Will help boards to shift their thinking - from what they can't do to what they can do.
- Edwin Parr Award – there may be a change to the criteria; **may** include a pre-K teacher who meets all the requirements. Dan clarified that ECS means kindergarten but also younger than that. Cheryl added that there is a need for more discussion because funding does not apply to pre-K (other than PUF). Also a wide variation of curriculum use in pre-K classrooms and not all pre-K schools are within the school system. General consensus: as long as they are 'certified' teachers, they should qualify. **Sylvia asked that Zone reps check with their boards as to their views on this.**

Alberta Education, Dan Ferguson

- Reviewed the Education Act highlights. This will be going through to the Legislature very soon. He encouraged boards to review this document. Anne-Marie advised that #13 is not correct. To run as trustee in Francophone board, a person does not need to "be a parent". This correction has already been forwarded to the Minister's office. Discussion re Code of Conduct (bullying). David indicated there will be a whole series of workshops to help boards make the adjustments once the Act has been changed.
- Highlighted some important dates coming up.
- Career & Technology Foundations – is being designed as a project-based, hands-on, optional program for grades 5 to 9 that focuses on competency development, interdisciplinary learning and is digitally-based.
- Healthy School Communities Award – is a recognition program that celebrates individuals and groups that work together to achieve positive health outcomes for children and youth. Nominees can include students, school staff, school administrators, parents, community groups, businesses, and school authorities. Dan commented that he very much enjoys the Healthy School Conference.
- Languages – advised of the various bursaries available for teachers.
- Review of Alberta's High School Credentialing Requirements – Alberta Education plans to establish an external advisory committee and consult with a range of external focus groups to inform revisions to Alberta's high school credentialing requirements.

- French and International Education Services – Poetry Contest; Declaration of Intent with France; Signed Renewed MOU with Jalisco, Mexico.
- Assessment – Change to Grade 9 Math PAT (75 min to 90 min).
- Inclusion – National Bullying Awareness Week – November 12-17, 2012. There will be a panel presentation and live webcast on cyber-bullying, November 13 from 7:00-9:00 p.m. at Louis St. Laurent Jr. Sr. High School in Edmonton.
- Teaching and Leadership – 2013 Excellence in Teaching Awards; Policy Conversations - Supporting Beginning Teachers and Professional Learning.
- Announcing the Gay-Straight Alliance Bursary Award – made available by a generous donation provided by the Imperial Sovereign Court of the Wildrose. The purpose of this award is to offer financial assistance to new or established Gay-Straight Alliances in K-12 schools in Edmonton and area.
- School Attendance Online Survey – Keeping Kids in School and Engaged is a 20year Education project being led by the School Accreditation and Disputes Resolution Branch. The project focuses on attendance.
- Alberta Symposium on Rural Education 2013 – Reps from the CASS, ASBA, ATA and ASCA have met with Education staff members to prepare a proposal for a symposium focusing on rural education. The symposium could highlight innovations and partnerships that rural schools, communities, and divisions are engaging in to bring innovative responses to the challenges and opportunities that exist in rural education. Look for this to happen in Red Deer, March 1-2.
- Discussion ensued with respect to special needs coding. **Carol suggested further discussion on this topic at a future meeting.**

Dan Ferguson left the meeting at 11:16 a.m.

Recessed at 11:16 a.m.

Reconvened at 11:28 a.m.

PRESENTATION

ASBA's Community Engagement Task Force *(Michael Barbero).*

Michael advised that this initiative was flagged in ASBA's strategic plan. He provided an overview of task force's work and recommendations. There is a link to the report on ASBA's website. Discussion. The recommendations have gone to the Board of Directors and adopted. The action items are being 'actioned'.

Carol thanked Michael for his presentation. He left the meeting at 11:55 a.m.

REPORTS cont'd

Chair Report *(Carol Bazinet)*

- Professional Development – please let Carol know if there are issues reps would like to have some professional development for.
 - Anne-Marie mentioned the Curriculum Redesign and will see if that is something that we could have more discussion on.
 - Coding is another topic of interest.
- Handbook Update – has been reviewed by ASBA Legal and staff; some suggestions are coming forward and we will review them in the coming months. Is there anyone else interested in working with Carol and Sylvia on that? Colleen Munro volunteered. Carol Donnelly of RVS has the whole document digitally and will make the changes once the committee has them ready to implement.

Second Language Caucus, Joanne

- Meeting will be held during the ASBA AGM (3:00 Sunday afternoon).

Networking Group: Cathie Williams, Doug Gardner/Diana Froc

- No report.

Coalition for Healthy Schools, Sheila Taylor on behalf of Mary Martin

- October 31 meeting held. Highlights of the meeting were reviewed. Looking at an information portal and defining Terms of Reference.

Edwin Parr, Anne-Marie Boucher, Sheila Snowsell, Sheila Taylor, Sylvie Roth (alt)

- Discussed earlier in the meeting.

Field Experience, Sheila Snowsell

- There will be a meeting on November 14.

Labour Relations, Jerry Muelaner

- Will discuss during the in-camera portion of the meeting.
- Anyone want to be the alternate? Colleen Munro volunteered.

Regional Consortium, Joanne van Donzel

- Jean Hoft will be retiring so they are reviewing succession plans. Next meeting will be on January 18.
- Anne-Marie advised that she was a committee last year, as an ASBA rep, which reviewed the ARPDC (Alberta Regional Professional Development Consortia). There are 6 regional consortia, including the Calgary Regional Consortium and a Francophone Provincial Consortium which belongs to this. The committee hasn't completed its work and there hasn't been anything on this since March 2012. She will follow up on the status of this committee's work.

ASBA Zone Chairs & Minister Meeting

Ed Brinkman wondered if the Zone Chairs/Superintendents meeting with the Minister was really as productive as it could have been. Is there another way in which this time with the Minister could be more productive? Discussion. David agreed that some thought could be given to change the format. **A suggestion was made that boards could discuss this and bring it back to the December meeting.** Think about ways to make it a productive meeting. Format change? Would the Minister be more open to a more general style of a discussion?

IN-CAMERA SESSION

Moved by Sheila Taylor to go in-camera at 12:21 p.m. Carried

Moved by Sheila Taylor to come out of in-camera at 12:51 p.m. Carried

POLICY REVIEW

Accountability - this will be reviewed at a future meeting.

ADJOURNMENT

Moved by Jerry Muelaner that the meeting be adjourned at 12:52 p.m. Carried

report to Board of Trustees

Chief Superintendent's Update

Date	January 8, 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

Chief Superintendent's Office

Operational Expectations 7: Asset Protection

The Chief Superintendent will be adding the following definition to the interpretation of OE-7 subsection 7.7, *Acquire, encumber or dispose of real property*:

The Chief Superintendent interprets *encumber* to mean burden with financial claims (mortgage) or other registrations affecting transferability of the property, but excluding standard property encumbrances such as utility right of way and temporary construction liens.

The monitoring report for this Operational Expectations will be presented to the Board of Trustees on January 22, 2013 and will contain this addition.

Learning Innovation

Career and Technology Centre at Lord Shaughnessy Updates

Soup's On

The commercial kitchen at the Career and Technology Centre is now open. Customer orders for products are being provided every other day. The kitchen is expanding into public/customer services to include the market café and catering for internal and external functions. Client services at the CTC are beginning to be bundled across the learning suites, so that spa and salon clients may also be served with nutritional items that compliment other human and health services. Continuous enrollment of students is building in a manner that will provide additional production capacity for the kitchen programs.

Engaging the public

As part of ongoing efforts to engage the public around the Career and Technology Strategy, many tours and open houses of the CTC are scheduled throughout the school year. On Dec. 13 the CTC opened its doors to members of the news media for a tour of the facility and an opportunity to met with students and teachers.

Lights, camera, action

The broadcast studio is entering the final stages of construction and equipment installation. A model of co-creation is being developed through the upcoming technical training of Media Design and Communications staff from multiple high schools. The co-creation model will support open access to the studio and related learning experiences for Media Design and Communications students in



all CBE high schools. The future media production strategy will maximize student engagement in co-curricular, and campus based experiences.

Off-Site Activities Updates

As part of our mandate to build capacity, close to 75 teachers-in-charge and school principals attended workshops on requirements and planning for off-site activities. Feedback indicated the workshop was useful and positive. Teachers and principals suggested more opportunities for training.

Book Bags for Kids

This year, our Book Bags for Kids Literacy Program resulted in the delivery of 2,200 book bags to students attending 35 Calgary Board of Education schools. The bags were filled with over 6,600 books, and 2,200 reading buddies and clothing packs. Along with providing a rich resource for students, the book bags are used to enhance literacy initiatives in the schools.

Library to Learning Commons

Innovation & Learning Technology hosted a system celebration of the learning commons on Dec. 3. This event gave school-based employees an opportunity to share videos, artifacts and the stories of their work, thus building capacity and insights. The event also offered a great opportunity for engagement as it was well attended by superintendents, directors, principals, specialists and teachers.

Career Cruising

The cloud-based school planner Career Cruising has been recommended as the preferred application for use in the Calgary Board of Education. This application will be available to all high schools in January 2013 and to all middle/junior high schools over the coming months.

Career Cruising aligns with our Three-Year Education Plan and following are some highlights of anticipated benefits:

- Students will have easy access to their course history (grades, credits) at any time; as well as be able to visually see and plan for their future schooling and career.
- Parents can be active partners in helping their child plan for the future.
- Users will experience improved efficiencies around course planning and selection.

Learning Services

Field of Crosses Memorial Project

Students at John Diefenbaker High School were successful in making the 2012 Field of Crosses happen. Students participated in singing both American and



Canadian Anthems and were well received. The chairman of the project claimed "all of the students were first class ambassadors for the Calgary Board of Education."

Piitoayis Family School Hearing Screening

A cross-department team including members from early learning, REACH, audiology, and school administration, is implementing a project to support the language, speech and hearing skills of all children at Piitoayis Family School. Aboriginal children are vulnerable to hearing loss and subsequent delayed speech and language acquisition in early childhood, which may put them at risk for learning difficulties in later years. Screening all students' hearing ability now identifies those who require further hearing assessment or intervention and establishes a baseline for those with adequate hearing ability. The cross-department team will work with the school and the families to follow up on any identified losses.

4 | Results Focus

The focus of this report is on Results 5: Character. The Board of Trustees has stated, "Each student will demonstrate good character." Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees' Results.

Area I

At Terrace Road School our intentional efforts to develop our sense of community and the importance of community in the education process has resulted in greater levels of engagement by students. We believe that focussing our efforts on global literacy and differentiation strategies has resulted in a more engaged student population. The overall sense of inclusion as reported by our stakeholders is high and satisfaction with our strategies aimed at building character and demonstrating citizenship are acting in tandem to enhance personal development. By instituting behaviour support strategies designed to build individual resiliency, student locus of control has moved from the external to the internal. Reduction in blaming others and swift resolutions to conflict have characterized this positive shift in character across our student profile. Our integrated approach to the whole student as demonstrated by the work of our School Learning Team has also has a major impact on improving individual student achievement and character in their learning.

We acknowledge all of our students' achievement in a public way. We developed a home reading program that was designed to be accessible to students in to any grade or program who were willing to put in the extra time and effort to follow through on the expectations of the program. We recognize all of our readers by having them adorn our Learning Tree in the front hall of our school with a leaf or snowflake or whatever is in season when they have



met their reading goal. Every month at our sharing assemblies each student who has reached a new level is recognized. Our readers are so enthusiastic and committed that in some assemblies more than half of our school is up front receiving their well-deserved accolades. Inclusive activities build individual self-esteem and also individual character as the recognition students receive is based on their efforts and desire to meet their goals.

Area II

There are many examples of how Results 5: Character is demonstrated at Belfast School. Character development is personified through classroom assignments and work, playground activities, and extra and co-curricular undertakings. Student engagement in tasks and school work focusses on building character and working together as a team to ensure success for all students.

Classroom meetings are one area where students are able to demonstrate their growth in character development. Regularly, each classroom takes time to discuss, as a class, what is needed to help “Belfast Citizens” as we continually work to build our future together. In class meetings students reflect on their own actions and behaviors that have helped move Belfast School towards being more inclusive, tolerant and accepting. Students also reflect on what changes may need to be made to help each other make better choices and have a deeper understanding of what it means to live and work as honourable and contributing members of our community. Classroom meetings are one of the structures in place that help students verbalize any issues or concerns they may have and also problem solve together to build a stronger and more vibrant community.

At Belfast School we also have BLAST (Belfast Leaders Are Students Too). This year one of our BLAST groups decided that students needed help and support as they learn how to treat each other fairly and with respect. The Student ambassadors wanted to create a structure at the school that helped students identify challenges on the playground and, more importantly, to help students find solutions within themselves to live and play in a more respectful and honourable manner. We started a Playground Patroller group which consists of school ambassadors trained in conflict resolution and identified with bright vests on the playground. Students developed a Belfast Code of Honour and used this document to educate all students about the importance of making good decisions and being inclusive of all students. On the playground, if students feel they are involved in a conflict where mediation is required, they are able to receive support from the Playground Patrollers. Students are learning how to take more responsibility for their actions on the playground.

Character was also developed through our school-wide production of “Oz The Musical.” This fall every student at Belfast School entered into an arts-centred learning experience to create a full school musical production. We teamed up with Decidedly Jazz Danceworks so each student could build choreography for the production; through electives program, each student was involved in a technical team for the show; and we teamed up with our fine arts program so



each student could learn how to sing and act in a large production. Younger students, older students, staff and parents have worked together to create this authentic aesthetic learning experience and together we have learned what it takes to help each other build character, build capacity and strive towards a common goal. Students are learning how important it is to be inclusive; they are learning what is needed to ensure success for all participants and they are discovering that each of us bring unique skills and talents to the process. For example, a grade 5 student provided the instruction to a teacher and a parent about how a sound board could best be used in the production. The student spoke with humility and with confidence as he explained why feedback was coming from a number of microphones. In a separate situation, a parent shared a picture of her daughter and herself working together to sew a costume for the production. The mom commented that she and her daughter had never worked together on a real life project before. She also stated how pleased she is to see her daughter take this role so seriously.

Belfast students are working together to discover better ways to be inclusive and to give each other a voice in their learning. At Belfast School students, parents and staff are working together, growing together and building character together because we push each other to strive for new heights, take more justified risks and work hard to achieve our individual and collective goals.

Area III

Character from a First Nations, Métis and Inuit perspective is grounded in the teachings of the Medicine Wheel. The need to develop, nurture and ensure the balance and connectedness of one's physical, emotional, intellectual and spiritual well-being is the heart of what guides the work of *Making Connections*.

The Aboriginal families of Falconridge School, O. S. Geiger School and Grant MacEwan School have been engaged in *Making Connections*. This project is striving to change the way in which First Nations, Métis and Inuit families come together with the school community to support and enhance the educational journey of their children. It is about initiating multiple opportunities and points of engagement to become involved, build capacity, advocate, teach and build/strengthen relationships. This aligns with Results 5: Character as students are being supported to strengthen their own character and balance the rights and needs of others.

At the most recent *Making Connections* gathering, held at O.S. Geiger on December 4, 2012, Knowledge Keeper and Storyteller, Hal Eagletail was present to share Tsuu T'ina history, perspective and stories. Singing and drumming was shared with families and staff. Traditional games were the focus for the youth, while a traditional smudge and talking circle for the parents and caregivers was facilitated by Elder, Kerrie Moore. This gathering focused on affirming and strengthening a sense of identity for students, parents and families of First Nations, Métis and Inuit peoples living in the urban setting. In subsequent sessions, cultural Elders will share their cultural knowledge and stories followed by a traditional talking circle with the parents and caregivers.



A few key learning opportunities fostered through the engagement of students include:

- Reciprocity, where we all give and receive;
- Acting morally and with wisdom in our interactions with others;
- Creating cultural conversations to enhance a personal sense of pride and way of knowing as Aboriginal people;
- Creating an understanding of spirituality as a way of being that fosters accountability and responsibility;
- Using cultural resources including the book series *Turtle Island Voices* to foster awareness and understanding of Aboriginal cultures for both Aboriginal and non-Aboriginal students in grades 1 to 6. Students learn about character education as they read stories that teach about respect, wisdom, honesty, love, bravery, humility, forgiveness, kindness, compromise and determination.

This journey of learning and teaching will continue through the engagement of students and families in *Making Connections*. Some upcoming areas of development are:

- Engagement of students through curricular opportunities in the classroom;
- Professional development of staff in building knowledge; and
- Engagement of families in bridging parents as partners.

Area IV

Last year at A. E. Cross School, we embarked on teaching the Heroes curriculum to all of our students. The Heroes program is a skills- and abilities-based character development curriculum that tightly aligns with the outcomes of Alberta Education's Health and Life Skills programs of study. The curriculum, created by the Impact Society, is comprised of carefully constructed lessons that focus on developing confidence, building character and encouraging integrity. Each lesson builds upon previously taught lessons and helps students realize that, through the inherent special gifts they already possess, they have the power to make a positive difference in the world and to choose a fulfilling pathway in their journey of life.

Now in our second year, we are continuing by introducing the program to each new grade 7 student in our school. By doing this we are creating a supportive school culture that uses a common language when referring to both the positive and the undesirable behaviors that students might exhibit. At A. E. Cross School, students are reminded that character development is a journey of self-discovery and that each person's unique gifts and abilities play a significant role in that adventure.

Area V

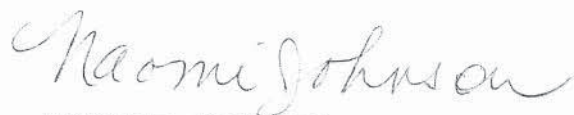
Students at Maple Ridge School are learning how to demonstrate good character on a daily basis. Through the identification of both personal and

academic goals that support the focus of their school development plan, students learn how to become reflective learners. Depending on the age of the student, personal goals are documented in written form in their monthly writing sample journals or in their student learning plan within D2L. Students are empowered to develop their own personal assessments and rubrics based on their needs and learning style.

Students learn about good character through rich tasks that are designed specifically to address civil and democratic rights and needs of others both in Canada and globally. Students shared their learning at the Remembrance Day assembly in November. Students learn to act morally by developing positive relationships with others. They read with Calgary Reads volunteers; work collaboratively with peers in their schools during class and extracurricular activities and develop relationships with neighbouring junior high school students from R. T. Alderman School, who come to Maple Ridge to mentor diverse learners within a culture of inclusion.

Through the Dare to Care program, students learn how to balance their own individual concerns with the rights and needs of others. This program acts as a tool implemented by staff and students to help students learn how to handle conflict and get along respectfully with other students. Through the work with the area learning team, students are actively engaging in Ross Greene's collaborative problem solving model in an effort to better meet the needs of the growing number of complex learners. This model provides both teachers and students with a voice, working on solutions collaboratively and dynamically through conversations until the situation is resolved.

Through the personalization of learning, teachers at Maple Ridge are able to establish an understanding of what each student knows, both academically and socially, and the lagging skills that need to be taught so that each student learns how to possess the strength of character to act morally with wisdom.



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.

