

# public agenda

## Regular Board Meeting

September 18, 2012  
3:00 p.m.

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

### Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3.2	
	3.1 Lion Award	F. Coppinger		
	<b>4   Results Focus</b>			
60 mins	4.1 Working With Data for Student Results: A School Perspective	N. Johnson	R 1-5	
	<b>5   Operational Expectations</b>			
20 mins	5.1 Operational Expectations 10: Instructional Program – Reasonable Interpretation	N. Johnson	OE-10	Page 5-1
20 mins	5.2 Operational Expectations 1: Global Operational Expectation – Reasonable Interpretation	N. Johnson	OE-1	Page 5-11
20 mins	5.3 Operational Expectations 6: Financial Administration 6.2 Reasonable Interpretation Only	N. Johnson	OE-6	Page 5-20
	<b>6   Public Comment</b>		GC-3	
	Requirements as outlined in Board Meeting Procedures			



Time	Topic	Who	Policy Ref	Attachment	
10 mins	<b>7   Matters Reserved for Board Action</b>	Trustee Bowen-Eyre	GC-2E	Page 7-1	
	7.1 Technology for Trustees				
6:00 p.m.	<b>8   Board Consent Agenda</b>	Board	GC-2	Page 8-1	
	8.1 Approval of Minutes <ul style="list-style-type: none"> <li>▪ Regular Meeting held September 4, 2012 (<i>THAT the Board approves the minutes of the Regular Meeting held September 4, 2012, as submitted.</i>)</li> </ul>				
	8.2 Correspondence ( <i>THAT the Board receives the correspondence for information and for the record.</i> )				Page 8-15
	<b>9   Chief Superintendent Consent Agenda</b>				GC-2.6
9.1 Chief Superintendent Update ( <i>THAT the Board receives the report for information.</i> )					
	<b>10   In-Camera Issues</b>	Board			
	<b>11   Adjournment</b>				
	<b>Debrief</b>	Trustees	GC-2.3		

**Notice |**

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

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

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

## report to Board of Trustees

### Reasonable Interpretation Operational Expectations 10: Instructional Program

Date	September 18, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah Lewis, Superintendent, Learning Services
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-10: Instructional Program.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-10: Instructional Program.

#### 2 | Issue

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Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results and Operational Expectations* policies by one or more of three methods."



One of these methods is “by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;”

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

### 3 | Conclusion

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The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees’ approval prior to monitoring OE-10.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

**ATTACHMENT: Reasonable Interpretation of OE-10: Instructional Program**

**GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

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

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

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

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

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



OE-10: INSTRUCTIONAL PROGRAM  
REASONABLE INTERPRETATION REPORT

September 18, 2012

Attachment

The Chief Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board's *Results* policies.

## Interpretation |

Broadly, the Chief Superintendent interprets that the Board of Trustees values student engagement in learning. Intellectual engagement requires students to seriously invest both emotionally and cognitively in their learning, and is influenced by:

- instructional challenges;
- individual and collective knowledge building;
- high expectations for success; and
- positive relationships with teachers.<sup>1</sup>

Specifically, the Chief Superintendent interprets:

- *program of instruction* to mean the learning outcomes defined in Alberta Education's authorized programs of study;
- *challenging and relevant opportunities* to mean that each student is intellectually engaged in learning at an appropriate level for growth;
- *all students* to mean students enrolled in Calgary Board of Education schools and programs;
- *achieve at levels* to mean the high standards appropriate to each student as an individual; and
- *defined in the Board's Results* policies to mean a demonstration of performance in academic success, citizenship, character and personal development.

Evidence of student performance is reported in the monitoring for Results policies. The focus of this OE reasonable interpretation is on the learning environment – the supports and practices that result in student engagement in learning.

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<sup>1</sup> Dunlevy, Jodene and Milton, Penny. What did you do in school today? Canadian Education Association, 2009.



## OE-10: INSTRUCTIONAL PROGRAM REASONABLE INTERPRETATION REPORT

The Chief Superintendent will ensure that the instructional program:

- |   |
|---|
| 10.1 Is personalized, enabling students to learn at their own pace, place and time. |
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### Interpretation |

The Chief Superintendent interprets:

- *personalized* to mean instruction designed in response to individual and group interests, abilities, goals and prior learning; and
- *enabling students to learn at their own pace, place and time* to mean that students can access instruction and build knowledge in flexible ways and environments.

The maintenance of a system-wide focus on the personalization of student learning is a process that requires continuous communication, analysis, adjustment, capacity building and organizational change management.

This results in an ongoing endeavor with many interdependencies and complexities. CBE leaders throughout the system provide structure and support for this work as the concept moves from innovation to integrated practice.

### Indicators of Compliance |

1. 100 per cent of school principals engage with their staff to further understanding of the personalization of student learning, as measured by Action Manager.
2. 100 per cent of school development plans will articulate a specific action related to CBE Alberta Initiative for School Improvement (AIS) Cycle 5 project on the personalization of student learning, as measured by Skovison.



OE-10: INSTRUCTIONAL PROGRAM  
REASONABLE INTERPRETATION REPORT

10.2 Is competency-based.

## Interpretation |

The Chief Superintendent interprets *competency-based* to mean the set of attitudes, skills and knowledge identified in the *Framework for Student Learning*, Alberta Education, 2011.

These competencies are currently implicit in Alberta Education's authorized programs of study and include but are not limited to:

- 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.

Alberta Education has initiated a reframing of curriculum and the competencies students will need to be successful into the future. Alberta Education's *Framework for Student Learning* provides a foundation for the review of student learning outcomes and, with other revised standards and guidelines, gives direction for the development of future curriculum – programs of study, assessment, and learning and teaching resources.

Beginning with Career and Technology Foundations in 2013-2014 and Career and Life Management in 2014-2015, Alberta Education will lead the re-design. The build-out to other curricular areas will take a number of years. During this process, it is expected Alberta Education will clarify the role of competencies in student learning and this clarification will be clearly reflected in the programs of study, assessment, and learning and teaching resources.

## Indicators of Compliance |

1. 100 per cent of school principals confirm use of Alberta Education's authorized programs of study, as measured by Action Manager.
2. 100 per cent of school principals confirm instruction is aligned with the student learning outcomes identified in Alberta Education's authorized programs of study, as measured by Action Manager.



10.3 Supports children as individuals emotionally, intellectually, physically, socially and spiritually.

#### Interpretation |

The Chief Superintendent interprets that the Board values a program of instruction that is integrated and responsive to each learner. The Chief Superintendent interprets *children* to be students enrolled in Calgary Board of Education schools and programs.

#### Indicators of Compliance |

1. 100 per cent of school principals confirm resources are designated to support the specific learning needs of students, as measured by Action Manager.
2. 100 per cent of school principals confirm strategies are incorporated into work with students to support a positive learning environment and the building of positive relationships in school, as measured by Action Manager.
3. 100 per cent of school principals confirm their school has a school learning team, as measured by Action Manager.
4. 100 per cent of school principals confirm their school has access to area learning team services and supports, as measured by Action Manager.

10.4 Is based on provincially-approved programs of study, available in a variety of forms, in-person or virtually, collaboratively or independently.

#### Interpretation |

The Chief Superintendent interprets:

- *provincially-approved programs of study* to mean all programs authorized by Alberta Education for use in CBE schools including locally developed courses; and
- *in a variety of forms, in person or virtually, collaboratively or independently* to mean that programs of instruction take place in classrooms and on-line, within groups and with individual students.

#### Indicators of Compliance |

1. 100 per cent of schools offer only those courses authorized by Alberta Education, as measured by internal tracking.



2. 100 per cent of schools have access to a distributed learning platform, as measured by internal tracking.

10.5 Includes multiple approaches to assessment, including qualitative measures, that effectively measure each student's progress toward achieving or exceeding standards and competencies.

### Interpretation |

The Chief Superintendent interprets:

- *multiple approaches to assessment* to mean individual student learning is evaluated in a number of ways, depending on the purpose of the evaluation and the learning needs of the student;
- *qualitative measures* to mean performance measures that provide descriptions of student learning;
- *effectively measure* to mean the gathering of performance and analysis evidence about student learning; and
- *progress towards achieving or exceeding standards and competencies* to mean each student is advancing their level of knowledge and skills in relation to their prior levels of learning and the authorized programs of study learning outcomes.

### Indicators of Compliance |

1. 100 per cent of school principals confirm formative assessment practices are used within the instructional program at their school, as measured by Action Manager.
2. 100 per cent of school principals confirm students are involved in self-assessment practices, as measured by Action Manager.
3. 100 per cent of school principals confirm summative evaluation is provided to students and parents through report cards and/or individual program plans, as measured by Action Manager.
4. 100 per cent of school principals confirm qualitative and quantitative information is provided in student report cards and individual program plans, as measured by Action Manager.
5. 100 per cent of schools have access to specialized assessments from professionals trained in the administration of the assessment tools, as measured by internal tracking.

10.6 Is inclusive of new and innovative programs to meet students' interests and passions and accommodates different learning styles and needs.

### Interpretation |

The Chief Superintendent interprets:

- *new and innovative programs* to mean the creation or acquisition of locally developed courses and alternative programs;
- *meet student's interests and passions* to mean a variety of authorized programs are offered to students; and
- *different learning styles and needs* to mean a continuous, responsive design of instructional strategies that result in an expanded curriculum and enriched learning experiences.

### Indicators of Compliance |

1. 100 per cent of students in grades 7 to 12 are provided with opportunities to select courses within their instructional program, as measured by Action Manager.
2. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the CBE Alternative Program Proposal Process, as measured by internal tracking.
3. On an annual basis, currently authorized locally developed courses are reviewed for relevancy and student interest, as measured by internal tracking.
4. As required by provincial reporting timelines, requests for new locally developed courses that meet identified student interest are submitted for Board approval and Alberta Education authorization, as measured by internal tracking.
5. 100 per cent of teachers are provided with opportunities to participate in professional learning to design instructional strategies, as measured by Action Manager.

10.7 Is regularly evaluated and modified as necessary to assure its continuing effectiveness.

### Interpretation |

The Chief Superintendent interprets *evaluated and modified* as program assessment addressed through the adjustment cycle and professional capacity building. The instructional program is *regularly evaluated and modified* as

necessary when the instructional leaders of schools—the school principals—focus their work and the work of their staff on engaging students in their learning.

#### Indicators of Compliance |

1. 100 per cent of school principals complete school development plans based on an analysis of student achievement and focused strategies and actions on improving student learning, as measured by Action Manager.
2. 100 per cent of school principals supervise and support teachers in professional capacity building, as measured by Action Manager.

#### The Chief Superintendent will:

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.

#### Interpretation |

The Chief Superintendent interprets the Board's value to be that Calgary Board of Education programs will not promote the views of specific religions.

#### Indicator of Compliance |

No CBE program emphasizes a particular religion, as measured by internal tracking.

10.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and/or guardians in regards to fees.

#### Interpretation |

In the context of Operational Expectations 10: Instructional Program, the Chief Superintendent interprets *fees* to align with the *School Act*, 60(2) "A board may: (j) charge a parent of a student fees with respect to instructional supplies or materials." These instructional supplies or material fees are related to regular, alternative and specialized programs of instruction. The fees include complementary course requirements such as musical instrument rental. The costs connected to off-site activities are also a part of this interpretation.

In addition, the Chief Superintendent interprets:

- *reasonable* to mean administration will be responsive to mitigating circumstances that may impact a parent/guardian's or independent students' ability to pay;
- *expectation* to mean administration's anticipation of fee payment by parent/guardians or independent students and administration's understanding that this is a shared responsibility;
- *guidelines* to mean the standard format and forms used to communicate information about fees; and
- *clearly communicated* to mean parents/guardians and independent students are notified about fees in a timely manner.

### Indicators of Compliance |

1. 100 per cent of school principals confirm parents/guardians and independent students are provided information about instructional fees, payment timelines and the waiver process at the beginning of the school year, as measured by Action Manager.
2. 100 per cent of school principals confirm parents/guardians and independent students are provided with the reasons for an educational trip fee and costs related to the fee, as measured by Action Manager.
3. A standard for defining "ability to pay" is established and communicated in the waiver process, as measured by internal tracking.
4. 100 per cent of school principals confirm no CBE students are refused access to instructional materials and supplies or educational trips based on an inability to pay, as measured by Action Manager.
5. 100 per cent of school principals confirm parents/guardians and independent students are provided with an accounting of fees collected for instructional supplies and materials and for educational trips, as measured by Action Manager.



## report to Board of Trustees

### Reasonable Interpretation Operational Expectations 1: Global Operational Expectations

Date	September 18, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson, Chief Superintendent of Schools
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Superintendents' Team

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-1: Global Operational Expectations.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for OE-1: Global Operational Expectations.

#### 2 | Issue

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Board of Trustees' governance policy B/CSR 5 states the "Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods."



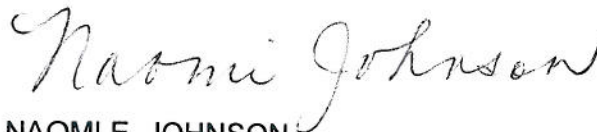
One of these methods is “by *Internal Report*, in which the Chief Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;”

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

### 3 | Conclusion

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The attached report presents a reasonable interpretation, including interpretations and indicators, for Board of Trustees’ approval prior to monitoring OE-1.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Reasonable Interpretation of OE-1: Global Operational Expectations  
ATTACHMENT II: Administrative Regulation 4027 – Code of Conduct for Employees  
ATTACHMENT III: Interim Three-Year Education Plan 2012-2015

#### GLOSSARY – Developed by the Board of Trustees

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

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



OE-1: GLOBAL OPERATIONAL EXPECTATIONS  
REASONABLE INTERPRETATION REPORT

September 18, 2012

Attachment I

The Chief Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy or endangers the organization's public image or credibility.

## Interpretation |

The Chief Superintendent interprets that the Board of Trustees values an organization characterized and distinguished as:

- operating in accordance with the *School Act* and the related regulations, as well as other applicable legislation and regulations;
- operating using standards associated with sound professional and business practice;
- maintaining working and learning environments that endeavour to keep employees and students from harm;
- supporting a respectful work environment for employees, a respectful school environment for students and considerate, thoughtful interactions with the public.
- implementing well-informed and purposeful direction-setting and decision-making models;
- meeting the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administering its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

Specifically, the Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.

Chief Superintendent's Administrative Regulations lay a foundation for internal controls. Administrative Regulations are principle-driven and apply across the organization. They are built upon and align with the Alberta *School Act* and the policies of the Board of Trustees.

## OE-1: GLOBAL OPERATIONAL EXPECTATIONS REASONABLE INTERPRETATION REPORT

In relation to global operations, Administrative Regulation 4027 – Code of Conduct for Employees (Attachment II) defines standards of practice that meet the values of the Board of Trustees.

Administrative Regulation 4027 provides a foundation and guidance for employee conduct. The Three-Year Education Plan (Attachment III) provides the direction. The Chief Superintendent considers the four pillars of the Plan to support the stated values of the Board of Trustees.

- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

In a large, decentralized organization like the CBE, implementation of and adherence to internal controls is the responsibility of each employee. Administrative Regulations define standards of practice that meet the expectations of the Board of Trustees and the organization. The Chief Superintendent understands that the method used to determine whether the organization is compliant with the expectations of the Board is monitoring of Operational Expectations policies.

### Indicators of Compliance |

1. 100 per cent of employees are informed of the expectations for their conduct in the context of their employment with the CBE:
  - a) at the point of hire, as evidenced by new employee acknowledgement;
  - b) annually by school principals, as measured by Action Manager; and
  - c) annually by supervisors, as measured by Action Manager.
2. Each service unit will develop and implement a work plan directly linked to the system direction set by the Three-Year Education Plan, as measured by the Chief Superintendent's accountability process.
3. 100 percent of monitoring reports for Operational Expectations 2 to 12 will be found by the Board of Trustees to be:
  - a) in compliance, or
  - b) in compliance with exceptions to individual subsections, all of which will have a plan to address, as measured by decisions of the Board of Trustees.



September 18, 2012

Attachment II

## ADMINISTRATIVE REGULATION 4027 – CODE OF CONDUCT FOR EMPLOYEES



### CALGARY BOARD OF EDUCATION

#### Administrative Regulation 4027 - Code of Conduct for Employees

The Code of Conduct is intended as a guide for Board employees in their conduct in certain specified areas. It is not intended to be exhaustive or to provide specific guidance in every circumstance. Common sense, good judgement and discretion shall prevail in application of this regulation.

Further, the Code of Conduct is not intended to restrict or interfere with provincial statute, or the fundamental rights and freedoms that an employee enjoys as a citizen of Canada, or the rights that an employee may have as a member of a trade union to participate in authorized trade union activities, nor is it intended to regulate, restrict or interfere with any private interest or activities that are not detrimental to the interest or reputation of the Board.

#### A. GENERAL

1. Employees, in the pursuit of their duties, shall treat students, parents and other members of the community with dignity, respect and consideration.
2. Employees shall adhere to their respective negotiated collective agreements. Employees who are exempted from collective bargaining shall adhere to the Employment Practices and Procedures for their respective employee group.
3. Employees shall adhere to the approved Policies and Regulations of the Calgary Board of Education.
4. Board employees shall conduct their employment responsibilities in an honest and diligent manner.
5. Employees should not engage in any activity of any nature which would conflict with their duty to the Board of which could reasonably be expected to be detrimental to the interest or reputation of the Board.
6. Private endeavors must not provide the appearance of an opportunity for wrongdoing or unethical conduct.
  - a. Private endeavors are all those aspects of an employee's activity outside those connected with official Board duties.
  - b. These include:
    - i. Financial interest;
    - ii. Paid and unpaid activities beyond official duty; and



iii. Relationships with third parties who may be

- Employed by the Board
- Doing business with the Board
- Seeking employment or benefits from the Board.

7. It is recognized that certain employees of the Board may belong to professional associations and that such employees are expected to adhere to the codes of conduct as established by their respective professional associations. It is not intended that this regulation infringe on the said codes of conduct.

**B. CONFLICT OF INTEREST**

1. Employees of the Board shall be deemed to be in conflict of interest if they:

- a. Are party to a subsisting contract with the Board other than a contract of employment under which money of the Board is payable or may become payable;
  - b. Have a shareholding interest in any private corporation (other than a corporation whose shares are publicly traded) which has a subsisting contract with the Board under which money of the Board is payable or may become payable;
  - c. Use information gained through their positions as employees of the Board to gain pecuniary benefit either directly or indirectly;
  - d. Disclose information gained through their positions as employees of the Board for the benefit of others; or
  - e. Are party to a contract with the Board for the lease or purchase of real estate property or holdings, without the prior approval of the Minister of Education.
2. Sections 1 (a),(b),(c) and (d) do not apply if employees have the prior approval of the Board, via the Chief Superintendent or delegate, to enter into a contract with the Board or with persons contracting with the Board.
3. If at the date of the approval of this regulation, any employees are in receipt of a contract with the Board under which money of the Board is payable, they shall so inform the Superintendent of Finance & Treasurer, Division of Finance-Business Administration.



**C. CRIMINAL CONDUCT**

1. Employees shall be expected to notify the Superintendent of the Division of Human Resources of all criminal charges at the time the charge is issued, except for minor traffic violations.
2. Employees charged with an offence under the Criminal Code of Canada may be suspended from employment dependent on the nature of the offence and its relationship to their duties. Circumstances will dictate whether the suspension is with or without pay.
3. Conviction of any criminal offence may result in termination of employment with the Board.
4. Applicants for employment will be required to submit a statement declaring all convictions, except for minor traffic violations.

**D. GIFTS AND PAYMENTS**

Board employees shall not accept a gift, payment, favour or service from any individual or organization in the course of performance of their assigned duties if that gift, payment, favour or service:

1. Is other than a normal exchange of hospitality between people doing business, or
2. Affects the fair and unbiased reception or the evaluation of the materials or services offered for use by the Board.

**E. MISUSE OF BOARD PROPERTY**

1. Board property, including vehicles, equipment and material, shall be used only in the performance of assigned duties and shall not be used for personal benefit or non-Board use.
2. Principals or managers have the authority to develop procedures relevant to the use of Board-owned property in their particular school or department dependent upon the nature of assigned duties and the equipment or property used to perform same.
3. Principals or managers may authorize the use of supplies or equipment by Board personnel off Board-owned premises if they feel that such use will assist employees in their assigned work. It may be required that some personnel regularly retain Board-owned supplies or equipment in their possession.
4. Principals or managers releasing such equipment are responsible for maintaining a written record of same indicating the time of release, the signature of the user, and the date on which the item is returned.

5. Employees are held responsible for exercising all reasonable care to prevent abuse to, excessive wear of, or loss of Board-owned equipment or material entrusted to their care.

#### F. OUTSIDE EMPLOYMENT

1. Employees may take supplementary employment, including self-employment, unless such employment:
  - a. Is performed in such a way as to appear to be an official act or to represent an opinion of the Board, or
  - b. Interferes with, influences or affects the performance of duties for the Board.
2. Staff in the positions of Director, Assistant Superintendent, Associate Superintendent, Area Superintendent, Divisional Superintendent and Deputy Chief Superintendent shall not become engaged either as a Director or in the management of any commercial enterprise except with the express approval of the Chief Superintendent of Schools. The approval of the Chief Superintendent will not be unreasonably withheld if the aforementioned staff members' involvement in the commercial enterprise does not have a connection with or an adverse influence on the Calgary Board of Education.
3. Employees who author or create print, non-print, courseware, software or other instructional resource materials are deemed to be the owners of this material only if such materials are developed on the employees' own time.

#### G. DISCIPLINARY ACTION

Breach of any of the provisions of this regulation shall render employees liable to such disciplinary action, including dismissal, as is deemed to be appropriate.

#### H. RIGHT TO APPEAL

Employees who are not satisfied with action taken with respect to enforcement of this regulation are entitled to pursue the matter in the manner set forth as follows.

1. For those matters which are covered by the employee's respective collective agreement or Employment Practices and Procedures, the matter may be pursued in accordance with the grievance or appeal procedure outlined in the said collective agreement or Employment Practices and Procedures document.
2. In those instances where the matter is not covered by the employee's respective collective agreement or Employment Practices and Procedures, the issue may be pursued by the employee's submission of an appeal in writing to the Chief

Superintendent of Schools or designate within ten working days after the said action has been taken.

**INTERIM THREE-YEAR EDUCATION PLAN 2012-2015**

**Interim Calgary Board of Education Three-Year Education Plan 2012-2015**

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.

**Outcome: Student Success**

**Personalize Learning**

**Success for each student, every day, no exceptions**

Instructional design and leadership focus on

- student agency and intellectual engagement
- active and effortful tasks
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it, and what they need to learn next

**Build Our Capacity**

**Capacity building with a focus on results**

Professional Learning Communities and Communities of Practice focus on

- Intellectual engagement
- shared standards of practice
- data driven, job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required of them next

**Engage Our Public**

**Everyone has a part to play in public education**

Internal and external community members

- recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions
- practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

**Steward Our Resources**

**Resource management on behalf of student learning**

Decisions at all levels of the organization (schools to service units) are

- based on values and priorities
- data driven
- strategic and responsive
- consistent with the learning agenda
- made within a coherent framework
- sustainable

**Alberta Education Goals**

Success for Every Student

High Quality Education through Collaboration and Innovation

Success for FNMI Students



## report to Board of Trustees

### Reasonable Interpretation Operational Expectations 6: Financial Administration

Date	September 18, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability  Operational Expectations OE-8: Communication With and Support for the Board
Resource Persons	

#### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of OE-6: Financial Administration, sub-section 6.2.

#### 2 | Issue

---

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



At the Board of Trustees' public meeting on June 12, 2012 administration presented a reasonable interpretation of OE-6: Financial Administration for approval. At this meeting the Board of Trustees approved that the Chief Superintendent had reasonably interpreted the provisions of OE-6, including but not limited to the indicators provided in the report, with the exception of policy sub-section 6.2. The Board of Trustees further directed the Chief Superintendent to report back to the Board on the reasonable interpretation of OE-6: Financial Administration, sub-section 6.2 by the end of September 2012.

### 3 | Conclusion

---

The attached report presents a reasonable interpretation, including interpretations and indicators, of OE-6 sub-section 6.2 for Board of Trustees' approval prior to monitoring this Operational Expectations.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT: Reasonable Interpretation of OE-6: Financial Administration, sub-section 6.2

#### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



OE-6: FINANCIAL ADMINISTRATION  
REASONABLE INTERPRETATION REPORT

September 18, 2012

Attachment

The Chief Superintendent will:

- |   |
|---|
| <p>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.</p> |
|---|

## 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.





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

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.

**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.



**report to  
Board of Trustees**

**Technology for Trustees**

Date | September 18, 2012

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | Pat Cochrane, Chair, Trustee, Wards 8 & 9  
Joy Bowen-Eyre, Trustee, Wards 1 & 2

Purpose | Decision

Governance Policy Reference | GC-2E: Trustee Remuneration

Resource Person(s) | Justin Ramdin, Director, Information Technology Services  
Janice Barkway, Corporate Secretary

**1 | Recommendation**

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It is recommended:

- THAT the Board of Trustees receives this report for information; and
- THAT the Board of Trustees approves that each trustee will be required to comply with the requirements of Administrative Regulation 1026: Responsible Use of Electronic Information Resources.

**2 | Issue**

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The current GC-2E requires that “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.” For the past several years, Trustees have been provided with a desk-top computer in their CBE office.



### 3 | Background

---

At the Board meeting May 1, 2012, the Board of Trustees reviewed the report from the Trustee Remuneration Committee. The Committee recognized that this is not necessarily a compensation issue but a “how you do your job issue.”

Although there was no recommended change to the policy wording regarding technology, it was noted that the issue of providing a portable electronic device for Trustees had been an ongoing conversation for many years and that it would be good to have a decision made about this outstanding issue. The Board of Trustees resolved:

THAT the issue of technology for Trustees be addressed by a Working Group of the Board of Trustees as it is not solely an allowance or compensation issue and has components of IT policy, ownership, security and working remotely that need to be addressed. The Working Group to report back to the Board of Trustees by September 15, 2012.

### 4 | Analysis

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Trustees Bowen-Eyre and Cochrane agreed to be members of the Working Group. A meeting was held with the Corporate Secretary, and the two trustees recommended that, from their perspective, laptop computers would most likely be the best option for trustees. The Corporate Secretary agreed to meet further with the Director of Information Technology Services to bring forward a more specific recommendation that would meet the needs of trustees.

Discussions were held regarding security and appropriate use of portable electronic devices, including the privacy concerns related to the use of any CBE hardware or information. Historically, the Board of Trustees' Administrative Procedures included a copy of Administrative Regulation (AR) 1062 regarding appropriate use of electronic information resources, and specifically approved that trustees would also be covered by the same regulation. This AR was updated on June 18, 2012, and the Working Group felt that it effectively captured very relevant requirements for responsible use of CBE electronic information resources that would also be appropriate for elected trustees. A copy of the AR is attached to this report.

In determining an appropriate computer, Administration focused primarily on the expected needs that arise from the regular duties of trustees as well as portability within the context of known demands on Trustees' time.

Consequently, administration has recommended that Trustees be provided with a Windows Laptop computer from the Standard category of the CBE's approved for purchase catalogue. In addition, as an alternative that could be more suitable for

enhanced mobility, Trustees could consider the choice of the Windows Laptop computer from the Lightweight category.

An assessment of the specifications of Trustees' current desktop computers will determine if it is suitable for redeployment elsewhere within the system.

## 5 | Implementation Consequences

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Providing Trustees with a laptop computer will facilitate greater access to the electronic information pertinent to their role; and increased mobility would mean that trustees could carry and use their laptops while performing more aspects of their duties than was previously feasible. Trustees could use their laptops in the board room, during on-site and off-site meetings as well as for office work. Additionally, in the future, board meeting information will be accessible via a board portal, and within that context, trustees may wish to use the electronic copies of reports rather than printed ones.

## 6 | Financial Impact

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The Calgary Board of Education "evergreens" computers based on age/specifications and serviceability. Given that Trustees already have assigned computers, the decision to provide trustees with a laptop computer to replace their existing desktop will not introduce new costs to the system. If the current desktops of Trustees have useful life, they will be appropriately redeployed.

The Calgary Board of Education will retain ownership of the laptops, and each trustee will be required to return the computer upon the completion of their elected term or if their tenure otherwise comes to an end.

## 7 | Conclusion

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Providing a laptop to each trustee will facilitate greater accessibility to information and CBE electronic resources. In addition the mobility benefits will allow Trustees a greater degree of flexibility of use than was previously possible with their desktop computers.

### ATTACHMENTS

Attachment I: Administrative Regulation 1062 – Responsible Use of Electronic Information Resources

## GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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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.





# CALGARY BOARD OF EDUCATION

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## Administrative Regulation 1062 – Responsible Use of Electronic Information Resources

### Table of Contents

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Guidance for the Use of Electronic Information Resources	2
Assets Owned by the CBE	3
Responsible Use of Electronic Information Resources	3
Digital Citizenship	3
Consequences for Violations	4

- Purpose**
1. To define the responsible use of Electronic Information Resources within the Calgary Board of Education.
- Application**
2. This regulation applies to staff, students, parents, volunteers, contractors, guests, visitors, and those who are authorized to act on behalf or are associated with the CBE.
- Definitions**
3. In this Regulation
    - 1) **“Electronic Information Resources”** are any electronic assets, systems, data or networks
    - 2) **“CBE Electronic Assets”** are any Electronic Information Resource owned or under the custody of the CBE.
    - 3) “Hacking” is any activity that affects or attempts to affect the confidentiality, integrity or availability of any Electronic Resource.
    - 4) **“Inappropriate Electronic Material”** includes but is not limited to:
      - a. any vulgar or lewd depiction or description of the human body except for artistic or historical depictions of nudity or anatomical, scientific or medical information, used in an educational context;
      - b. any material that has been publicly labelled as being strictly for adults;

- c. any description of any sexual act which is not part of the approved program of studies used in an educational context;
- d. graphic description or depiction of violent acts, including murder, rape, mutilation, torture or serious injury, except for material used in an educational context;
- e. material encouraging the use of any illicit or illegal drugs, tobacco or alcohol, except for material used in an educational context, such as drug abuse statistics;
- f. on-line gaming or gambling services;
- g. crude, obscene or vulgar language, gestures or pictures;
- h. material or information that advocates violence against, denigrates, or exposes a person or class of persons to hatred or contempt because of race, religious beliefs, colour, gender, sexual orientation, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income or family status, including historically inaccurate information that vilifies the person or class of person;
- i. encouragement of, tools for, or advice on carrying out criminal acts, including lock-picking, bomb-making, and computer hacking information;
- j. excretory functions, tasteless humour, graphic medical photos outside of the medical context and extreme forms of body modification such as cutting, slashing, branding, and genital piercing; and/or
- k. any unlicensed media, software, music, media or any other copyrighted materials including materials that are bootlegged or illegally available for purchase or download.

**Guidance for the Use of Electronic Information Resources**

4. CBE Electronic Information Resources shall be used in a manner consistent with the mission and the mandate of the CBE.

**Assets Owned by CBE**

5. CBE Electronic Assets are the property of the CBE, and as such there is no expectation of privacy for any user of CBE Electronic Information Resources. Authorized personnel where appropriate may, audit, search, or take corrective action as part of their assigned duties.

**Responsible Use  
of Electronic  
Information  
Resources**

6. Users of CBE Electronic Information Resources are responsible for:
- 1) accessing only those resources for which they have been authorized;
  - 2) not accessing resources for others, or ask others to access resources on their behalf, where authorization does not exist;
  - 3) ensuring that passwords are kept private and are not shared;
  - 4) taking precautions that are consistent with the sensitivity in maintaining the privacy of data that is under their custody;
  - 5) ensuring that personal use is limited and does not interfere with the individual from carrying out assigned duties, roles and responsibilities; and does not interfere with the mission of the CBE;
  - 6) making sure that inappropriate electronic material is not accessed, stored, or distributed;
  - 7) ensuring security systems are not intentionally bypassed and evidence of inappropriate activities are not deleted;
  - 8) not carrying out hacking or illegal activities;

**Digital  
Citizenship**

7. When using any Electronic Information Resource one shall:
1. Use ethical and respectful behaviour when conversing or posting material.
  2. Not disclose or post confidential, personal or sensitive information pertaining to themselves or other persons, including but not limited to family members, teachers, students or friends.
  3. Respect copyright and fair use of content.
  4. Postings or communications should be professional, in a positive tone, in good taste, and not reflect negatively on the CBE.
  5. Staff and students should be aware of the user requirements stipulated in a school's Digital Citizenship policy.

**Consequences  
for Violations**

8. Any violation of this regulation, or the principles or expectations set out in it, may result in
- 1) loss of access privileges;
  - 2) termination of volunteer position, agency, consulting or contracts;



- 3) student disciplinary measures under Administrative Regulation 6001 – School Discipline;
- 4) disciplinary action, up to and including dismissal; and/or
- 5) legal action, including actions taken by the CBE, by persons unrelated to the CBE, and referral for criminal prosecution.

<b>Approved:</b>	May 14, 2012
<b>Implementation</b>	June 18, 2012
<b>Review Date</b>	July 1, 2015

<b>References</b>	
<b>Governance Policy References:</b>	<ul style="list-style-type: none"> <li>• OE-1: Global Operational Expectations</li> <li>• OE-7: Asset Protection</li> </ul>
<b>Administrative Regulations</b>	<ul style="list-style-type: none"> <li>• AR 1061 – Security of Information Resources</li> <li>• AR 1067 – Use of Social Media</li> <li>• AR 4027 – Code of Conduct for Employees</li> <li>• AR 6001 – School Discipline</li> </ul>
<b>Contact Persons:</b>	<ul style="list-style-type: none"> <li>• For general information, Learning Innovation</li> </ul>

**report to  
Board of Trustees**

**Correspondence**

Date	September 18, 2012
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**

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

- Memorandum dated August 30, 2012 from Chief Superintendent N. Johnson to the Board of Trustees advising of the designation plan for 2012-2013 Temporary Chief Superintendent Coverage.

Respectfully submitted,

JANICE R. BARKWAY  
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Relevant Correspondence



memo

to All Trustees

from  
**Naomi Johnson**  
Chief Superintendent  
August 30, 2012

**Temporary Chief Superintendent Coverage 2012-2013**

In accordance with the approved reasonable interpretation of Operational Expectations 2: Temporary Chief Superintendent Succession, I am informing you of the designation plan for 2012-2013.

In the event of a planned or unplanned absence by the Chief Superintendent, the primary designate is:

David Stevenson, Deputy Chief Superintendent of Schools.

Planned absences are related to business travel or personal vacation and may require the designation of additional supports. Calgary Board of Education practices ensure the following designates meet the criteria of Alberta Regulation 178-2003 and are sufficiently familiar with Board and organizational issues and processes.

- Deborah Lewis, Superintendent, Learning Services
- Cathy Faber, Superintendent, Learning Innovation
- Area Directors, as available
  - Jeannie Everett, Director, Area I
  - Susan Church, Director, Area II
  - Dianne Yee, Director, Area III
  - Calvin Davies, Director, Area IV
  - Sydney Smith, Director, Area V
- Education Directors, as available
  - Elizabeth Gouthro, Director, Learning Services
  - Sheila McLeod, Director, Global Learning
  - Ronna Mosher, Director, Office of the Chief Superintendent
  - Brant Parker, Director, Learning Innovation
  - Darlene Selby, Director, Learning Services

Throughout the year I will advise you of specific coverage for planned absences.



Naomi E. Johnson  
Chief Superintendent of Schools

Copy David Stevenson, Deputy Chief Superintendent of Schools  
Deborah Lewis, Superintendent, Learning Services  
Cathy Faber, Superintendent, Learning Innovation  
Area Directors  
Education Directors

## report to Board of Trustees

### Chief Superintendent's Update

Date	September 18, 2012
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

#### 1 | Recommendation

---

It is recommended:

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

#### 2 | Issue

---

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

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



## Chief Superintendent's Office

### Back to School Toolkit 2012 and other resources

As part of ensuring success for each student, Alberta Education has launched an online Back to School Toolkit. The toolkit is full of information and resources to assist students, parents, teachers, support staff and administrators.

You may view the toolkit at: [www.education.alberta.ca/backtoschool](http://www.education.alberta.ca/backtoschool)

The Curriculum Handbooks for Parents are replaced by a new online resource for parents called My Child's Learning / Apprentissage de mon enfant. This parent resource features grade and subject summaries about student learning.

My Child's Learning is available in English at [www.mychildslearning.alberta.ca](http://www.mychildslearning.alberta.ca) and in French at [www.apprentissagedemonenfant.alberta.ca](http://www.apprentissagedemonenfant.alberta.ca)

### Results Governance and Report Card Revisions

The Kindergarten to Grade 9 report card stems for the assessment of Citizenship, Personal Development and Character were revised to meet the requirements of the Board of Trustees' new governance policies and this change is effective for the 2012-2013 school year.

Key aspects of the revision are:

- There have been as few changes made as possible.
- There are now 7 report card stems and there were 8 prior to the transition.
- Results 4: Personal Development in learning has had the most revision.
- Assessment evidence of Results continues to connect *in* and *through* learning.
- Assessment evidence of Results continues to connect to the outcomes, skills and processes of the Alberta Programs of Study and, where applicable, Individual Program Plan goals.

When the Reasonable Interpretation for Results 4: Personal Development is approved there may be additional report card stem changes and this would occur during the 2012-2013 school year.

The Reasonable Interpretation for Results 5: Character is on the agenda later during the 2012-2013 school year, which means there could be changes to the report card stems for the 2013-2014 school year.

## Learning Services

### Honouring a request from the Elder Advisory Council

The Calgary Board of Education's Elder Advisory Council has requested that the acronym FNMI no longer be used when speaking of First Nations, Métis or Inuit

People. The uniqueness and diversity of Aboriginal peoples should not be referred to as simply FNMI. Staff and students in the Calgary Board of Education are encouraged to identify whether or not they are speaking to or about a person who is First Nations, Métis or Inuit, and if in doubt, to use the term “Aboriginal” or phrase “First Nation, Métis and Inuit.”

In Canada our Indigenous people are referred to as Aboriginal. The Aboriginal peoples of Canada consist of three major groups of people: First Nations, Métis and Inuit. First Nations people refers to Status and Non-Status “Indian” peoples in Canada. Many communities also use the term “First Nation” in the name of their community. Currently, there are 615 First Nation communities, which represent more than 50 nations or cultural groups and 50 Aboriginal languages. Inuit are the Aboriginal people of Arctic Canada. About 45,000 Inuit live in 53 communities in: Nunatsiavut (Labrador), Nunavik (Quebec), Nunavut and the Inuvialuit Settlement Region of the Northwest Territories. The Métis are one of the Aboriginal peoples in Canada who trace their descent to mixed First Nations and European heritage. Almost 400,000 people self-identify as Métis in Canada.

Each of the three major groups has several individual groups with unique cultural and linguistic characteristics. For example in Alberta there are 44 different First Nations groups based in three treaty areas. The most commonly spoken First Nations languages in Alberta are Blackfoot, Cree, Chipewyan, Dene, Sarcee and Stoney (Nakoda Sioux)

There are eight Métis Settlements in Alberta, as well as Inuvialuit (Northwest Territories); Nunatsiavut (Labrador); Nunavik (Quebec) and Nunavut peoples from different communities living in Alberta. Add to that the many First Nations who come from outside of Alberta and the diversity of Aboriginal People in Calgary alone is vast.



**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

ATTACHMENT I: 2011-2012 Operating Budget Variance Report  
ATTACHMENTS II and III: 2011-2012 Capital Budget Variance Reports

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