



# REGULAR MEETING OF THE BOARD OF TRUSTEES

## PUBLIC AGENDA

**TUESDAY, FEBRUARY 1, 2011**

5:00 P.M. – 8:00 P.M.

Board Room, Plaza Level (2nd Floor), Education Centre  
515 Macleod Trail SE, Calgary, Alberta

**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.**

| <u>Attach.</u> | <u>TOPIC</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Who</u> | <u>Time</u> |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|
|                | <b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Chair      | 5 min.      |
| Agenda         | <b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Chair      | 2 min.      |
|                | <b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |             |
|                | 3.1 Area III Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | D. Selby   | 15 min.     |
|                | <b>4.0 HONOURS AND RECOGNITIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |             |
| Verbal         | <b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | 30 min.     |
|                | <b>5.1 Report from Chair and Trustees</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |             |
|                | <b>5.2 Report from Chief Superintendent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |             |
|                | <b>5.3 <u>Public Question Period</u></b><br>(An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.) | Public     |             |
|                | <b>5.4 <u>Stakeholder Reports</u></b><br>(An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)                                                                                                                                                                                                                                                 | Public     |             |
|                | <b>5.5 Trustee Inquiries</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |             |

| <u>Attach.</u>              | <u>TOPIC</u>                                                                                                                                                                                                                                                                                                                                                                              | <u>Who</u> | <u>Time</u> |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|
|                             | <b>6.0 ACTION ITEMS</b>                                                                                                                                                                                                                                                                                                                                                                   |            |             |
| P. 6-1                      | <b>6.1 Trustee Bazinet's Motion re: Board of Trustees Administrative Procedures</b>                                                                                                                                                                                                                                                                                                       | C. Bazinet | 15 min.     |
|                             | <b>7.0 MONITORING AND RESULTS</b>                                                                                                                                                                                                                                                                                                                                                         |            |             |
| P. 7-1                      | <b>7.1 Annual Monitoring of EL-9: Employment, Compensation and Benefits</b>                                                                                                                                                                                                                                                                                                               | N. Johnson | 20 min.     |
|                             | <b>8.0 POLICY DEVELOPMENT AND REVIEW</b>                                                                                                                                                                                                                                                                                                                                                  |            |             |
|                             | <b>9.0 CONSENT AGENDA</b>                                                                                                                                                                                                                                                                                                                                                                 |            | 5 min.      |
|                             | <b>9.1 Board Consent Agenda</b>                                                                                                                                                                                                                                                                                                                                                           |            |             |
| P.9-24<br>P. 9-29<br>P.9-26 | 9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>• Special Meeting held January 17, 2011</li> <li>• Regular Meeting held January 18, 2011</li> <li>• Regular Meeting held January 25, 2011</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Special Meeting held January 17 and the Regular Meetings held January 18, 2011 and January 25, 2011)</i> |            |             |
| P. 9-22                     | 9.1.2 Correspondence<br><i>(THAT the Board of Trustees receives the correspondence report for information.)</i>                                                                                                                                                                                                                                                                           |            |             |
| P. 9-14                     | 9.1.3 Trustee Liaison Report re: imagineCALGARY Steering Committee<br><i>(THAT the Board of Trustees receives the liaison report for information.)</i>                                                                                                                                                                                                                                    |            |             |
| P. 9-19                     | 9.1.4 Trustee Liaison Report re: Alberta School Boards Association Board of Directors<br><i>(THAT the Board of Trustees receives the liaison report for information.)</i>                                                                                                                                                                                                                 |            |             |
|                             | <b>9.2 Chief Superintendent Consent Agenda</b>                                                                                                                                                                                                                                                                                                                                            |            |             |
| P. 9-1                      | 9.2.1 Chief Superintendent's Monthly Update<br><i>(THAT the Board of Trustees receives the Chief Superintendent's Update report for information.)</i>                                                                                                                                                                                                                                     |            |             |
|                             | <b>10.0 TRUSTEE NOTICES OF MOTION</b>                                                                                                                                                                                                                                                                                                                                                     |            |             |
|                             | <b>11.0 ADJOURNMENT</b>                                                                                                                                                                                                                                                                                                                                                                   | Chair      |             |

**CALGARY BOARD OF EDUCATION**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES  
PUBLIC AGENDA**

**FEBRUARY 1, 2011**

**To:** Board of Trustees

**From:** Trustee Carol Bazinet

**Re:** **BOARD OF TRUSTEES ADMINISTRATIVE PROCEDURES**

**Purpose:** Approval

**Governance Policy Reference:** All Governance Policies

**I. RECOMMENDATION:**

*BE IT RESOLVED*

**THAT the Board of Trustees Administrative Procedures document, as approved by the Board of Trustees on June 6, 2000 be deleted.**

**II. ISSUE:**

The Board of Trustees Administrative Procedures were last updated in June 2000. Many procedures are now outdated, or are no longer relevant for a policy governance Board.

**III. BACKGROUND:**

During his time as the Board in 1999 George Cornish introduced the document called Board of Trustees Administrative Procedures. This document was updated in 2000 but has not been updated since then. It is available on the CBE website under Policies – Governance Policies – Procedures – Board of Trustees Administrative Procedures.

Subsequent to that date, the Board adopted a governance style that includes careful establishment of written policies as outlined in GP-2. The Board has organized its policies into 4 quadrants – Ends, Executive Limitations, Governance Process and Board-Chief Superintendent Linkages. Many of the items in the Board of Trustees Administrative Procedures have since been addressed in governance policies. For example, the Administrative Procedures includes trustee remuneration which has since been addressed in GP 12 E.

The document also contains job descriptions which have been changed since 2000 and are no longer contained in trustee documents. Pages eight through 19 of the 27 page document contains administrative regulations which have been updated since 2000. Office procedures or practices have changed over the past ten years and require the flexibility to be adaptable to ongoing changes. The document is no longer used by the Board and contains items that contradict some current board policies. In other cases it contains outdated items. I believe that it would be best to

revoke this document in its entirety in order to avoid confusion between this document and the Board of Trustees Governance Policies.

Respectfully Submitted,

Trustee Carol Bazinet

Attachment: Board of Trustees Administrative Procedures (Limited Distribution)

## **CALGARY BOARD OF EDUCATION**

### **REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA**

**February 1, 2011**

**To:** Board of Trustees

**From:** Naomi Johnson, Chief Superintendent of Schools

**Re:** **Annual Monitoring Report for Executive Limitation 9:  
Employment, Compensation and Benefits**

**Originator:** John Johnston, Superintendent, Human Resources

**Resource Persons:** Karen Demassi, Director, Centres of Excellence  
John Abbott, HR Advisor, Centres of Excellence

#### **I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 9: Employment, Compensation and Benefits. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education achieved the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

#### **II. EXECUTIVE LIMITATION 9: EMPLOYMENT, COMPENSATION AND BENEFITS**

Executive Limitation 9: Employment, Compensation and Benefits states:

With respect to employment, compensation and benefits to employees, consultants, and contract workers, the Chief Superintendent shall not cause or allow jeopardy to the Board of Trustees' fiscal integrity or public image. Accordingly, the Chief Superintendent shall not:

1. Change his or her own compensation, benefits, prerequisites or any other element of the total compensation package;
2. Promise or imply permanent or guaranteed employment;
3. Fail to receive Board of Trustees' approval for all collective agreements for unionized staff and for total compensation packages for all exempt employees;

4. Establish compensation and benefits which:
  - (a) Deviate from collective agreements for unionized staff or total compensation packages authorized by the Board of Trustees for exempt staff;
  - (b) Cause unreasonable liabilities to occur or in any way commit the district to benefits which generate unpredictable future costs; and
  - (c) Provide less than some basic level of benefits to all permanent and probationary full-time employees;
5. Operate the school district without an employee assistance program;
6. Allow for the provision of independent employment contract services or other consulting services without first having a written contract in place.

### **III. REASONABLE INTERPRETATION**

This Executive Limitation stresses the prudent and diligent care of financial resources in providing Total Compensation to all employees of the Calgary Board of Education (CBE). The Chief Superintendent affirms the intent of this Executive Limitation by ensuring that appropriate systems and procedures are in place to ensure that the likelihood of not complying with this Executive Limitation and impacting the fiscal integrity or public image are minimized. Strict adherence to system and legislative guidelines and procedures are stressed. The hiring of new employees and the setting or changing of compensation and benefits requires written approval at several levels within the organization.

#### **Policy Provision 1**

**Change his or her own compensation, benefits, perquisites or any other element of the total compensation package.**

##### Measure

All changes in total compensation which includes salary, benefits and other perquisites for the Chief Superintendent must be approved by the Board of Trustees.

##### Result

Measure Achieved. Any and all changes to the Chief Superintendent's contract which includes benefits, perquisites and other elements of compensation have been approved by the Board.

## **Policy Provision 2**

### **Promise or imply permanent or guaranteed employment.**

#### Measure

No offer of employment can imply permanent or guaranteed employment.

#### Result

Measure Achieved. No offer of employment during the reporting period was extended that implied permanent employment.

## **Policy Provision 3**

### **Fail to receive Board of Trustees' approval for all collective agreements for unionized staff and for total compensation packages for all exempt employees.**

#### Measure

All collective agreements for unionized staff and total compensation packages for exempt employees must be approved by the Board of Trustees.

#### Result

Measure Achieved. All collective agreements governing unionized employees and the Terms and Conditions governing exempt employees have received Board approval.

## **Policy Provision 4**

### **Establish compensation and benefits which:**

- (a) **Deviate from collective agreements for unionized staff or total compensation packages authorized by the Board of Trustees for exempt staff;**

#### Measure

Compensation and benefits for employees must not deviate from those set out in collective agreements and Terms and Conditions of Employment.

#### Result

Measure Achieved. There is no deviation in compensation and benefits from the provisions as set out in the collective agreements for unionized employees and the Terms and Conditions for exempt employees.

- (b) **Cause unreasonable liabilities to occur or in any way commit the district to benefits which generate unpredictable future costs; and**

Measure

Unreasonable liabilities that commit the CBE to benefits which generate unpredictable future costs shall not occur.

Result

Measure Achieved. The CBE retains the appropriate expertise both internally (employees) and externally (actuaries) to ensure that future costs are reasonable and predictable.

- (c) **Provide less than some basic level of benefits to all permanent and probationary full-time employees;**

Measure

Some basic level benefits for all permanent and probationary full time employees must be provided.

Result

Measure Achieved. All permanent and probationary employees are provided at a minimum, basic level benefits. Eligibility for those benefits is governed by the collective agreements, Terms and Conditions of Employment for Exempt Employees and the contracts with CBE benefit carriers.

**Policy Provision 5**

**Operate the school district without an Employee Assistance program.**

Measure

The CBE must provide an Employee Assistance Program for all employees.

Result

Measure Achieved. An Employee Assistance Program for all employees is provided through the Employee Health Resource Centre.



## **Policy Provision 6**

**Allow for the provision of independent employment contract services or other consulting services without first having a written contract in place.**

### Measure

A contract must be in place prior to retaining either an independent contractor or other forms of third party services.

### Result

Measure not achieved. An earlier review of this process has brought to light that contracts are not always in place prior to a contractor or consultant engaging in work. A review of this process is underway by Legal Affairs.

## **IV. STATEMENT OF COMPLIANCE**

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting on the extent to which the Chief Superintend complies with Executive Limitation 9 - Employment, Compensation and Benefits. This report includes a reasonable interpretation of the Executive Limitation and provides documented results. As such, I am reporting compliance with all interpretations except the following:

Policy Provision 6 – Independent employment contract services or other consulting services

A review of contracting processes is underway.

## **V. ADMINISTRATIVE RECOMMENDATIONS FOR POLICY ENHANCEMENT**

### **Policy Provision 2**

**Promise or imply permanent or guaranteed employment.**

The language in all of the collective agreements utilizes the term “permanent” employee. This nomenclature should be changed and this can only be done through collective bargaining.

In addition, the Board of Trustees may wish to reconsider the use of the word “guaranteed” in the policy provision as an offer, when extended to a prospective employee regardless of nomenclature, in and of itself guarantees employment.

**Policy Provision 4**

**Establish compensation and benefits which:**

- (c) Provide less than some basic level of benefits to all permanent and probationary full-time employees;**

The use of the word "permanent" in this policy provision may conflict with Policy Provision 2. It is suggested that the Board of Trustees give consideration to changing the term "permanent" to the term "continuous".

A further suggestion is that the nomenclature be standardized throughout the Executive Limitation; that is, staff versus employees.

A handwritten signature in cursive script that reads "Naomi Johnson".

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

**CALGARY BOARD OF EDUCATION**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**FEBRUARY 1, 2011**

**CORRESPONDENCE**

**RECOMMENDATION:**

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

- **Letter received from The Honourable Dave Hancock, Minister of Education, addressed to Board Chair Pat Cochrane, regarding the Calgary Board of Education's comments on the *Education Act* Proposed Framework.**

Respectfully Submitted

J.R. Barkway,  
Corporate Secretary's Office



ALBERTA  
EDUCATION

Office of the Minister



January 12, 2011

Ms. Pat Cochrane  
Chair  
Calgary Board of Education  
515 Macleod Trail SE  
Calgary, Alberta  
T2G 2L9

Dear Ms. Cochrane:

Thank you for your January 5, 2011 letter providing comments on the *Education Act* Proposed Framework.

I appreciate the involvement and support of the Calgary Board of Education in *Inspiring Education*, *Inspiring Action* and *Setting the Direction*. The thoughtful comments you have provided about the framework will be considered as we prepare this legislation.

With regard to your concern that the framework does not reflect the ideas and values of *Inspiring Education*, *Inspiring Action* and *Setting the Direction*, I firmly agree that these must be incorporated into the *Education Act*. I must caution that the framework was prepared as a discussion document only, and should not be taken as the final word on what may or may not be in the *Education Act*. Indeed, the entire point of such a discussion document is to seek out advice and feedback like yours.

I must also note that enabling legislation is enabling because it places fewer prescriptive limits on what can and cannot be done. Empowerment and flexibility cannot be set out in law; they exist only in the absence of constraining rules. Thus, the draft framework should be read with a view not only to what it does prescribe, but also to what it does not prescribe.

Finally, while the *Education Act* is an important part of our transformation of education, it is by no means the totality of it. Though the work of our school system exists within a legislative framework, much of our focus lies in specific areas that are relatively untouched by legislation. Teaching excellence, a deep and meaningful curriculum, and knowledgeable and engaged communities are ultimately the product of the ongoing efforts of everyone in the education system.

Once again, thank you for your feedback and support.

Yours truly,

  
Dave Hancock, Q.C.  
Minister

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**CALGARY BOARD OF EDUCATION**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**FEBRUARY 1, 2011**

**LIAISON REPORT - imagineCALGARY**

**RECOMMENDATION:**

**THAT the imagineCALGARY Steering Committee Meeting Notes of November 18, 2010 and December 16, 2010, be received for information.**

**BACKGROUND**

The Calgary Board of Education (CBE) is a member partner of imagineCALGARY entrusted with advancing the vision, goals and targets of imagineCALGARY.

As the CBE Board of Trustees' representative on the imagineCALGARY Steering Committee, I am providing this report for the information of the Board of Trustees.

Respectfully submitted,

Trustee George Lane  
Liaison Representative

# Steering Committee Meeting

Thursday, November 18, 2010

## Brief Summary Notes

In addition to SC members, attendance by Brett Bergie and Nancy McKenzie (CAC), and Evan Wooley and Dick Ebersohn (Sustainability Office, City)

### 1. Update on Partnership Initiatives

- Post-Secondary Students Working Group
  - Brett (lead person on this initiative) reported that a linkage will be made in a Post-Secondary student context
- January All-Partners Workshop
  - scheduled for January 20, 2011 at Bow Valley College (2:00-5:00 p.m.)
  - 2010 in review and forward – working title, 'Partner Successes' (specific focus to be refined for December SC/CAC discussion)
  - anticipated participants: Joanne Perdue (Sustainability Office, UofC), Carolyn Bowen (Sustainability Office, City) and a 2010 iC Award winner (?)
- Annual Conference 2010
  - Office of Sustainability, City of Calgary: organizing host
  - Tuesday, December 7 (2:00 – 5:00; reception: 5:00-6:30)
  - location: Calgary Water Centre
  - theme: "imagineCALGARY 2010 and Beyond"
  - keynote speaker: Mark Aneilski (*The Economics of Happiness: Building Genuine Wealth*)

### 2. Review of Steering Committee Work Plan 2010-2011 and SC Action Team Documents

- review of implementation options from SC action team documents for:
  - recruitment & engagement
  - indicators of success

### 3. "imagineCALGARY – 2010 And Beyond"

- presentation by Carolyn, Evan, and Dick
  - review of goals and visions of iC, LRUSP, and the Partnership
  - importance of the network factor for the Partnership
    - collectivity
    - connectivity
    - collaboration
  - consider City projects – e.g. food functional structure

- consensus: 3 events, maximum capacity of annual events (in addition to events sponsored and/or hosted by individual Partners)
- Partnership and Partner events and initiatives:
  - intentional outcomes and developments
  - unintentional outcomes and developments

**4. Next Meeting**

December 16, noon – 1:30 pm, (location: City of Calgary – room, TBD)

# Steering Committee Meeting

Thursday, December 16, 2010

## Brief Summary Notes

In attendance JB Isaacs (Chair SC), Diane Draper (SC), Brett Bergie and Dick Ebersohn (CAC), and Evan Woolley (Communication & Awareness Committee)

### 1. Update on Partnership Initiatives

- Post-Secondary Students Working Group
  - Brett (lead person on this initiative) made contact with Students through an email for Annual Partnership Event
  - Met in Spring with Students and had second meeting with sparse attendance
  - Difficulties with communication
  - **ACTION:** Brett and Evan to establish plan to develop linkages engagement with student groups
  - **ACTION:** Develop Post-secondary contacts Spreadsheet
- January All-Partners Workshop
  - Scheduled for January 20, 2011 at Bow Valley College (2:00-5:00 p.m.)
  - Theme not yet Defined
  - Questions raised around feasibility
  - JB – Would be best not to have meeting unless it is first-rate
  - **ACTION:** Brett to immediately talk with CAC and make decision
  - **ACTION:** Evan to develop updated partnership list by the next meeting
- Annual Conference 2010
  - Evan reviewed the event and outcomes/ feedback
  - Diane – Enjoyed Mark's talk and would like to see bring him back
  - Brett – Great energy/renewed energy, mayors message, smooth agenda, great venue
  - JB – Loved the Water Centre Venue, message of looking forward really came through
  - **ACTION:** An event Summary and poster notes will be submitted at next SC meeting
  -

### 2. Review of November/December Tasks from the Steering Committee Work Plan 2010-2011/Implementation Options from SC Action Teams' Documents

- **ACTION:** January task to do self Evaluation at meeting and everyone come prepared to do so
- Assess implementation of recruitment and resourcing strategies



- JB – Where are we with this?
- Dick – Last meeting we initiated some discussion around this
- Diane – Preliminary discussion of indicators of success have been held but they have not met yet or moved forward on this yet.
- ACTION: Go over the Oct/Nov/Dec/Jan Actions sheet and look at what has been accomplished and if not what are some of the barrier on moving forward.

### 3. “**imagineCALGARY – 2010 And Beyond**”

- Recap of last meeting
  - What stands and how we can move forward
  - Goals and Objectives are solid
  - Targets/Strategies need work
  - Resourcing and future need
- Operation of the iC to become more effective
  - Help Steering Committee Steer
  - Restore Communication and Awareness Committee to active status
  - Focus Collaborative Action Committee and develop work plans
  - Re-engage the partnership
  - Action initiatives and focus for the partnership
- iC Partnership facilitates what the partners want to do
- Sufficient resourcing for administration and projects
- Three principles to move forward
  - Re-engage the Partnership
  - Strengthen the Partnership
  - Strengthen our governance
- There was discussion around all this and a consensus that these are all important issues that need to be explored and discussed.
- JB – Clearly function did not follow form? These aspects should form the basis for the January event agenda. Also review if workplan actions fit into where we'd like to go? Workplan need updating.
- JB – propose that all committees join in at the January 20<sup>th</sup> event

### 4. **Next Meeting**

- The idea was raised that if we do not move forward with the all partner meeting in January that we have a Governance Workshop for all committee members on December 20<sup>th</sup>. Everyone agreed that given there is so much to do that this might be a good opportunity so that we can engage the all partners meeting in March with some consensus for the different committees.
- **ACTION:** Carolyn to make decision on the above proposal based on what Brett and Collaborative Action Committee decide on.
- January 20, 2011, noon – 1:30 pm, (location: City of Calgary – room, TBD)

**CALGARY BOARD OF EDUCATION**  
**REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**

**FEBRUARY 1, 2011**

**LIAISON REPORT – ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)**

**RECOMMENDATION:**

**THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated January 2011 be received for information.**

**BACKGROUND:**

The attached is a report provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Respectfully submitted,

Trustee Lynn Ferguson  
Liaison Representative

## ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each meeting. Board of Directors members are asked to circulate Board Highlights to their respective constituencies. The draft and official minutes are available on the ASBA website at [www.asba.ab.ca](http://www.asba.ab.ca). For more information contact **Marian Johnson** at 1.780.451.7101.*

### *ASBA gets clean audit*

#### **Audited financial statements presented to ASBA board of directors**

**Joseph Man** of Collins Barrow Edmonton LLP presented the 2009-2010 audited financial statements to the ASBA Board of Directors. Collins Barrow gave the ASBA a clean audit report. Man told the board that the ASBA is in a healthy position – it is carrying no debt and ended the year with an overall surplus of \$27,130. The 2010 audited financial statements will be posted on the ASBA website shortly. For more information, contact **Heather Rogers**, Director Finance and Administration at 1.780.451.7114.

#### **ASBA responds to proposed *Education Act***

After reviewing input received from school boards, the ASBA Board of Directors approved the association's response to the *Education Act 2011 Proposed Framework* for submission to the provincial government. Read the ASBA submissions here:

**Education Act:** [http://www.asba.ab.ca/files/pdf/proposed\\_framework.pdf](http://www.asba.ab.ca/files/pdf/proposed_framework.pdf)

The ASBA's response re the proposal to have some trustees appointed will be of special interest to school boards. The association's full response is below. But succinctly put the association said: The ASBA responded as follows to the proposal to appoint some school trustees noting that any such appointment weakens the democratic foundation of school boards. That said if the government does proceed in this direction, the ASBA wants appointments to be made by the board, not the minister of education.

#### **Trustee appointments:**

[http://www.asba.ab.ca/files/pdf/proposed\\_framework\\_trustee\\_appointments.pdf](http://www.asba.ab.ca/files/pdf/proposed_framework_trustee_appointments.pdf)

#### **Trustees getting involved in work of ASBA**

The ASBA Board of Directors appointed these trustees to the following boards:

**Lee Pickett**, a trustee with Grasslands Regional Division will be an ASBA representative on the ASEBP Board of Trustees for the term ending December 31, 2013

**Gerry Martins**, a trustee with St. Albert Protestant Schools, will be an ASBA representative on the ASEBP Board of Trustees for the term ending December 31, 2011.

**Karen Holloway**, a trustee with Clearview School Division, was reappointed to the ASEBP Board of trustees for the term to expire December 31, 2013.

**Carol Bazinet**, a trustee with the Calgary Board of Education, was reappointed to the ASEBP Board of Trustees for the term to expire December 31, 2013. Carol will chair the ASEBP board for the next year.

**Caren Mueller**, a trustee with Evergreen Catholic Schools, was reappointed to the ASBIE Advisory Board for the term ending December 31, 2013.

**Rod Soholt**, a trustee with Northern Lights School Division, was reappointed to the ASBIE Advisory Board for the term ending December 31, 2013.

**Jerry Muelaner**, a trustee with Foothills School Division was appointed to the SiPP Board for a term to expire December 31, 2012.

**ASBA Board of Directors to serve on these committees**

AISI Education Partners Steering Committee: **Johnette Lemke**, Director Zone 2/3

COATS Excellence in Teaching Awards Selection Committee: **Sharilyn Anderson**, Director Zone 1

Program and Accountability Advisory Committee: **Anne Marie Boucher**, Director Zone 5

Society for Safe and Caring Schools and Communities subcommittees: **Lisa Brower**, Zone 2/3

Teacher Salary Qualifications Board: **Becky Kallal**, Representative, Edmonton Catholic Schools

**CALGARY BOARD OF EDUCATION**  
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**February 1, 2011**

**To:** Board of Trustees  
**From:** Naomi E. Johnson, Chief Superintendent of Schools  
**Re:** Chief Superintendent's Update  
**Purpose:** Information

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**I. RECOMMENDATION**

It is recommended that the Board of Trustees receive this report for information.

**II. PURPOSE OF THE UPDATE REPORT**

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitation (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

**III. TIMELY INFORMATION**

**OFFICE OF THE CHIEF SUPERINTENDENT**

Annual Report to the Community

EL-3: Information, Counsel and Support to the Board of Trustees

EL-5: Annual Report to the Public

The Report to the Community January 2011 is published on the CBE website and will be available in hard copy shortly. The document was created in accordance with the content and timeline requirements of Executive Limitation 5. We are proud of the accomplishments of our students and celebrate the excellence that is the Calgary Board of Education.

In addition to the electronic report broadly available to members of the public on the CBE website, hard copies of the Report to the Community January 2011 will be delivered to the following areas for further distribution and use.

- Office of the Trustees
- Schools and Area Offices
- Education Centre Reception Areas
- School Districts in Calgary and neighbouring areas

The report will be mailed to municipal, provincial and federal government representatives and Calgary Board of Education partners.

The electronic document is available at <http://www.cbe.ab.ca/aboutus/documents.asp>

#### Chief Superintendent's Student Advisory Council

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

EL-16: Learning Environment/Treatment of Students

Since its inception at the end of September 2010, the Chief Superintendent's Student Advisory Council has played a valuable role in advancing teaching and learning within the Calgary Board of Education. Council members have surveyed students in each of their high school settings to inform our system on educational conditions that high school students feel have the most impact on their learning. The top item identified by our high school students was the physical condition of our buildings, the second was class size, and third was the importance of teacher/student relationships. In response to these issues, Student Advisory Council members have met or will be meeting with CBE Superintendents for further discussion and to offer suggestions for consideration.

In addition to providing feedback from our student body, Council members have taken up a number of initiatives within their individual school settings. Using the Chief's Council as a model, a number of our high schools are now in the process of developing Principal Advisory Councils. Some of our Chief's Council members are reaching out to junior high/middle schools across the jurisdiction to promote smooth student transitions. They are speaking with Grade 9 students about ways in which they have been successful in high school, some of the pitfalls to avoid and strategies to ease their move into Grade 10. They are also sharing their insights into leadership possibilities open to all students, including our Mega End Symposia events, where student ideas and opinions are shared across our system.

Some Chief's Council members are also exploring opportunities for partnerships between schools and ways to encourage flexible programming between school settings. One Council member has been working with his school administration to set up a one-on-one mentoring program between students at his high school and

students in the feeder junior high/middle schools. As Council members investigate these innovative practices they are reflecting on their individual leadership styles and developing critical leadership skills that will serve them well beyond high school.

#### Arabic Bilingual Alternative Program Proposal - Update

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Executive Limitation 6: Instructional Program states, “Accordingly, the Chief Superintendent shall not fail to: 6. inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered.” The following information is shared in compliance with the criteria set out by this policy provision and builds upon information already shared.

Superintendents’ Team received a report titled “Program Proposal Regarding Arabic Bilingual” at the meeting on Monday, December 6, 2010. Based on information contained in the report, Superintendents’ Team approved moving to the next steps in the process. Administration is currently planning an Expression of Interest to gather feedback from the Calgary community regarding this alternative program.

#### Strategic Review of Locally Developed Courses

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Alberta Education is currently conducting a Strategic Review of how Education should continue to support Locally Developed Courses (LDC). This review will assess whether LDC, in their current design and administration:

- Meet students’ needs effectively and efficiently.
- Provide school authorities with options for innovation and responsiveness.
- Meet provincial standards for high quality policies, processes and curriculum.
- Align with Education’s strategic direction and initiatives such as *Inspiring Education*, *Inspiring Action*, *Speak-Out*, *School Act* review, *Setting the Direction*, High School Flexibility Project and the Value Review: *What We Heard*.

Along with opportunities for stakeholder engagement, research is being conducted through an historical search of the evolution of locally developed courses in Alberta and an examination of how other provinces and specific countries



administer and address these courses. The Calgary Board of Education was well represented at committee meetings and provided exhaustive information as an individual case study.

To facilitate the strategic review, Education will not accept submissions for newly developed or newly acquired senior high school LDC until the 2012-2013 school year. The temporary hold on the submission of newly developed or newly acquired senior high LDC provides time for implementation of the Locally Developed Course Online Management System and to conduct the strategic review.

Further information is available on the Alberta Education LDC website at [www.education.alberta.ca/departement/ipr/ldcr.aspx](http://www.education.alberta.ca/departement/ipr/ldcr.aspx).

## **FACILITIES AND ENVIRONMENTAL SERVICES**

### Certificate of Recognition

EL-3: Information, Counsel and Support to the Board of Trustees

EL-7: Treatment of Staff and Volunteers

EL-13: Facilities

EL-16: Learning Environment/Treatment of Students

The CBE has embraced the attainment and maintenance of its Certificate of Recognition (Occupational Health and Safety) as a means of affirming its efforts towards the provision of safe working and learning environments. Sustaining this certification requires that the CBE annually review its practices. The 2010 review was conducted for the first time using the Corrective Action Report instrument.

The CBE invested in the training of CBE staff to undertake required management audits, and 2010 was the initial opportunity for internal, certified CBE staff, in concert with Alberta Association of Safety Partners, to undertake the prescribed review. The CBE successfully completed the 2010 maintenance audit thereby meeting the requirements for maintaining its Certificate of Recognition.

### Our Students and Environmental Stewardship

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

CBE students are active citizens engaged in making the world a better place. Environmental learning connects students with real world issues and creates opportunities for students to take action to improve the quality of life for themselves, for others and for other living things on the planet. High school students are actively engaged in environmental stewardship activities.



Youth Earth Ambassadors is a group of high school students from Western Canada High School. This student action group, with the support of teachers, has engaged students from Central Memorial, Lord Beaverbrook and Dr. E. P. Scarlett High Schools to reach out as mentors to students from feeder junior highs. These students believe their leadership can effect change in the culture of their schools and communities through building relationships and sharing knowledge about actions they can take to improve the environment. Youth Earth Ambassadors applied for and received grant funds to organize and host a series of environmental networking and information sharing sessions throughout the 2010-2011 school year. Students involved with Youth Earth Ambassadors are acquiring the skills, knowledge and attitudes to make meaningful, lifelong contributions to our city and to our natural environment.

The Environment Club at Dr. E. P. Scarlett High School is actively engaged with extending their passion for environmental stewardship to other schools in the CBE. In October, 2010 Dr. E. P. Scarlett students organized the 10:10:10 challenge. 10:10:10 is a global initiative aimed at reducing greenhouse gas emissions by 10% through active transportation and energy conservation. The 10<sup>th</sup> day of the 10<sup>th</sup> month in 2010 marked the launch of this challenge, which supports the CBE's 10% electricity conservation challenge. Student-led initiatives such as 10:10:10 are examples of how CBE schools are supporting students in becoming tomorrow's leaders today.

An innovative integrated focus program at Centennial High School called 'Green Earth' was initiated during the 2009-2010 school year by a teacher and administration at the school. As an integrated focus program, Green Earth has become a model of integrated curriculum focused on creating learning that builds environmental stewardship capacity. Grant funds totaling over \$20,000 were successfully applied for and received from BP A+ for Energy to support this learning program that included experiential learning components such as field trips to the oil sands in Fort McMurray, trips to the Pincher Creek windfarms, and excursions to natural environments to provide a rich context for bringing the curriculum to life for high school students. After completion of the semester long program, students become active citizens in their school and community in action projects that focus on environmental stewardship.

In collaboration with the City of Calgary and University of Calgary, the CBE has developed an Ecological Footprint for K-12 Schools and post-secondary institutions. The first of its kind in North America, the tool measures both the ecological footprint and the carbon footprint of a school or building, and the collective activity of the occupants. This tool and its associated resources will provide educators and students with engaging, project-based learning opportunities that help them understand the interrelations between society, the economy and the environment, attaining learning outcomes of the Alberta Programs of Study. In allowing students to enter data and see the direct Footprint consequences of their own activities, the school calculator will give students a

powerful and direct understanding of sustainability by allowing them to see how decisions they make at their own school contribute to the overall pressure humanity is placing on the global environment.

Learning experiences in CBE schools supported and organized by students, teachers and administrators are building a foundation of learning that will help students function effectively in our world.

#### Northeast Calgary High School

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

EL-13: Facilities

EL-16: Learning Environment/Treatment of Students

The Calgary Board of Education has a northeast senior high school site on the north portion of a 48-acre joint use site in the Martindale community. The site will also accommodate the Genesis Centre for Health and Wellness for cultural, recreational and library uses. Founding partners of the project are: The Northeast Centre of Community Society, YMCA, Public Library and the City of Calgary. The CBE has been actively involved with the Northeast Centre of Community Society stakeholders to ensure a comprehensive designed senior high school site adjacent to the Genesis Centre for Health and Wellness site.

The CBE senior high school site comprises 18.6 acres and is currently being subdivided by Kellam Berg Engineering and Surveys into a dedicated parcel for CBE use. The Genesis Centre for Health and Wellness and a CBE high school on the 48-acre site will provide increased opportunities for access to facilities and fields by both the school and local community. The Genesis Centre for Health and Wellness is currently under construction and is to be completed by Fall 2011. The Northeast High School is the fifth ranked project priority on the CBE School Capital Plan 2011-2014 that was submitted to the Province April 21, 2010.

Administration has advised the Board of Trustees, Superintendents' Team and members of the public on a regular basis of the status of this CBE senior high school site and the Genesis Centre for Health and Wellness.

## **LEARNING INNOVATION**

### CBE Learning Commons...from information to knowledge creation

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Learning Commons: a physical and virtual collaborative learning environment where everyone is accessing and sharing resources and ideas. This is a flexible learning space that can be changed when required for the type of learning that is

happening. Strategic work on this initiative continues in alignment with the Alberta Education School Library Services Initiative.

The Specialist supporting the project entitled *CBE Libraries: A Transformation to Learning Commons* is currently working with 20 schools in the initial planning and discussion phases along with several more schools that are moving ahead with an exploration of what the virtual learning commons could look like within a CBE setting. This exploration has revealed the importance of starting this process with a strong learning commons leadership team comprised of school administration, a lead learning commons teacher, collaboration with school-based subject and technology teachers, and library support staff.

Work continues at the Research & Learning Commons (RLC) to create a model for both the physical space of a learning commons, exemplars of collaboration within the space, and the creation of a Virtual Learning Commons. These initiatives to transform information to knowledge creation will continue to be enhanced through the move of the RLC to the new Education Centre Complex.

#### Ends 3, 4 and 5 Reporting and Assessment Framework - Update

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The first student report cards incorporating the Calgary Board of Education's new Ends 3, 4, 5 Reporting and Assessment Framework were distributed this fall. Through these report cards students and parents were given specific, descriptive feedback about the ways in which students demonstrated Citizenship, Personal Development or Character in and through learning. This feedback informs how each student's decision-making and working processes impact their learning and academic success.

Teachers reported on Citizenship, Personal Development and Character through what was observed in the classroom, what was evident in student work and what was learned through conversation with each student; an approach intended to promote the continued development of demonstrated student strengths.

Through the first phase of the new Ends Reporting and Assessment initiative the vast majority of elementary, middle and junior high schools are adopting new assessment and reporting practices. With 90% of schools reporting on at least one Ends this first term, and all schools expected to follow suit by the end of their second term, significant work has been done at school, Area and system levels to ensure that the process of assessing and reporting Ends 3, 4 and 5 benefits all students.

### Mobile Devices

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

In partnership with the University of Calgary, research around the potential of mobile learning is continuing in eight schools across the Calgary Board of Education: Bowness, Valley Creek, Catherine Nichols Gunn, Forest Lawn, Annie Gale, Westgate, Maple Ridge and Robert Warren.

These schools are piloting the pedagogical possibilities of handheld devices such as the iPod Touch and iPad. Before using the devices, all students explored the importance and meaning of digital citizenship and how it impacts their use of digital technology. Significantly, all of the pilot schools have gained recent access to the Learner Accessible Wireless Network.

Inquiry and the documentation of learning are two key pedagogical frameworks guiding the lesson design in the classrooms. There is a definite place for these devices in the context of teaching and learning where the infrastructure supports innovative instructional practice. Early findings are pointing to increased student engagement and the importance of students being able to personalize the devices. We will be sharing some of our findings through presentations at the Calgary City Teachers' Convention and the International Society for Technology in Education.

### Inclusive Learning Technologies

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Inclusive Technology projects are currently impacting over 140 schools by providing students with access to current technology enhanced learning tools and ensuring that the CBE continues to research and explore new and emerging technologies as they become available. These projects are also meant to provide teachers with the supports they require to implement a personalized learning model. Data will be collected on the impact of these initiatives through surveys, video and focus group interviews.

## **IV. ENDS STATEMENT FOCUS**

The focus of this report is on Ends 1: Mega End. The Board of Trustees has stated that, "Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning."

Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

## **AREA I**

Grade 11 students at Bowness High School are participating in an E-Learn Math 20 Pure course within the school. This delivery model was initiated by a mathematics teacher who knew that a number of Bowness students would benefit from this different approach to learning the Math 20 Pure curriculum.

The teacher begins instruction on a SmartBoard and uploads each lesson into a D2L shell that students may access at any time. Students watch videos that both correspond with the lesson and provide examples of the concepts. Quizzes are designed to allow for two writings – building in an opportunity for improvement – and students receive immediate feedback on quizzes. The teacher encourages group work and questions, and has noted the impressive level/depth of student inquiry. There is a Page button in D2L that students can use to contact the teacher with their questions. This is popular with the students, especially when they are away from the school.

Students relate their success in this course to the anytime, anywhere accessibility and range of resources: group conversations, immediate feedback, opportunities to ask lots of questions, lessons/notes, videos, quizzes and tests, and the ability to page their teacher. Although the Math 20 Pure curriculum is the same, this delivery model has proven valuable. The teacher indicates the class is enthusiastic and productive. Students are talking to one another about math, exploring ideas and concepts, and taking their learning to a higher level.

Students are excited to learn in their Math 20 Pure environment; their attendance rate is high and their math marks have improved. All of the students in this course have requested an E-Learn Math 30 Pure course next year.

## **AREA II**

James Fowler High School continues to support the achievement of Ends 1 by providing a variety of programs designed to meet the needs of a diverse learning community. Our students have access to a full range of high school courses leading to an Alberta High School Diploma or a Certificate of Achievement. These include many Career and Technology (CTS) courses in a variety of areas that give students opportunities to sample technology and trades areas that may lead to careers after high school. In support of our students, the school provides an extensive English Language Learner program, which meets the needs of learners at all levels of early English proficiency.



Fowler is the receiver high school in the north half of the city for students who have enrolled in the Arts Centred Learning program. As well, since the fall of 2010, we have offered the Advanced Placement program to learners who will benefit from a rigorous academic program focused on university entrance. In support of learners with other gifts or challenges, Fowler provides a Paced Learning Program (PLP) which meets the needs of approximately 40 students. We are also pleased to be the only CBE school participating in Alberta Education's Flexibility Enhancement Project, which is providing students with greater opportunities to complete high school by giving them different ways of successfully finishing courses and acquiring the credits necessary for high school completion. It is our belief that we are providing a significant foundation of learning for our students that will allow them to function effectively in life after high school.

### **AREA III**

Jack James High School's School Development Plan focuses on two areas: students completing a high school education and broadening the personal experience and understandings of the opportunities in the world before them. To this end we work with our students to not only demonstrate and participate but to share in a personal experience that empowers them in the decision making within their high school education.

Two examples of our work with students are our Alternate programming and our focus on Skills Canada.

#### Alternate Programming

This work provides flexibility for students to complete high school courses in a variety of ways, time frames and learning styles. The goal is to capture students in a path of success and to build confidence that they can complete and challenge themselves to greater learning.

Our Alternate programming provides for:

- On-line learning
- Alberta Distance/Distributed Learning
- Credit Recovery and Course Difficulty completion
- Individualized support
- Regular timetabled courses
- Exam Accommodations/support/Resource Room.

We want our students to challenge themselves to the best they can be and to explore how they best learn as they not only complete high school but move to the next step with a confident and positive attitude towards learning, careers and life skills.

### Skills Canada

In the year 2008 we declared our school a Skills school to show students they could compete with the best in the province and the nation. The World Skills experience for our students was a great motivator and broadening experience. We have adjusted our curriculum projects to meet the skill sets of Skills in our classrooms and also compete in Regional, Provincial and hopefully National level competitions.

Our students are well-prepared, adorned in team wear and share with other students about their experiences. Many of our students have limited exposure to multiple life experiences and our goal is to broaden their horizons to opportunities available and, most importantly, to believe in their individual potential.

At Jack James High School we work towards addressing the Mega End to provide our students the opportunities to empower themselves in the exploration of their individual talents as they complete high school and graduate with confidence and the attitude that they are capable, contributing citizens. They can follow their dreams and passions with strong values and a work ethic in whatever their next steps may be.

### **AREA IV**

Students at Elboya School may be enrolled in any grade from Kindergarten to Grade 9. He or she, in concert with parents, has chosen one of our programs: Regular English, Gifted and Talented Education (GATE), Late Immersion or Continuing French Immersion.

Each individual is an important and valued member of our Elboya School community regardless of age or program. Grade 6 to 9 students are mixed in Homerooms where Grade 9 Leadership students take the initiative and responsibility to share information about school activities which they have planned and will provide for their peers. Every student is a member of one of our four Houses—Snowy Owls, Ospreys, NightHawks and Buzzards. Houses encourage students to participate in intramural, spirit or other activities such as our upcoming Shave Your Lid for a Kid fundraising.

Grade 8 Leadership students provide elementary students with intramural and other activities throughout the year. Our purpose is to encourage every student to participate, to contribute, to be involved in some way. A child may not be able to participate in the Terry Fox Run and may choose to walk, help with the elementary run/walk or help serve or prepare the lunch. Recently Kindergarten through Grade 6 students shared their Decidedly Jazz Artist in Residence performances with older students who loved seeing the younger children perform. Students work within their grade or program and are mixed with others who have

selected the same options or module in Physical Education. Every student is a contributor in our school.

Individual students set personal goals at the beginning of the year in academics and in other areas represented in the Board of Trustees' Ends statements. Students at Elboya School value academic excellence and work hard to achieve their goals. This is demonstrated in their displayed work, in their Provincial Achievement Test results, report cards and many other ways. Recently Grade 5 students created and shared a wonderful 3D map of Canada based on their study of geographic regions.

Our parents are very supportive and recently organized a Celebration of Light; a display of student art work based on Professional Learning Community work on patterns and relations in Mathematics. The same event raised funds for the Food Bank and was a collaborative effort where students brought food items to school for families within our school community and for the Food Bank. Our students, parents and staff make Elboya School a wonderful place for a child to achieve his or her potential and build a foundation of learning to function effectively in life, work and continued learning.

## **AREA V**

Samuel W. Shaw School has the privilege of hosting two system Paced Learning Program (PLP) classes. Although the students in the program share some similarities, such as being more concrete learners, further examination of learning profiles within the classes indicate that each student has a range of abilities and interests.

In our middle school, students have programming available to them based on their unique learning strengths. Some students in grade 9 attend regular grade 9 academic classes with modified programming supported by a PLP teacher or educational assistant, some students attend specialized programming with a focus on life skills, some experience modified work experience in our café or office, and some students experience a combination of all of these options. All students have had the benefit of experiencing Career and Technology Foundations. This allows all our students to use a range of practical learning activities that are meaningful and relevant to develop concepts.

Our first grade 9 students attending PLP classes are transitioning to high school and registering in a variety of programming alternatives. Two students will pursue full programming in Knowledge and Employability (K&E) courses, another student has applied to the Fine and Performing Arts Program, several are looking at a combination of K&E and PLP classes, and some will pursue a high school experience solely in the PLP program.



The variety of programming within the Paced Learning Program exemplifies the attainment of the Mega End and can ensure that, "Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning."

A handwritten signature in cursive script that reads "Naomi Johnson".

Naomi E. Johnson  
Chief Superintendent of Schools  
CALGARY BOARD OF EDUCATION