

Please note: Limited Seating due to Excellence in Teaching Awards  
Reserved Seating in Board Room for Nominees & Their Guests  
Overflow Seating Available in Assembly Room.



## REGULAR MEETING OF THE BOARD OF TRUSTEES

### PUBLIC AGENDA

**TUESDAY, MAY 3, 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 Panorama Hills School – Ends 4	S. Church	15 min.
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
	4.1 Excellence in Teaching Awards	Board	60 min.
	<b>Recess - *Please join us on the plaza level for refreshments*</b>		20 min.
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>	Public	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>		
	(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.)		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>5.4</b> <b><u>Stakeholder Reports</u></b> (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</b> <b>Trustee Inquiries</b>		
	<b>6.0</b> <b>ACTION ITEMS</b>		
	6.1     2011/2012 Transportation Fee Schedule	F. Coppinger	30 min.
	<b>7.0</b> <b>MONITORING AND RESULTS</b>		
P. 7-1	<b>7.1</b> <b>Ends 4: Personal Development</b>	N. Johnson	60 min.
P. 7-26	<b>7.2</b> <b>EL-11, Sub-Section 8 Compliance</b>	J. Johnston	5 min.
	<b>8.0</b> <b>POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.0</b> <b>CONSENT AGENDA</b>		5 min.
	<b>9.1</b> <b>Board Consent Agenda</b>		
P. 9-27 P. 9-49	9.1.1    Approval of Minutes <ul style="list-style-type: none"> <li>• Regular Meeting held April 5, 2011</li> <li>• Regular Meeting held April 26, 2011</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held April 5, 2011 and April 26, 2011)</i>		
P. 9-20	9.1.2    Correspondence		
P. 9-1	9.1.3    Governance Committee Liaison Report		
P. 9-26	9.1.4    Revised Meeting Dates to the Schedule of Regular Board Meetings		
	<b>9.2</b> <b>Chief Superintendent Consent Agenda</b>		
P. 9-6	9.2.1    Chief Superintendent's Monthly Update		
	<b>10.0</b> <b>TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0</b> <b>ADJOURNMENT</b>	Chair	

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

**May 3, 2011**

**To:** Board of Trustees

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

**Re:** **Annual Monitoring Report for Ends 4: Personal Development**

**Originator:** Cathy Faber, Superintendent, Learning Innovation

**Resource Persons:** Elizabeth Gouthro, Director, Learning Support  
Sheila McLeod, Director, Global Learning Services, Learning Innovation  
Brant Parker, Director, Innovation and Learning Technology, Learning Innovation  
Pat Kover, System Assistant Principal, Research and Innovation  
Johanna de Leeuw, Specialist, Research and Innovation

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 4: Personal Development.

The purpose of this report is to provide evidence demonstrating the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 4: Personal Development.

**II. RECOMMENDATION**

It is recommended:

1. THAT the Board of Trustees receive the information in this monitoring report as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 4: Personal Development.
2. THAT the Board of Trustees approve the recommended changes to the Reasonable Interpretation of Ends 4: Personal Development as described in Section VI of this report.

### III. REASONABLE INTERPRETATION

The Calgary Board of Education Ends 4: Personal Development states:

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential. Accordingly, each student will:

1. Identify and actively develop individual gifts, talents and interests
2. Love learning
3. Be a critical and creative thinker
4. Be a confident and autonomous individual
5. Demonstrate the ability to adapt to changing environments
6. Develop the resilience to overcome failure
7. Self-evaluate, set goals and strive to continuously improve
8. Demonstrate commitment to make a difference based upon personal convictions
9. Develop and maintain a healthy, active lifestyle

*For the good of our children, we need to start with the student, not the subject<sup>1</sup>.*

The Calgary Board of Education Board of Trustees has recognized the importance of developing the whole child in the creation of their Ends policy statements. By focusing system work around the development of each student's *Academic Success* (Ends 2), *Citizenship* (Ends 3), *Character* (Ends 5) and *Personal Development* (Ends 4), there is the belief that students will leave the Calgary Board of Education with the foundation of learning to function effectively in life, work and future learning (Ends 1 – *Mega End*). Monitoring and measuring student progress in each of these areas of learning is imperative in ensuring our school system is meeting the needs of the community it serves.

In attempting to measure students' personal development in the context of learning, the term *personal* is key. School systems serve a wide range of individuals, and each individual begins formal schooling with an array of prior experiences, coming from a variety of family backgrounds. In addition, each student approaches learning from a unique perspective, with his/her own learning style, preferences and interests.

The Calgary Board of Education recognizes the individuality of each student and is focused on increasing the personalization of learning to ensure that each student's learning needs are met. Within a personalized learning environment, educators must come to understand each student's foundational knowledge and then use those understandings to guide future learnings and help students develop greater agency for their own learning. This guidance serves students in their quest to achieve personal highest potential.

Effective guidance of students in the area of personal development is leveraged through consistent use of the adjustment cycle (Attachment I). The adjustment cycle is an essential tool educators use to gain understandings of students' knowledge, skills and attitudes as they enter our school system and throughout their formal education

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<sup>1</sup> Castleman, B. & Littky, D.. *Learning to Love Learning*. Educational Leadership, May 2007, pp. 58-61.



experience. Once baseline data has been established, educators, along with the students themselves, engage in on-going assessment practices to monitor growth for effective instruction.

How each student develops understandings and skills as he/she progresses towards achieving life goals is carefully measured along a continuum. This continuum of learning contains a variety of assessment data that provide benchmarks of a student's learning. Formative and summative assessments, including daily classroom observations as well as summative records such as report cards and standardized testing results are examples of these benchmarks. Although these assessments may end as a student leaves a formal schooling environment, the continuum of learning and a student's quest for personal highest potential extends beyond the bounds of school jurisdictions to continue over the course of an individual's lifetime.

In order to progress towards personal highest potential, it is imperative for students to self-evaluate. The Chief Superintendent believes that one of the responsibilities of a school system is to guide students in on-going self-reflection and self-evaluation; creating a shift toward greater student agency in learning. As students take increased responsibility for learning they become more adept at recognizing their strengths, interests and areas for growth. Striving towards one's personal highest potential requires a level of sophistication in self-understanding; knowing one's capabilities and strengths in order to effectively continue the learning process. It is imperative that the measurements of personal development in the context of learning reflect the outcomes of increased student agency and student self-evaluation.

Increased student agency is also reflected through a student's commitment to make a difference in the world. Students who are known to have spent time working towards causes in which they believe demonstrate progress towards personal highest potential as personal convictions are established through increases in knowledge, skills and understandings.

Throughout history, a number of educators have provided us with thoughts on the concept of personal development and how formal education might support the personal growth of our youth.<sup>2</sup> A recurring theme is the importance placed on the development of the whole person -- body, heart and mind.

Body, heart and mind are often considered as separate entities, however it is clear that the three work together in an integrated fashion to create the whole person, just as Ends 2

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<sup>2</sup> Early in our history, Aristotle spoke of developing one's excellences in order to achieve a "good life." Later, in 1810, Wilhelm von Humboldt, a founder of the University of Berlin, recognized the importance of personal development when he stated that it was the object of education to develop the individual. In the 1950's while working as a cognitive psychologist at the University of Chicago, Benjamin Bloom developed his famous Bloom's Taxonomy; a hierarchical framework of cognitive skills. Bloom also concentrated much of his work outside the cognitive domain by recognizing the importance of three psychological domains in learning; the cognitive, the affective and the psychomotor; in essence, the importance of developing the whole person. In 1969, Arthur Chickering, an American educational researcher, further defined aspects of personal development in an article entitled "Education and Identity." In this article, he defined seven vectors of personal development for young adults: developing competence, managing emotions, achieving autonomy and interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity.

through 5 work together in a synergistic fashion in order to accomplish the *Mega End* and individual subject areas are interwoven and interlaced to advance the learnings of each. Body, heart and mind operate in a synergistic manner to create a well-rounded individual. Measuring growth in personal development means measuring growth in all three areas, as body, heart or mind cannot function independently without influencing the others. Body, heart and mind are all reflected in the policy provisions of Ends 4: *Personal Development*.

Wellness of body, heart and mind is addressed in the Framework for Kindergarten to Grade 12 Wellness Education document from Alberta Education. This document goes beyond health and physical education curricula to describe Alberta Education's vision to implement a cross-curricular approach to wellness education in 2014-2015. Wellness is defined as "a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions."<sup>3</sup> This new curriculum will encompass physical education, health, and CAREER AND LIFE MANAGEMENT classes as well as integrating wellness activities and philosophies across all curricular areas.

As this wellness framework addresses body, heart and mind, student achievement in wellness courses of choice will become one measure of student agency in personal development. Student interests, talents and abilities can be fostered and developed in all subject areas, therefore student achievement in courses of choice and locally-developed courses are also included in the measures for Ends 4: *Personal Development*.

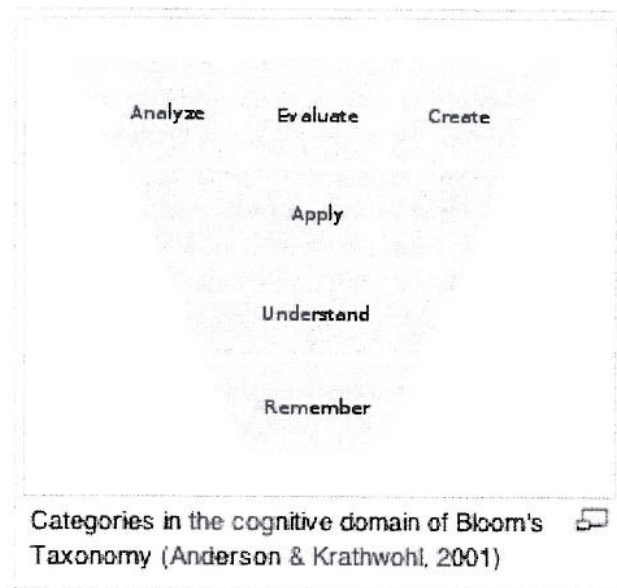
Reaching one's personal highest potential is a never-ending goal. As noted in the original Reasonable Interpretation for Ends 4: *Personal Development*, research suggests it may be detrimental to student growth to try to set such a benchmark, as we do not know the limits of the human body, heart and mind. As it is a formidable challenge to determine when a student might have reached his/her personal highest potential, it is essential that school systems help students work towards this goal without setting limits on what that potential might be.

Although it is not possible to know what a student's personal highest potential may be, it is possible for school systems to work towards developing complex levels of student thinking. Revisiting Benjamin Bloom's Taxonomy of cognitive development not only reminds us of his classification of intellectual behaviour, but of the importance of developing students' skills at all levels of complexity. Working in the multifaceted components of the taxonomy often requires the thinker to simultaneously utilize the skills and knowledge acquired at multiple levels to effectively solve a problem, evaluate, or create a solution.

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<sup>3</sup> Alberta Education. (2009). Framework for kindergarten to grade 12 wellness education. In *Government of Alberta*. Ret. 2009 from [http://education.alberta.ca/media/1124068/framework\\_kto12well.pdf](http://education.alberta.ca/media/1124068/framework_kto12well.pdf)





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For a student to be able to create, he/she must first remember and understand, then apply that understanding; consistently analyzing and evaluating the results in order to create something new.

As students access both basic and more complex cognitive behaviours, it is natural to encounter setbacks or obstacles along the way. The policy provisions for Ends 4: *Personal Development* address the importance of a student's ability to manage setbacks effectively; self-evaluating problems and challenges and adapting as necessary to improve. In monitoring students' personal development it is crucial to evaluate their abilities to adapt to challenges within the context of day-to-day work as well as during times of transition. Transitions have been identified as potential sources of formidable challenge for students that must be overcome to effectively continue personal development in learning.<sup>5</sup>

Although times of transition can be challenging for students, transitions also provide new opportunities. Times of transition open up possibilities for new relationships, new privileges and responsibilities. Transitions can be opportunities to facilitate change in oneself and one's relationships in and to the world. They offer us opportunities to become someone different than we were before. Transitions are often the milestones of personal development.

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<sup>4</sup> Anderson, L.W., & Krathwohl, D.R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman. Retrieved from: [http://en.wikipedia.org/wiki/Bloom's\\_Taxonomy](http://en.wikipedia.org/wiki/Bloom's_Taxonomy)

<sup>5</sup> "Transitions refer to student movement between two different elements within the CBE. These transitions may involve movements between grades or grade divisions, special programs, schools, post secondary schools, or employment. They may also include movement into the system from other school districts." Calgary Board of Education, 2007, Review of Secondary Education.

Considering the variety of factors that influence a student's personal development in learning, the following outcomes, measures and data sources have been developed to monitor and assess the Calgary Board of Education's progress in meeting this End.

### **Outcomes**

- Students demonstrate confidence and autonomy in learning
- Students generate goals based on self-assessment, learning criteria and personal interests
- Students demonstrate resilience<sup>6</sup> in learning
- Students demonstrate the ability to adapt during times of transition
- Students demonstrate healthy, active lifestyles

### **Measures**

- Percentage of students who are reported to demonstrate confidence and autonomy in learning.
- Percentage of students who report that they felt supported in developing their particular gifts, talents and interests.
- Percentage of students who are reported to set and work towards learning goals.
- Percentage of CBE students who return to school after dropping out
- Percentage of students who complete high school in 3, 4 or 5 years
- Percentage of students who report having the ability to work through setbacks and challenges in their learning.
- Sampling of student academic achievement from Grade 6 to 7 and Grade 9 to 10 in Language Arts and Math
- Percentage of students who reported being able to adapt to new learning situations (e.g. change of teacher, change of grade and change of school)
- CBE student achievement on provincial tests, specifically on items related to critical thinking
- Percentage of students who respond that they believe their school work required them to be critical and creative thinkers.
- Percentage of students who achieve an acceptable standard in high school wellness courses
- Percentage of students who achieve an acceptable standard in courses of choice (Physical Education, Fine Arts, Career Development, Academics)
- Number of students enrolled in locally developed courses (Physical Education, Fine Arts, Career Development, Academics)
- Percentage of students reporting they believe they can make a difference in the local, national and international communities.
- Percentage of students who report they enjoy learning and look forward to learning throughout their lifetimes.
- Percentage of students who reported that they learned to practice healthy and active lifestyles.

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<sup>6</sup> "Resilience in an individual refers to successful adaptation despite risk and adversity."

Masten, A. S. (1994). Resilience in Individual Development: Successful Adaptation Despite Risk and Adversity. In M.C. Wang, & E.W. Gordon (Eds). *Educational resilience in inner-city America: challenges and prospects*. Hillsdale, NJ: Lawrence Erlbaum Associates.



### **Data Sources**

- Alberta Education Accountability Pillar Overall Summary
- Student report cards
- Mega End Symposia data
- Student data mart
- Student survey
- Student Information Records System
- Alberta Initiative for School Improvement

## **IV. RESULTS**

### **Introduction**

Personal development can be seen as the cornerstone of education: without attention to the basic strands of human development that include emotional, physical, social, cognitive, and spiritual growth, academic potential cannot be fully realized<sup>7</sup>. This often ‘hidden curriculum’ is made explicit through the outcomes and accompanying measures in the Chief Superintendent’s Reasonable Interpretation of Ends 4: Personal Development.

At the centre of Chief Superintendent’s Reasonable Interpretation of Personal Development is the recognition of student agency in the context of personalized learning. The Reasonable Interpretation identifies five key indicators of students taking up the challenge to reach their potential: confidence and autonomy, ability to set goals, resilience, adapting to transition and living a healthy lifestyle. Fifteen measures representing these indicators have been developed to demonstrate how the Calgary Board of Education provides each student with the opportunity and means for personal development in and through learning; results from these measures indicate how well students have achieved these goals.

Measuring a child’s development involves understanding how the dual complexity of performance measurement and the learning continuum interact. Summative assessment or assessment of learning, in this case, of personal development in learning, does involve measuring against a benchmark or standard; the standards by which decisions are made regarding how well a child is developing vary according to community and cultural contexts. However, it is important to recognize that these benchmarks or standards are not arbitrarily decided but are formed in collaboration with parents and community members as represented by our Board of Trustees as well as educators.

Furthermore, performance assessment itself can never be an exact science. The primary intention is to discover how far along the learning continuum a given student is progressing, recognizing that each learning continuum is personal to that student and that students reach benchmarks at different times. There are, therefore, no ‘right answers.’ In the context of personal development, performance measurement ‘answers’ are best

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<sup>7</sup> LeCapitaine, D. (2001). Promoting personal and psychological development in children: Of what good is it to graduate the mind but to lose the person? *Education*, 121(3), 459. Retrieved From Ebscohost March 15, 2011

understood as insights into students' strengths, recognition of areas for student support and information for instructional design.

At the same time as providing information for teaching and learning, this information provides the evidence for the monitoring of Ends 4. The measures for each of the outcomes have been carefully crafted to provide a clear indication of the degree to which Calgary Board of Education students are reaching these goals.

When examining the results from each of the measures for the intended outcome, it is important to consider them as a whole and in relation to the outcome rather than as isolated units to be assessed independently of their context. This is key to understanding that the measure serves the outcome; the measure by itself is not the outcome and its results must be considered along with all the other results from measures for that outcome in order to determine accomplishment. By using the results from a combination and/or variety of measures to evaluate the accomplishment of an outcome, any bias in a particular result can be neutralized by comparing it to the results of another measure<sup>8</sup>. Instead of focusing on the single percentage result of each measure, the task is to determine whether the evidence from all measures for an outcome 'converge' sufficiently to enable a conclusion of accomplishment to be drawn.

For each of the six outcomes in Ends 4, two or more measures drawing from contrasting sources have been provided. For example, in Outcome 2 (p.11), results from teacher assessments (Ends Reporting) are placed alongside student self-reporting (CBE Student Survey) as well as course credits seen to relate to that outcome. In this way, three sources are provided that not only present a well-rounded picture for that outcome, but also provide a reasonable amount of evidence from which a decision regarding accomplishment can be made.

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<sup>8</sup> Analyzing the results or data from multiple sources to investigate a single question or event is known as triangulation. The term is borrowed from navigation where it referred to the point of convergence of various navigation points.

Creswell, J.W. (1994) *Research Design. Qualitative and Quantitative Approaches*. Thousand Oaks, USA: Sage.

## **Outcome 1**

Students demonstrate confidence and autonomy in learning

### **Measure 1.1**

Percentage of students who are reported to demonstrate confidence and autonomy in learning.

#### Rationale 1.1

Student demonstration of confidence and autonomy in learning and capacity to take initiative were evaluated in the 2009 Pilot Ends Reporting. When students demonstrate confidence and autonomy in learning, they are able to take initiative for their own learning. Teachers reporting on both descriptors provide the evidence for measure 1.1.

When students demonstrate confidence and autonomy in learning, they are also able to recognise their strengths and needs as well as work independently. Responses to these questions (four and seven, Result 1.1.2) from the Calgary Board of Education Student Survey are included as evidence for Measure 1.1. Even though the data is derived from students reporting on themselves (see Section VI, recommendation for change in wording of measure) the results from the survey are included as evidence for this measure. Student self assessment is seen as a valid source of information as well as an important component of the personalisation and assessment process.<sup>9</sup> In addition, providing data from two sources (teacher as well as student reports) increases the strength of the result.

#### Result 1.1

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all Calgary Board of Education schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the benchmark for meeting expectations and levels four and five were combined to demonstrate exceeding expectations. Students performing at levels one and two were assessed as requiring support in order for strengths to be realized within the school environment.<sup>10</sup> Tables 1 and 2 below show that teachers reported the majority of students demonstrate confidence and autonomy in learning (86.76%) and take initiative for their own learning (87.78%).

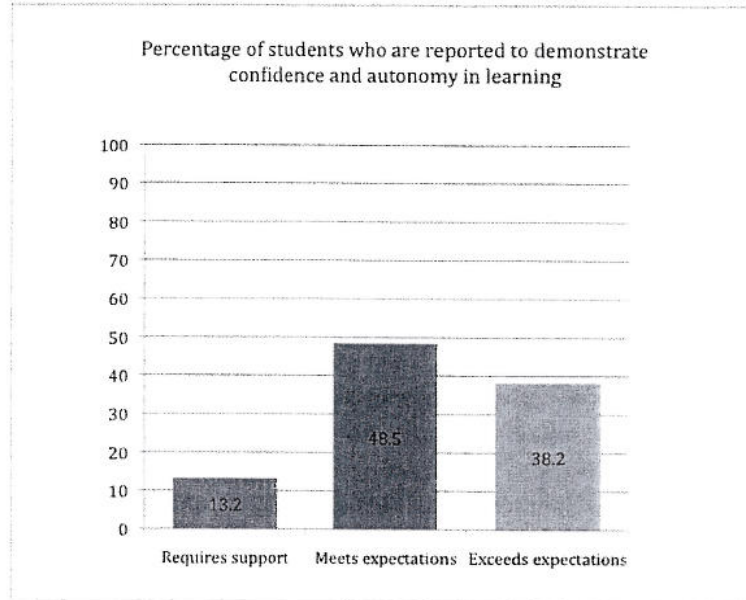
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<sup>9</sup> Taras, M. (2003). To Feedback or Not to Feedback in Student Self-assessment. *Assessment & Evaluation in Higher Education*, 28(5), 549-565. Retrieved from EBSCOhost, February 14, 2011.

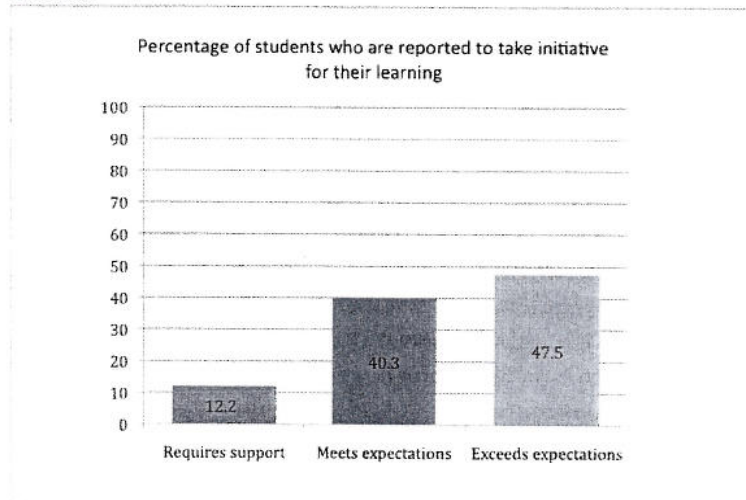
<sup>10</sup> Ends 4 Reasonable Interpretation states that care must be taken not to limit potential by setting a benchmark that expresses highest achievement (p.4). However, through a variety of assessment data, student progress is measured along a learning continuum (p.3). For further explanation of learning continuum, see introduction to this report, paragraphs 3 & 4, pp.7-8.



**Table 1**



**Table 2**



**Result 1.1.2**

Responses to questions four and seven from the Calgary Board of Education Student Survey are included as evidence for Measure 1.1. The Student Survey results show that 92.2% of students agreed or strongly agreed with the statement, “I am confident in my ability to work independently” and 91.8% agreed or strongly agreed with statement, “I am able to recognise my needs and strengths as a learner”.



Table 3 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Missing
	count	%	count	%	count	%	count	%	
Questions 4 & 7									
I am confident in my ability to work independently.	2059	50.3	1718	41.9	198	4.8	75	1.8	1.1
I am able to recognize my needs and strengths as a learner.	1562	38.1	2200	53.7	222	5.4	64	1.6	1.2

### Measure 1.2

Percentage of students who report they enjoy learning and look forward to learning throughout their lifetimes

#### Rationale 1.2

Students are most likely to report they enjoy learning and look forward to learning throughout their lifetimes when they have developed the strengths to become confident and autonomous learners.

#### Result 1.2

Question two from the Calgary Board of Education Student Survey provides student perceptions of the degree to which they enjoy and look forward to learning throughout their lives. In answer to this question, 87.8% responded positively.

Table 4 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	
Question 2									
I enjoy learning and look forward to learning throughout my life.	1550	37.8	2047	50.0	330	8.1	129	3.1	1.0

### Measure 1.3

Number of students enrolled in locally developed courses (Physical Education, Fine Arts, Career Development, Academics)

#### Rationale

Locally Developed Courses are developed and authorized by school authorities to provide their students with learning opportunities that complement provincially authorized programs. These courses allow school authorities to be innovative and responsive at the local level.<sup>11</sup> Students who seek and enrol in courses that are not

<sup>11</sup> Alberta Education. (2011). Locally Developed Courses Review. In *Government of Alberta, Education*. Retrieved March 11 2011, from <http://education.alberta.ca/departments/ipr/ldcr.aspx>.

part of regular provincial programs likely do so because they are confident and autonomous learners. Locally developed courses are designed to meet the changing needs of students by encouraging flexibility to accommodate the special interests and abilities of students, and to address local community or parent interests. The numbers of students enrolled in locally developed courses is included as a measure of confidence and autonomy.

### Result 1.3

Table 5 indicates almost eleven thousand registrations in Locally Developed Courses. Currently Calgary Board of Education offers 51 Fine Arts courses (music, dance, art, film and theatre), 13 Physical Education related courses (sports performance, sports medicine, yoga, leadership and coaching), 17 courses in career development (for example, publishing, pre-engineering, auto-body) and 9 academic courses (includes Advanced Placement and International Baccalaureate courses).

<b>Table 5</b> Locally developed courses 2010-2011	Physical Education	Fine Arts	Career Development	Academics
Number of students enrolled	3507	6161	882	432

## **Outcome 2**

Students generate goals based on self-assessment, learning criteria and personal interests

### **Measure 2.1**

Percentage of students who are reported to set and work towards learning goals

### Rationale 2.1

Having students participate in self assessment ensures that they are active participants in providing evidence of learning and developing awareness of their own personal development; this is key to the learning process. Student capacity to self evaluate, level of self awareness and ability to set goals were evaluated in the 2009 Pilot Ends Reporting and provide the evidence for measure 2.1.

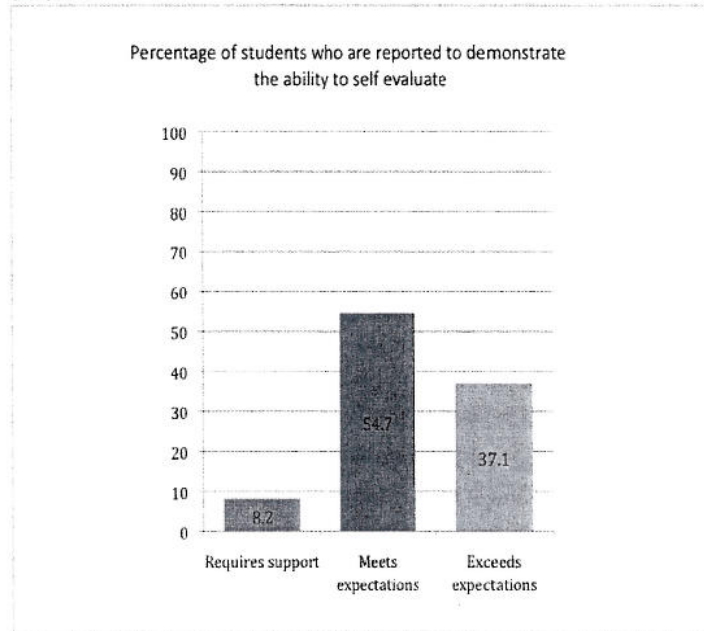
### Result 2.1

Results from the Pilot Ends Reporting for the first reporting period of 2009 provide a partial data picture in that not all Calgary Board of Education schools participated in this trial of the Ends assessment and reporting process. Students were assessed on a one to five scale according to the descriptor on the report card. Level three was established as the benchmark for meeting expectations and levels four and five were combined to demonstrate exceeding expectations. Students performing at levels one and two were assessed as requiring support in order for strengths to be realized within the school environment.<sup>12</sup>

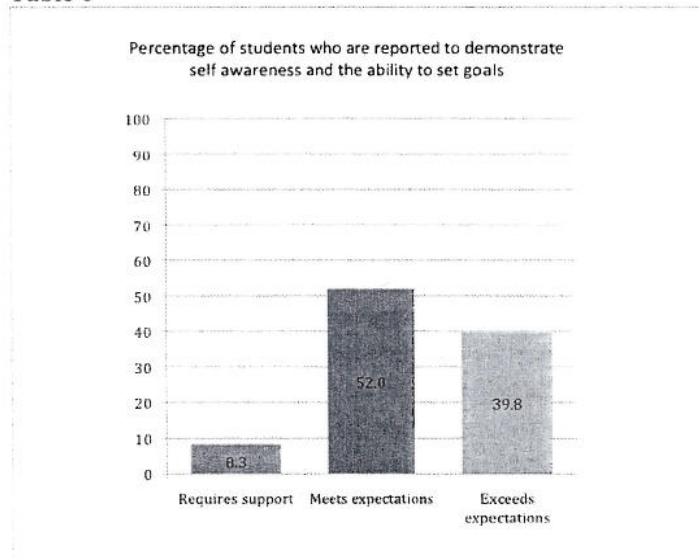
<sup>12</sup> Ends 4 Reasonable Interpretation states that care must be taken not to limit potential by setting a benchmark that expresses highest achievement (p.4). However, through a variety of assessment data, student progress is measured along a learning continuum (p.3). For further explanation of learning continuum, see introduction to this report, paragraphs 3 & 4, p.7-8.

Tables 5 and 6 below show that teachers reported the majority of students (91.79%) demonstrate the ability to self evaluate; the majority of students (91.73%) are self aware and able to set goals for learning.

**Table 5**



**Table 6**





### Result 2.1.2

Question eight from the Calgary Board of Education Student Survey provides student perceptions of the degree to which they learned to set goals based on their understandings of their strengths and needs. Even though the data is derived from students reporting on themselves (see Section VI, recommendation for change in wording of measure) the results from the survey are included as evidence for this measure. Student self assessment is seen as a valid source of information as well as an important component of the assessment process.<sup>13</sup> In addition, providing data from two sources (teacher as well as student reports) increases the strength of the result. In answer to this question, 85.6% responded positively.

Table 7 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	%
Question 8 I learned to set goals based on my understandings of my needs and strengths.	1297	31.7	2212	54.0	423	10.3	117	2.9	1.2

### **Measure 2.2**

Percentage of students who report that they felt supported in developing their particular gifts, talents and interests

#### Rationale

A supportive learning environment that encourages students to develop self assessment skills also enables students to set goals in the area of their own personal interests. The Calgary Board of Education Student Survey asks students to indicate the degree to which they felt supported in their learning environments to develop their gifts, talents and interests.

### Result 2.2

Table eight below shows that 78.4% of students felt supported in developing their gifts, talents and interests.

Table 8 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	%
Question 1 I was supported in developing my particular gifts, talents and interests.	1160	28.3	2054	50.1	626	15.3	216	5.3	1.0

<sup>13</sup> Taras, M. (2003). To Feedback or Not to Feedback in Student Self-assessment. *Assessment & Evaluation in Higher Education*, 28(5), 549-565. Retrieved from EBSCOhost, February 14, 2011.



### Measure 2.3

Percentage of students who achieve an acceptable standard in courses of choice (Physical Education, Fine Arts, Career Development, Academics)

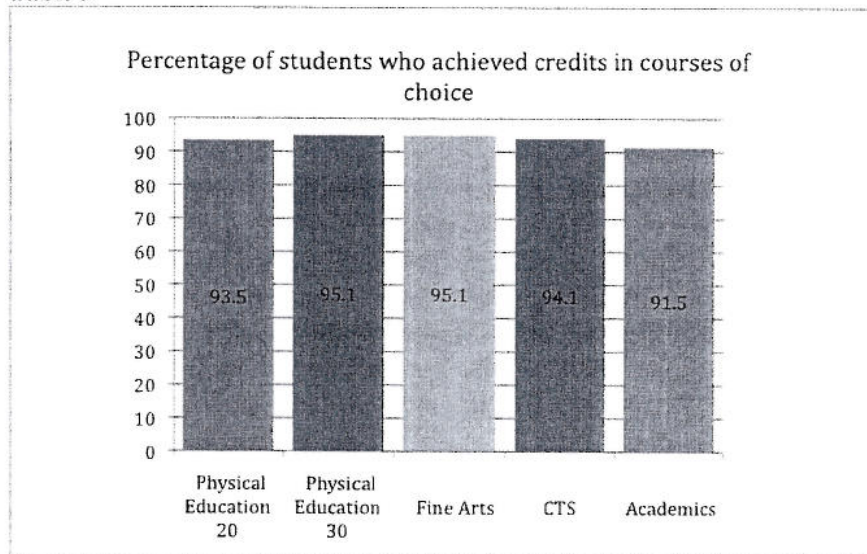
#### Rationale

High school students who choose to take courses in Physical Education, Fine Arts, Career Development and academic courses such as second language studies, are demonstrating the capacity to set their own learning goals allowing them to develop their personal interests and talents.

#### Result 2.3

Table 9 below indicates the percentages of students who achieved acceptable or above in courses of choice falling under the course clusters of Fine Arts, Career Development and Academics. Physical Education 10 and 20 are included as courses of choice since they are not required courses for grades 10 and 11. Results show that over 90% of students who enrolled in courses of choice achieved credit in them.

Table 9



### **Outcome 3**

Students demonstrate critical thinking in learning

#### **Measure 3.1**

CBE student achievement on provincial tests, specifically on items related to critical thinking

#### Rationale

Although Policy Provision 3 states: *Each student will be a critical and creative thinker* and the provision is reflected in measures 3.1 and 3.2., the Reasonable Interpretation for Ends 4 has not stated an outcome for these measures. Outcome 3 is therefore a newly created outcome to support measures 3.1 and 3.2 as well reflect Policy Provision 3 (see Section VI, recommendation for addition of Outcome 3).

Test items related to critical thinking were taken from English Language Arts examinations. Although the Social Studies curriculum focuses on critical thinking as a whole, there are no test items separately identified as such on provincial examinations. Providing total exam results for Social Studies does not reflect the measure as stated. Although other curriculum areas such as science and math include critical thinking, this measure is taken to be in the context of liberal arts where critical thinking in the humanities is deemed to be an essential element in personal development.<sup>14</sup>

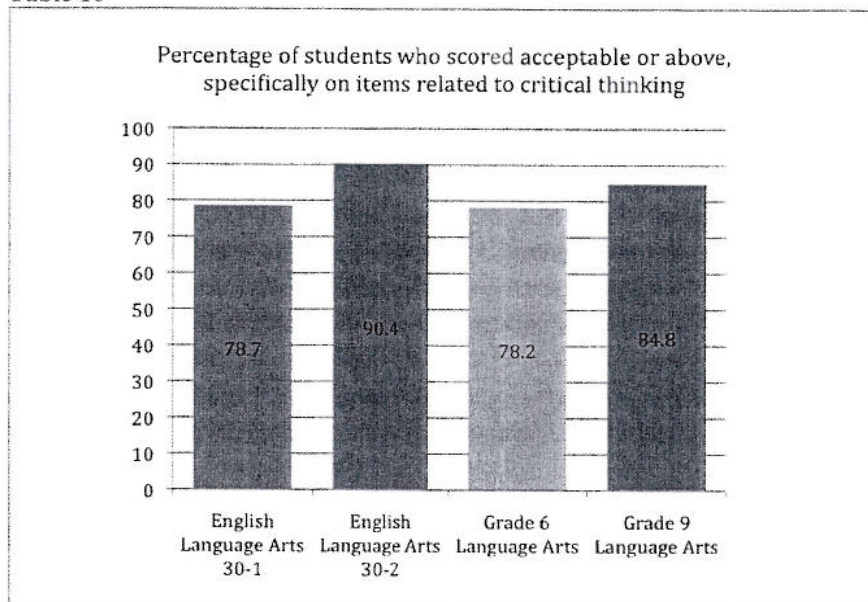
#### Result 3.1

Test items specifically related to critical thinking were extracted from the English Language Arts Diploma Examinations and Provincial Achievement Tests (ELA 6 and ELA 9) and calculated separately. Results in Table 10 below demonstrate the percentage of students who achieved the acceptable standard or above on items related specifically to critical thinking as follows: 78.7% for ELA 30-1; 90.4% for ELA 30-2; 78.2% for ELA 6; 84.8% for ELA 9.

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<sup>14</sup> In her most recent work, *Not for Profit*, philosopher Martha Nussbaum speaks of “the human development mode” which regards the humanities as having a crucial role in our commitment to a democratic community and social equality. This “ethical model” aims to produce humane, sympathetic and creative global citizens. Nussbaum suggests the importance of a rigorous, thought based curriculum that centers on educating the whole person to become an independent, critical thinker who is empowered to “approach world problems as a ‘citizen of the world’ [charged with] keeping democracies alive and wide awake.” (pp.10-11).  
Nussbaum, M.C. (2010). *Not for profit: Why democracy needs the humanities*. Princeton, N.J: Princeton University Press

**Table 10**



### **Measure 3.2**

Percentage of students who respond that they believe their school work required them to be critical thinkers

#### Rationale 3.2

The measure is explicit in the outcome.

#### Result 3.2

Question 10 from the Calgary Board of Education Student Survey presents student perceptions of the degree to which they felt their school work required them to be critical and creative thinkers. In answer to question ten on the survey, 83.5% agreed or strongly agreed with the given statement.

Table 11 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	
Question 10									
My schoolwork required me to be a critical and creative thinker.	1249	30.5	2172	53.0	432	10.5	192	4.7	1.3



## Outcome 4

Students demonstrate resilience in learning

### Measure 4.1

Percentage of students who report having the ability to work through setbacks and challenges in their learning.

#### Rationale 4.1

Resilience in an individual refers to successful adaptation despite risk and adversity.<sup>15</sup> Students who are resilient have the confidence to work through set backs and challenges in times of difficulty or hardship.

#### Result 4.1

Results from the Calgary Board of Education Student Survey (Table 12 below) show that the majority of students (89.5%) expressed confidence in their ability to work through setbacks and challenges in times of difficulty.

Table 12 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	%
Question 5 I am confident in my ability to work through setbacks and challenges in my learning and persist even when it is difficult to do so.	1490	36.4	2178	53.2	300	7.3	76	1.9	1.3

### Measure 4.2

Percentage of CBE students who return to school after dropping out

#### Rationale for Measures 4.2 and 4.3

How students learn to overcome challenges and recover from setbacks is one function of resilience. The Chief Superintendent's Reasonable Interpretation for Ends 4 expresses the importance of students' ability to manage setbacks effectively and overcome adversity in order to succeed. Successful youth are expected to graduate from high school and gain the education and skills needed for economic independence from their parents.<sup>16</sup> Accordingly, measure 4.2 looks at the percentage of students who complete high school in 3, 4 or 5 years and measure 4.3 provides the number of Calgary Board of Education students who return to school after dropping out as providing an indication of student resilience in learning.

<sup>15</sup> Masten, A. S. (1994). Resilience in Individual Development: Successful Adaptation Despite Risk and Adversity. In M.C. Wang, & E.W. Gordon (Eds). *Educational resilience in inner-city America: challenges and prospects*. Hillsdale, NJ: Lawrence Erlbaum Associates.

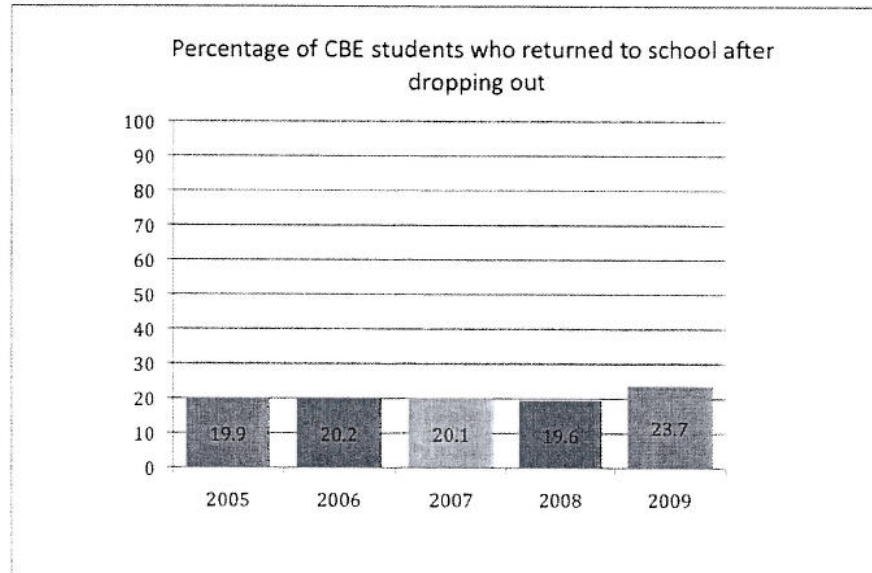
<sup>16</sup> Masten, A.S.. (2000). Children Who Overcome Adversity to Succeed in Life. In *University of Minnesota, Extension*. Retrieved March 16, 2011, from [http://www.extension.umn.edu/distribution/familydevelopment/components/7565\\_06.html](http://www.extension.umn.edu/distribution/familydevelopment/components/7565_06.html).



#### Result 4.2

The Annual Dropout and Returning Rates are based on data for three consecutive school years. An initial Cohort of students age 14 to 18 is established for a given school year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.<sup>17</sup> Results indicated in Table 12 below show that the annual rate returning rate for Calgary Board of Education students has increased by 4.2%.

**Table 12**



#### **Measure 4.3**

Percentage of students who complete high school in 3, 4 or 5 years

#### Result 4.3

The three year High School Completion rate for 2009-2010 has risen over 2008 – 2009, while the four year rate has fallen by 0.4%. The five year rate has remained steady. \*Measure evaluations are not calculated by Alberta Education for the four year and five year completion rates.

<sup>17</sup> Alberta Education. (March, 2010). Annual dropout and returning rates. In *Government of Alberta*. Retrieved March 15, 2011, from <http://education.alberta.ca/media/356363/dropoutandreturningsum.pdf>.

**Table 13**

Measure	Calgary School District			Measure Evaluation*		
	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
3 year completion rate	69.6	68.9	69.6	Intermediate	Maintained	Acceptable
4 year completion rate	74.4	74.8	75.4	n/a	n/a	n/a
5 year completion rate	78	78	78	n/a	n/a	n/a

**Outcome 5**

Students demonstrate the ability to adapt during times of transition

**Measure 5.1**

Percentage of students who reported being able to adapt to new learning situations (e.g. change of teacher, change of grade and change of school)

Rationale for measures 5.1 and 5.2

Student ability to adapt during times of transition is also a function of resilience. Transitions are often the milestones in personal development. The Reasonable Interpretation for Ends 4 identifies transitions as a potential challenge for students that must be overcome to pursue personal development in learning effectively. One way to identify whether students are responding to these challenges is to ask students themselves (measure 5.1) and to compare academic achievement in two core subjects between grade levels representing times of transition, for example, grades 6 to 7 and grades 9 to 10 (measure 5.2).

Result 5.1

In the Calgary Board of Education Student Survey, 89.7% of students agreed or strongly agree that they were able to adapt to new learning situations.

Table 14 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	%
Question 6									
I am able to adapt to new learning situations (e.g., change of teacher, change of grade and change of school).	1500	36.6	2175	53.1	278	6.8	95	2.3	1.2

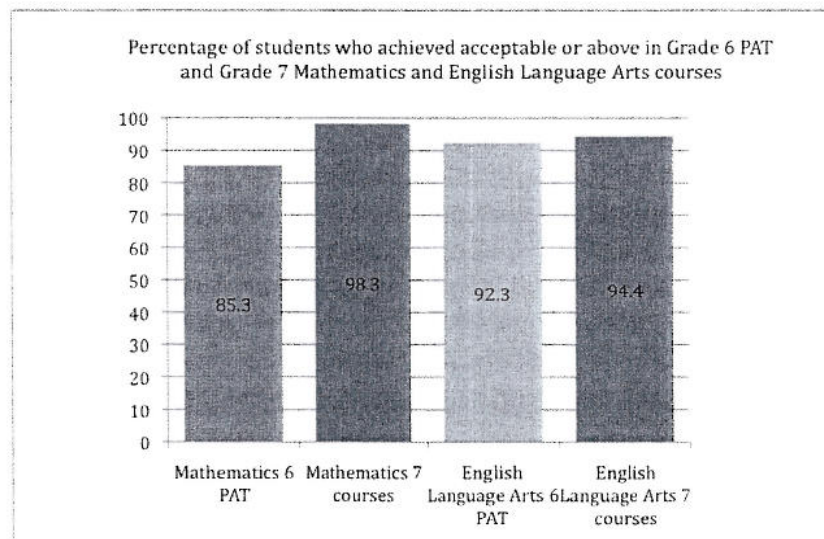
### **Measure 5.2**

Sampling of student academic achievement from Grade 6 to 7 and Grade 9 to 10 in Language Arts and Math

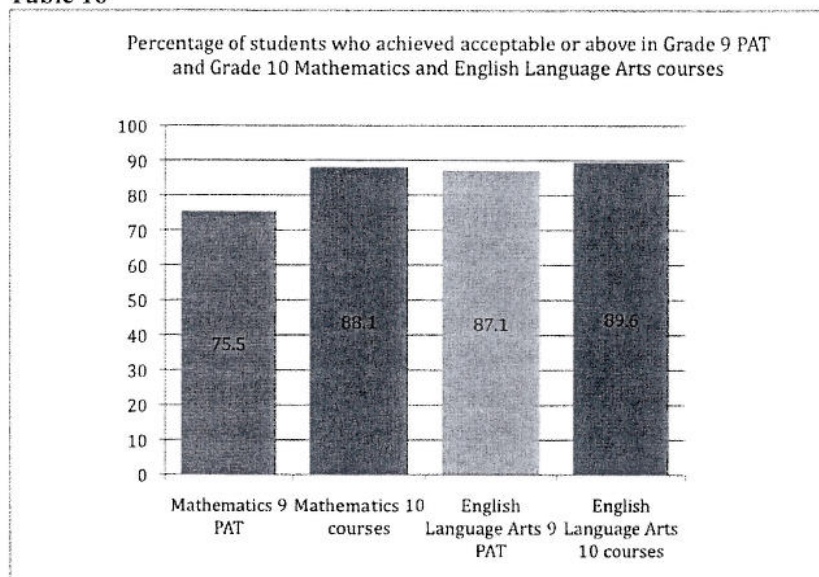
#### **Result 5.2**

Tables 15 and 16 below compare the results from Grades 6 and 9 Provincial Achievement Tests of 2008/2009 with course marks from grades 7 and 10 in math and English language arts of 2010/2011. (See Section VI, recommendation for change in wording of measure.) Several factors need to be taken into consideration when examining this data. First, for the purpose of consistency in comparing cohort with cohort, the Provincial Achievement test result reported here is based on the number of writers (not number enrolled). Second, comparisons are being made with standardised test marks and school based course marks. Third, the grade 10 math and English language arts results are based on the combined marks from all course sequences offered for mathematics and English language arts at the grade 10 level. Fourth, the grade 10 math percentage is the combined result from all students taking math courses in their grade 10 year. This includes the marks from Math 20 and 30 where students have been able to accelerate their course progression. Results from tables 15 and 16 below indicate that Calgary Board of Education students' academic achievement improves after transition years which supports the positive result indicated in the student survey (Table 14).

**Table 15**





**Table 16****Outcome 6**

Students demonstrate healthy, active lifestyles

**Measure 6.1**

Percentage of students who reported that they learned to practise healthy and active lifestyles

**Rationale**

The measure is explicit in the outcome.

**Result 6.1**

83.7% of students strongly agreed or agreed with the statement, “I learned to practise a healthy and active lifestyle.”

Table 17 CBE Student Survey	Strongly agree (1)		Agree (2)		Disagree (3)		Strongly Disagree (4)		Miss
	count	%	count	%	count	%	count	%	%
Question 9									
I learned how to practise a healthy and active lifestyle.	1411	34.4	2019	49.3	460	11.2	158	3.9	1.2

## Measure 6.2

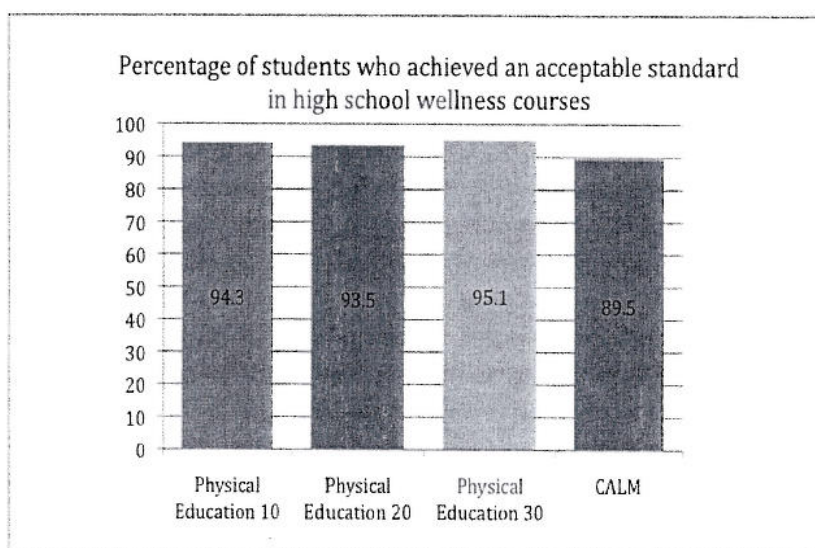
Percentage of students who achieve an acceptable standard in high school wellness courses

### Rationale

In 2008, Alberta Education released the *Framework for Kindergarten to Grade 12 Wellness Education* as a result of the “growing concern for the health of children and youth in today’s society”.<sup>18</sup> The aim was to examine the current programs of study related to physical education and wellness from Kindergarten through Grade 12, to describe the fundamental concepts and inherent values of K–12 wellness education and to provide guidance for the future development and implementation of K–12 education wellness programs of study in Alberta. The new Health and Wellness Programs of Study recommended in Appendix 1 of the framework has not yet been implemented. Accordingly, results from Physical Education Courses 10, 20, 30 and CAREER AND LIFE MANAGEMENT will provide the evidence for this measure as an indication of students demonstrating healthy and active lifestyles.

### Result 6.2

Table 18



<sup>18</sup> Alberta Education. (2009). Framework for kindergarten to grade 12 wellness education. In *Government of Alberta*. Retrieved March 15, 2011, from [http://education.alberta.ca/media/1124068/framework\\_kto12well.pdf](http://education.alberta.ca/media/1124068/framework_kto12well.pdf)



## **Conclusion**

This report presents the results from fifteen measures as evidence for the accomplishment of the five outcomes listed in the Chief Superintendent's Reasonable Interpretation of Ends 4, Personal Development. Through the inclusion of human development and values in the creation of their Ends policy statements the Calgary Board of Education Board of Trustees places a priority on the education of the whole individual.

As with all the Ends, along with increasing depth of understanding of what it means to measure and measure personal development in our students, more refined ways of looking at assessment and data sources emerge. The Ends Assessment and Reporting initiative currently underway in our schools is one example where student self-assessment is supported by teachers observing and reporting on student strengths as well as identifying areas for support. Results from the pilot version of the Ends Reporting initiative are included in the current report.

The outcomes in the Reasonable Interpretation of Ends 4 (confidence and autonomy, ability to set goals, resilience, adapting to transition and living a healthy lifestyle) provide the specific indicators by which student personal growth in and through learning is measured. To this end, evidence from multiple sources for each outcome is offered to provide as broad a picture as possible of student accomplishment in personal development. Measures range from students' own reflections on their growth, academic achievement during times of transition, demonstration of students exercising choice in course planning and high school completion rates. This triangulation of sources enables a move away from a focus on individual measures to a consideration of the evidence presented as a whole. In order to draw conclusions regarding accomplishment, the results need to be seen relation to each other in the context of the intended outcome.

Responses from the open ended questions from the Calgary Board of Education Student Survey highlight student awareness of the critical role schooling plays in their personal development. Comments such as "The school has particularly supported my personal development by developing my critical thinking skills" and "School provides you an opportunity to choose and build on your strengths...School support has encouraged and backed up my personal development by increasing my confidence as an individual and supporting me in decisions that I have made" are supported by the positive responses to forced answer survey questions included in this report.

Calgary Board of Education and Calgary Herald media releases also highlight examples of students demonstrating exceptional personal development. Recent examples include two Calgary Board of Education students as the winner and finalist in the prestigious W. Garfield Weston Loran Award. Individuals are selected on the basis of personal attributes such as character and commitment in the context of academic achievement. In the final analysis, this report addresses the personal development of each individual student in the Calgary Board of Education and provides the information for determining whether this goal is accomplished.

## **SUMMARY STATEMENT**

The information in this report is presented as evidence of the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 4: Personal Development.



## VI. ADMINISTRATIVE RECOMMENDATIONS FOR CHANGES TO THE CHIEF SUPERINTENDENT'S REASONABLE INTERPRETATION

Administration respectfully requests the Board of Trustees consider the following changes to the Reasonable Interpretation for Ends 4: Personal Development for use in future monitoring of this Ends.

1. **Change:** Wording of measures 1.1 and 2.1 (as identified in this report) from “students who are reported...” to “students who report demonstrating/setting and/or who are reported to...”.

**Reason for Change:** The new wording provides more flexibility regarding use of data. Data from student self reporting data as well as data from teacher reporting can be used. Providing different types of data for one measure increases strength of results.

2. **Change:** Wording on p.7 of Reasonable Interpretation from “Data Sources” to “Suggested Data Sources”.
3. **Create:** Outcome 3 as “Students demonstrate critical thinking in learning”

**Reason for additional outcome:** Although Policy Provision 3 states: “Each student will be a critical and creative thinker” and this provision is reflected in measures 3.1 and 3.2, the Reasonable Interpretation for Ends 4 does not offer an outcome for these measures. Outcome 3 is therefore newly created to support measures 3.1 and 3.2 as well reflect the Reasonable Interpretation of Policy Provision 3.

4. **Change:** Wording of Measure 5.2 from, “Sampling of student academic achievement from Grade 6 to 7 and Grade 9 to 10 in Language Arts and Math” to “Percentage of students who achieved acceptable or above in Grades 6 and 9 English Language Arts and Mathematics Provincial Achievement Tests, compared with course marks in Grades 7 and 10”.

**Reason for Change:** This measure is intended to look at student academic achievement as one way to determine how well students are performing during times of transition. The new wording more accurately reflects this intention.

5. **Removal of Measure:** “Percentage of students reporting they believe they can make a difference in the local, national and international communities”

**Reason for Change:** This measure is not supported by any of the outcomes in the Reasonable Interpretation of Ends 4: Personal Development or policy provisions of Ends 4: Personal Development. This measure has been addressed as part of Ends 3: Citizenship where it is supported by the Reasonable Interpretation of Ends 3: Citizenship.

  
NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

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

**May 3, 2011**

**To:** Board of Trustees

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

**Re:** **EL-11 Sub-section 8 - Human Resources Management System (HRMS)**  
**Stage 1 Project Closeout**

**Purpose:** Information and for the Record

**Governance Policy Reference:**  
EL - 3: Information, Counsel and Support to the Board of Trustees  
EL - 7: Treatment of Staff and Volunteers  
EL - 11: Financial Condition

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

**Resources:** Scott Miller, Director, Operations and Integrated Solutions

**I. RECOMMENDATION**

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

**II. ISSUE**

To provide the Board of Trustees with an update on the HRMS Stage 1 Completion Project.

**III. ANALYSIS**

The HRMS Stage 1 Completion Project, which began in January 2010, is in its final stages of completion. The Project is successfully completing on time and under budget.

By way of background, the Project was a joint undertaking between the Calgary Board of Education and TELUS. It was comprised of two phases - a Discovery Phase and a Remediation and Completion Phase.

The Discovery Phase was a deep-dive diagnostic to assess the state of the system and more specifically, to identify problem areas and functionality requiring completion. This phase was undertaken in the first quarter of 2010 and was completed on time and under budget. The main deliverable arising from this phase was the Blueprint of the system architectural as well as the required fixes and completion requirements. Discovery then led to a Remediation and Completion Phase. This Phase again was a joint effort involving the Calgary Board of Education and TELUS. The objective of this Phase was to rectify the identified issues arising out of Discovery and complete Stage 1. The Remediation and Completion Phase was initiated in June 2010 and is successfully completing on time and under budget.

Although the HRMS Stage 1 Completion Project is completing, data issues that were identified through a separate audit in conjunction with the project require further attention. A data review and cleanse is currently underway by CBE staff and should be completed shortly.

Service issues, not Project related, continue to arise and are under discussion with TELUS.

#### **IV. CONCLUSION**

The HRMS Stage 1 Project has been a very complex project. The true value in undertaking a project of this magnitude is an in-depth understanding of the system and its capabilities, the resulting business process redesign, the standardization of practices and the value in integrating teams.

The current Service Level Agreement with our provider requires a payroll accuracy rate of 99.5%. This accuracy threshold is being achieved. Given the remediation and completion of HRMS Stage 1 and compliance with the Service Level Agreement from a system perspective, we are reporting compliance with EL-11 sub-section 8.

A handwritten signature in cursive script that reads "Naomi Johnson". The signature is written in dark ink and is positioned above the printed name and title.

NAOMI E. JOHNSON  
Chief Superintendent of Schools



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

**MAY 3, 2011**

**CORRESPONDENCE**

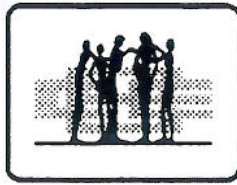
**RECOMMENDATION:**

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

- **Correspondence dated March 21, 2011 from Chief Superintendent N. Johnson to the Board of Trustees informing of the decision of Superintendents' Team that the Calgary Board of Education will not participate in the Calgary Stampede Parade for 2011 and beyond.**
- **Correspondence dated April 15, 2011 from the Honourable Dave Hancock, Minister of Education to Board Chair and Superintendents of Public, Separate, Francophone and Charter School Boards and President and Executive Directors of various Stakeholder Associations regarding the Alberta Average Weekly Earnings Index finalization from Statistics Canada and advising of an extension to the deadline for submitting Budget Reports from May 31, 2011 to June 30, 2011.**
- **Correspondence dated April 27, 2011 from the Honourable Dave Hancock, Minister of Education to Board Chairs of Public, Separate, Francophone and Charter School Boards, FNMI Education Partnership Council Members, and Presidents of various Stakeholder Associations regarding the introduction in the Alberta Legislature of Bill 18, The Education Act and a link provided to the news release, information resources and an online engagement forum.**

Respectfully Submitted,

D. Doll,  
Corporate Secretary's Office



## Calgary Board of Education

### MEMORANDUM

DATE: March 21, 2011  
TO: The Board of Trustees  
RE: **Calgary Stampede Parade Participation**

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The Calgary Board of Education celebrated its 125th anniversary in 2010. One of the ways we celebrated this milestone was by entering a float in the Calgary Stampede Parade. The float was a special initiative for a special year. The cost of our participation was \$40,000.

Superintendents' Team carefully considered whether the CBE should participate in this year's parade. We have decided that we will not participate.

Our decision is based on four factors.

1. Given the budget climate, it is impossible to justify the \$30,000 cost that a float would require.
2. It is also difficult to justify assigning the people power to this type of initiative given the human implications of the changes necessitated by the budget.
3. In spite of the goodwill involved in the parade, a float is neither a strategic investment in communications nor our commitment to educate each student, every day—no exceptions.
4. We are going to sell the chassis and recoup as much as possible of the original cost of about \$10,000. The timing is excellent because the deadline for 2011 float proposals is approaching.

We appreciate that this was an important initiative for the CBE in 2010 and trust you will support this decision for 2011 and beyond.

Naomi Johnson  
Chief Superintendent of Schools

110321b1

-----Original Message-----

From: Education Minister [mailto:Education.Minister@gov.ab.ca]

Sent: Fri 4/15/2011 3:36 PM

To: Undisclosed recipients

Subject: Budget 2011 - AAWE Update

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

President and Executive Directors of Stakeholder Associations

ACSTA (Alberta Catholic School Trustees' Association)

ASBA (Alberta School Boards Association)

ASCA (Alberta Home and School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

ASBOA (Association of School Business Officials of Alberta)

CASS (College of Alberta School Superintendents)

CCSSA (Council of Catholic Superintendents of AB)

PSBAA (Public School Boards' Association of Alberta)

The Alberta Average Weekly Earnings Index number from Statistics Canada has been finalized at 4.54 per cent. Accordingly, the increase to the base student and class size initiative grants previously stated at 4.4 per cent will now be funded at 4.54 per cent to support teacher salary increases.

Although Statistics Canada has again modified the index, both the government and the Alberta Teachers' Association have agreed that 4.54 per cent is the number to be used to reflect our Memorandum of Agreement.

While the AAWE has proved to be difficult in the context of the economic conditions of the past three years, we have welcomed the partnership, trust and labour stability that have resulted from this agreement.

Alberta remains in a better fiscal position than most jurisdictions. With the Sustainability Fund, budget deficits do not become debts; however, the fiscal pressures we face are very real. While we have many reasons to be optimistic about the future, we also need to critically evaluate what our core programs and services are and focus on them. I continue to be confident in the dedication and leadership of local school boards to make the best decision for our students and communities.

In light of this decision, the deadline for submitting the Budget Reports is extended from May 31, 2011 to June 30, 2011. This deadline extension will allow additional time for the boards to consider all factors in making sound decisions on their budgets and planning for the upcoming school year.

The five year agreement between the Government of Alberta and the Alberta Teacher's Association, subsequently effected in part by collective agreements between school boards and



ATA locals, created a clear time frame where work like Inspiring Education and work on transforming education could happen without the needless distractions of bargaining and "labour relations." The Government of Alberta has strongly maintained its commitment to the agreement and our consequent obligations.

I trust this funding will come as welcome news, and that we can continue to give our fullest energies to the future of education in Alberta.

Yours truly,

Dave Hancock, Q.C.

Minister of Education

**From:** Education Minister [mailto:Education.Minister@gov.ab.ca]  
**Sent:** Wednesday, April 27, 2011 3:08 PM  
**To:** Undisclosed recipients  
**Subject:** Tabling of Education Act

**TO: Board Chairs of Public, Separate, Francophone and Charter School Boards  
FNMI Education Partnership Council Members  
Presidents, Stakeholder Associations:**  
AAMD&C (Alberta Association of Municipal Districts and Counties)  
AAPCS (Association of Alberta Public Charter Schools)  
ACSTA (Alberta Catholic School Trustees' Association)  
ACFA (Association canadienne-francaise de l'Alberta)  
AHEA (Alberta Home Education Association)  
AISCA (Association of Independent Schools & Colleges in Alberta)  
ASBA (Alberta School Boards Association)  
ASCA (Alberta School Councils' Association)  
ASBOA (Association of School Business Officials of Alberta)  
ATA (Alberta Teachers' Association)  
AUMA (Alberta Urban Municipalities Association)  
CASS (College of Alberta School Superintendents)  
CCSSA (Council of Catholic Superintendents of Alberta)  
Federation des parents francophones de l'Alberta  
Federation des conseils scolaires francophones de l'Alberta  
Learning Disabilities Association of Alberta  
PSBAA (Public School Boards' Association of Alberta)  
SPOSA (School Plant Officials of Alberta)

Today I was honoured to introduce in the Alberta Legislature, Bill 18, The Education Act (link to assembly site) for first reading. View the news release here (link).

This is a monumental piece of legislation that was the result of significant public engagement, stakeholder collaboration and robust policy discussions. The journey to arrive at this day was long, but exciting and inspiring as we continue our work to transform for tomorrow Alberta's education system.

I want to thank each of you for your leadership, input and support as we went through the very meticulous deliberation and drafting of this legislation. In particular I want to express my sincere thanks and appreciation to Alberta Education staff who have led this exercise over the past two years.

With the introduction of the Act today, we have a number of information resources available online that will answer many of your questions about what's changing and why. I encourage you to share these resources with your school communities. Visit [www.education.alberta.ca/educationact](http://www.education.alberta.ca/educationact) for more information.

In the coming months, the ministry will be engaged in face-to-face discussions with many education stakeholders on the intent and impacts of the proposed Act. As well, an online

engagement forum will provide Albertans an opportunity to learn more about the Act, and contribute to discussions about education in Alberta and how new legislation can help us achieve our vision for student success. Visit our engagement site at [www.education.alberta.ca/engage](http://www.education.alberta.ca/engage) to join the conversation.

This is an exciting time for education in Alberta, one that we will look back in history and know that we all played a part in making happen.

Yours truly,

Dave Hancock, Q.C.  
Minister of Education

cc: All Superintendents of Public, Separate, Francophone and Charter School Boards  
Executive Directors, Stakeholder Associations



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

**May 3, 2011**

**To:** BOARD OF TRUSTEES  
**From:** Trustee Bowen-Eyre  
**Re:** Board of Trustees' Governance Committee  
**Purpose:** Approval and Information

**Governance Policy Reference:** GP-11E Board of Trustees' Committees

**I. RECOMMENDATIONS**

That the Board of Trustees approves the following trustee appointments to the Board of Trustees' Governance Committee: Trustee Joy Bowen-Eyre (Chair), Trustee Pat Cochrane (Vice-Chair) and Trustee Pamela King (Second Vice-Chair).

That the Board of Trustees receives this report for information and for the record.

**II. BACKGROUND**

Attached please find the minutes of the March 23, April 6, and April 13 meetings of the Board of Trustees' Governance Committee. I would be pleased to address any questions that may arise from these minutes.

Respectfully submitted,

Trustee Joy Bowen-Eyre  
Chair, Board of Trustees' Governance Committee

**CALGARY BOARD OF EDUCATION**  
**GOVERNANCE COMMITTEE MEETING**

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, MARCH 23, 2011  
AT 9:40 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

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**Present:**

Trustee Carol Bazinet	Trustee Joy Bowen-Eyre
Trustee Pat Cochrane	Trustee Lynn Ferguson
Trustee Pamela King	Sheila Wasylyshyn, Executive Assistant to the Trustees

**Regrets:**

Trustee George Lane	Trustee Sheila Taylor
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**1. Review of Agenda**

The agenda was reviewed and the following item was added: Process for reporting to the Board. An item will be added to the April 6 meeting that speaks to individual trustees' motivations for running for elected office.

**2. Review of March 16 Committee Minutes**

*Action:* The minutes will be revised to conform to the expectations set out in the Committee's terms of reference.

**3. Process for reporting to the Board of Trustees**

*Action:* Committee Chair Bowen-Eyre committed to bring forward monthly reports to the Board of Trustees at the first regular board meeting of each month.

**4. External Facilitation of Meetings**

*Action:* S. Wasylyshyn was asked to follow-up with the facilitator, as discussed.

**5. General Discussion of Governance Materials**

Committee members reviewed and discussed an overview of board types.

**6. Next meeting: April 6, 2011 - 9:30 a.m.**

**7. Adjournment**

The meeting adjourned at 11:00 a.m.

**CALGARY BOARD OF EDUCATION**  
**GOVERNANCE COMMITTEE MEETING**

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, APRIL 6, 2011 AT  
10:05 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

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**Present:**

Trustee Carol Bazinet	Trustee Joy Bowen-Eyre
Trustee Pat Cochrane	Trustee Lynn Ferguson
Trustee Pamela King	Trustee Sheila Taylor
Sheila Wasylyshyn, Executive Assistant to the Trustees	

**Regrets:**

Trustee George Lane

**1. Review of Agenda**

The agenda was reviewed and the following items were added: Rescheduling the May 4 Governance Committee meeting, extending the meeting time of the April 13 Governance Committee meeting and Alberta School Boards Association Educational Consultant.

**2. Review of March 23 Committee Minutes**

The minutes were reviewed and approved as written.

**3. October 3, 1995 Report to the Regular Board Meeting – Trustee Valentine's Motion on Governance and Excerpt of Minutes related to this item**

Committee members reviewed the motion and board report.

**4. Report on March 31 meeting with facilitators**

Committee Chair Bowen-Eyre reported on her March 23 meeting with Dr. B. Samuels and Mr. D. Gould. The facilitators will join the Governance Committee for its meeting on April 13. As part of the information gathering phase of their work, the facilitators have requested to meet with each trustee individually for about one hour. The purpose of these meetings is to introduce themselves to each trustee and to get to know from each trustee what her/his expectations are for this process and this work going forward. The intention is to lay the groundwork for the process to discuss the substantive issues around governance and to provide an opportunity for them to listen to and learn about each trustee and what would work best for trustees.



**5. Review of March 25-26 Introduction to Policy Governance® Conference**

Trustees Bowen-Eyre, Ferguson and King reported on the above-noted conference. Discussion followed.

**6. Rescheduling the May 4 Governance Committee Meeting**

*Action:* This item will be brought forward to the April 13 Governance Committee Meeting.

**7. Extending the meeting time of the April 13 Governance Committee**

Committee Chair Bowen-Eyre suggested extending the length of the April 13 meeting until 1:30 p.m.

*Action:* S. Wasylyshyn to ensure schedules are updated.

**8. Alberta School Boards Association (ASBA) Educational Consultant Announcement**

Trustees noted and discussed the recent communication from ASBA Executive Director Anderson advising that Heather Welwood has joined ASBA's team of educational consultants. Ms. Welwood will be available to assist boards in the areas of governance and trustee development.

**9. Next meeting: April 13, 2011 - 9:30 a.m.**

**10. Adjournment**

The meeting adjourned at 11:05 a.m.

**CALGARY BOARD OF EDUCATION**  
**GOVERNANCE COMMITTEE MEETING**

MINUTES OF THE GOVERNANCE COMMITTEE MEETING HELD ON WEDNESDAY, APRIL 13, 2011 AT  
9:30 A.M., TRUSTEES' LOUNGE, EDUCATION CENTRE

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**Present:**

Trustee Carol Bazinet  
Trustee Pat Cochrane  
Trustee Pamela King  
Trustee Sheila Taylor

Trustee Joy Bowen-Eyre  
Trustee Lynn Ferguson  
Trustee George Lane

David Gould, Facilitator  
Certus Strategies

Barbara Samuels, Facilitator  
Certus Strategies

**1. Calgary Board of Education – A Conversation about Effective Governance**

The facilitators led trustees through the workbook entitled “Calgary Board of Education – A Conversation about Effective Governance Planner” and guided the conversation that followed.

**2. Next meeting with Facilitators**

*Action:* The facilitators will join the Committee for a meeting on May 16 from 9:30 a.m. – 3:30 p.m. Before the May 16 meeting, trustees to individually respond to facilitators with additional input.

**3. Next meeting: April 20, 2011 - 9:30 a.m.**

**4. Adjournment**

The meeting adjourned at 1:30 p.m.

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

**MAY 3, 2011**

**RE:    ADDITIONAL MEETING DATE/TIME AND REVISED MEETING TIME  
      TO THE SCHEDULE OF REGULAR BOARD MEETINGS**

**RECOMMENDATIONS:**

**BE IT RESOLVED**

- 1.    THAT the Board of Trustees approves the addition of a meeting on June 7, 2011 from 5:00 p.m. to 8:00 p.m. to the Schedule of Regular Board Meetings.**
- 2.    THAT the Board of Trustees approves the cancellation of the scheduled meeting on June 14, 2011 from 5:00 p.m. to 8:00 p.m.**
- 3.    THAT the Board of Trustees approves the revised meeting time for the scheduled meeting of June 28, 2011, to be from 4:00 p.m. to 7:00 p.m.**
- 4.    THAT all meetings will take place in the Board Room at the Education Centre, 515 Macleod Trail SE, Calgary, Alberta.**

**BACKGROUND:**

Section 66(2) of the *School Act* requires a resolution of the Board to establish the regular meetings of the Board. The resolution must state the date, time and place of the regular meeting.

The deadline for approval of the operating budget has been extended to June 30, 2011. Holding the first public meeting on June 7, 2011 rather than June 14, 2011 would provide a greater opportunity for feedback.

Due to a scheduled graduation on June 28, 2011, there is a need to consider changing the time of that meeting from 3:00 p.m. to 4:00 p.m.

Respectfully submitted,

Danielle Doll  
Asst. Corporate Secretary



## **CALGARY BOARD OF EDUCATION**

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

**May 3, 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 Limitations (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**

##### Revised School Instructional Calendars for 2011-2012

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

EL-6: Instructional Program

The 2011-2012 traditional and modified school instructional calendars have been revised and approved by Superintendents' Team. These revised calendars were shared with school principals on April 20, 2011 and published the same day on the corporate website for public access and on the intranet site for the convenience of Calgary Board of Education employees.

The revised calendars reflect the decision to align 10 non-instructional days across the system, kindergarten to grade 12. This alignment provides

considerable financial savings in transportation and reduces the draw on instructional dollars. The system-wide scheduling of common days when students are not in school provides consistency for parents with children in more than one school. Staff in schools and staff from across families of schools will have sustained time to work together in their professional learning communities, with school and area learning teams.

The new calendars do not add non-instructional days to school calendars; the calendars coordinate the days identified for existing activities including parent-teacher conferences, professional development, organizational work and appeals. School calendars are aligned with the instruction requirements of the Calgary Board of Education and Alberta Education.

The scheduling of these 10 common non-instructional days considered student learning and education programming needs, historical trends in the use of non-instructional days and trends in draft 2011-2012 school calendars from across the system.

#### Protocol for Dignitary Involvement at CBE Events

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

EL-4: Treatment of Parents and Citizens

The Calgary Board of Education has established and published a protocol to guide employees as they plan school and system events. The protocol is designed to ensure invitations to, recognition at and participation in Calgary Board of Education events are consistent and appropriate. The protocol depersonalizes involvement by offering an objective framework regarding positions rather than individuals, and focuses on Calgary Board of Education events as celebrations of public education, student learning and the achievements of schools and families. The protocol considers events as opportunities for trustees and administration to connect with stakeholders and as venues to deliver key messages about our organization and the value of a strong public education system. The protocol is available in The Staffroom, Forms A-Z, under P for protocol.

#### Arabic Bilingual Alberta 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 shared in the Chief Superintendent’s Update dated February 1, 2011.



An Expression of Interest public engagement event is scheduled for Thursday, May 19 from 5:50 pm to 7:00 pm in the cafeteria at Central Memorial High School. Administration is seeking feedback from the Calgary community regarding the provision of this alternative program proposal. If there is sufficient interest, the program would open in September 2012 for kindergarten and grade 1 students.

#### Alberta Education Leasing Policy Amendments

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

Alberta Education is in the process of amending its Lease Policy, contained in the School Capital Manual. Although a new policy has not yet been formalized, Alberta Education has confirmed a change with respect to provision of funding for lease of jurisdiction-owned facilities to other school authorities. As a host board leasing surplus school facilities, this funding change will impact the Calgary Board of Education.

Beginning in the 2011-2012 school year, Alberta Education will seek to discontinue issuance of Lease Support payments ("rent") as well as the 4% Administration Fee for facilities leased by charter schools. Instead of Lease Support payments and the 4% Administration Fee, a host school board will be provided with Infrastructure Maintenance and Renewal (IMR) funding for each leased facility, in accordance with standard IMR calculation methods. The discontinuation of Lease Support funding will be phased in over the next four (4) years, as current charter school lease agreements expire. All future lease arrangements which may be negotiated with charter schools are also anticipated to be facilitated on a "zero rent" basis.

Financial impacts will be relatively modest in the first year of the phased program (2011/2012 school year), with the most pronounced effect occurring in the second year (2012/2013 school year), resulting in a net revenue loss of \$2.9 million.

**Note:** Given the current portfolio of CBE facilities leased to charter schools, this funding change will represent a net loss to the CBE of approximately \$4.3 million per annum upon full implementation of the changes.

#### Education Week in Alberta

Ends 1: Mega End

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

Monday, May 2 marked the beginning of Education Week in Alberta. The theme this year is *Education – The Heart of Our Communities*. Alberta Education has established a page on its website for schools to submit information on activities and events: <http://education.alberta.ca/apps/EducationWeek/displayEvents.asp>.



#### School Safety Patrol Picnic

Ends 3: Citizenship

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

Elementary school students from across the Calgary Board of Education will celebrate their commitment to student safety at Heritage Park on Thursday, June 2, 2011. This June is the 74<sup>th</sup> anniversary of Alberta Motor Association's sponsorship of the AMA School Safety Patrol™ traffic safety program for elementary school students. The Appreciation Day Picnic will honour 7,000 student patrollers, teachers and parent volunteers from Calgary and surrounding areas.

#### Grade Level of Achievement

Ends 2: Academic Achievement

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

EL-6: Instructional Program

Alberta Education is no longer requiring school authorities to collect and submit Grade Level of Achievement (GLA) data to Alberta Education as a way of reporting to the province on student learning. While Alberta Education has concluded that the process for submission to the province created an additional administrative burden for schools, jurisdictions are expected to report GLA information to parents. The Calgary Board of Education supports the position that the most valuable conversations about student learning take place between the teachers, the students and the parents, and are based on both formative and summative assessment. Information about GLA will be conveyed to parents via student report cards.

### **FACILITIES AND ENVIRONMENTAL SERVICES**

#### Tuscany Community Garden

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

The Tuscany Community Association and City of Calgary—Parks (City Parks) have requested the Calgary Board of Education allow the placement of a temporary community garden within a vacant school building envelope site. The site is located on the south portion of the Tuscany School site, at the intersection of Tuscany Hill N.W. and Tuscany Meadows Drive N.W. The Calgary Board of Education, the Tuscany Community Association and City Parks will sign a Memorandum of Understanding which outlines project details and responsibilities for the parties involved. The decision to support this request was made in consideration of anticipated growth and utilization rates for the Tuscany community. It takes into account the building envelopes required for the planned middle school and second elementary school, and is contingent upon future requirements of the Calgary Board of Education.

The Tuscany Community Garden will be financed by the Tuscany Community Association. A group of Tuscany residents who have a broad expertise in landscaping design and horticulture are designing the garden. As shown in Attachment 1 to this report, the Tuscany Community Garden will be temporarily placed in the vacant school building envelope site located at the south end of the Tuscany School site. The Tuscany Community Garden will occupy the west corner of the site and six small soccer fields will be placed in the east portion of the site.

The project will be phased to accommodate community demand. Phase 1 includes the construction of a central gathering place and a path linking the gathering place to the public sidewalk. Pathway surfacing will be topped with crushed stone. Around the central space there will be 46 hexagonal raised beds. At full capacity, the garden will hold 100 raised beds for planting. Phase 2 includes the placement of berries and native shrubs on the south slope.

City Parks has agreed that the Tuscany Community Garden be irrigated using water from the existing playfields irrigation system. The water point is located on the east side of the playfield area, north of the vacant building envelope site. The community is investigating ways to bring the water closer to the garden.

There are no financial implications for the Calgary Board of Education in this project as the Tuscany Community Association is fully responsible for the cost of design, construction, maintenance, repairs, removal, site remediation and liability for the Tuscany Community Garden. Details are covered in the Memorandum of Understanding between the Calgary Board of Education the Tuscany Community Association and City Parks.

The placement of the Tuscany Community Garden enhances the image and presence of the Calgary Board of Education in the community. It will provide Tuscany School students and others with an opportunity to learn about gardening, planting and harvesting. The garden itself will become an important gathering space for the community and will encourage a healthy and active lifestyle.

## **LEARNING INNOVATION**

### Supporting Student Learning in Knowledge and Employability Classes

Ends 1: Mega End

Ends 2: Academic Success

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

EL-6: Instructional Program

In September 2010 the first provincial examination results for students taking Knowledge and Employability courses became available. Results indicated the need to focus on the Programs of Study outcomes and the participation rates for students taking Knowledge and Employability courses, and several actions have



been taken by the Calgary Board of Education to address the identified areas for growth.

Data from provincial achievement test results, attendance and SIRS course choices within Knowledge and Employability (KE) course offerings was collected and analyzed and this data indicated the need to delve further into the experiences of the students. Students in several junior high and high schools, who are taking one or more KE courses, were engaged in conversations focusing on what is working for them and what they feel they need to be successful to their highest potential. These conversations were shared and built on with directors, principals, teachers of core and occupational courses, resource staff, guidance, career practitioners and learning leaders.

The results of the KE data and the focused conversations with stakeholders have offered insights that have shaped the direction of supporting student learning in KE courses. Instructional leaders are continuing to align school practices regarding instructional decisions that elevate student agency and advocacy in their learning environments.

A plan is now in place to support Calgary Board of Education schools with KE programming. Professional learning opportunities with teachers and administrators is ongoing and emphasizes instructional design, effective assessment practices and a student-learning plan for all learners. In these professional learning opportunities, teachers throughout the Calgary Board of Education have revisited guiding documents outlining philosophy and Programs of Study supporting materials. In the course of this work, students and teachers have furthered relationship building through content. School timetabling and school support networks are also being adjusted based on the review.

#### Inclusive Learning Technologies Provide Important Access for Students at Dr. Oakley School

Ends 1: Mega End

Ends 2: Academic Success

Ends 4: Personal Development

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

EL-6: Instructional Program

Dr. Oakley School students, teaching staff, support staff, parents and administration participated in the filming of a documentary that illustrated an inclusive learning environment. All participants responded to questions that asked them to describe the technology tools they used to help address student learning needs.

Students identified speech to text technology, such as Read and Write Gold and Dragon Naturally Speaking, as two software programs that were helping them express their knowledge in ways they were unable to do before. One student said,



“When I write things down on paper I lose my ideas, but with Dragon I can capture it. I feel better about myself.” A teacher stated, “A grade 5 student with extreme anxiety around writing had no success with his first writing sample. He wrote four lines, each line starting further along to the right, each word spelled incorrectly and capital letters throughout. He knew he had good ideas and knew what he wanted to say—he just couldn’t get the words to the paper. The next day, this student used Dragon (speech to text learning tool) as an option to writing and wrote, ‘I gazed up and saw a mountaintop covered in snow that looked like a painting on a wall. Out in the snow I noticed the snow leopard looking at me with big eyes from the hilltop and it felt like I was at the zoo. I wish I could capture this moment and keep it with me forever in a bottle. I wanted to be able to have a big snowball fight on the hill.’ ”

The comments from the participants and illustrations of student work documented in the classroom filming signify the students’ use of technology to express their knowledge in a way that decreases their dependency upon adults and showcases their learning strengths instead of their deficits. The students’ comments identify their awareness of their capabilities and how they have become self-advocates of their own learning needs.

In addition to the image of the learner, in connection to the Three Year Education Plan, one of the main intentions especially in assessment is a “shift in partnership” (p. 229) where “students become “empowered learners” rather than simple bystanders in the education process...[where] they realize that they can help guide their learning without a backlash.” (p. 229)

Reference:

Rodgers, C. (2006): *Attending to student voice; The impact of descriptive feedback on learning and teaching*. Curriculum Inquiry. Volume 36, Issue 2, pages 209–237, June 2006.

### Learning Innovation Math Team Provide Valuable Assessment Tools

Ends 1: Mega End

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

EL-6: Instructional Program

Since March 2011, many teachers in the Calgary Board of Education used mathematical assessment tasks, created by the Learning Innovation mathematics team, to gather mathematical assessment evidence with, and for, their students. Teachers have shared the evidence gathered with their students and students have been encouraged to take an active role in taking their mathematical understanding to the next level. These mathematical assessment tasks assist teachers and students in gathering evidence that indicates which learning outcomes students understand and which they need to continue to work towards. Research has shown that gaps and misconceptions in mathematical ideas can greatly interfere with student success. It is for this reason that careful mathematical assessment is needed.

Assessment evidence that surfaces student mathematical understanding, gaps and misconceptions is critical as it forms the foundation upon which effective instructional responses are designed. Students guided toward a clear understanding of their own learning are demonstrating success in mathematics. Teachers personalize and support this success by designing ‘next steps’ tasks based on the gathered mathematical assessment evidence.

#### Learning Innovation Collects Data on E-Learning Strategy

Ends 1: Mega End

Ends 2: Academic Success

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

EL-6: Instructional Program

In March, students enrolled in the Credit Recovery Centre at Lord Beaverbrook High School were interviewed and asked questions pertaining to their experiences in the Centre.

Three-quarters (75%) of the students interviewed stated there was a good chance they would have dropped out of high school if they did not have the opportunity to complete course work in the Centre. Students stated they appreciated the emphasis teachers placed on building a personal working relationship. Students shared the critical value of working at their own pace and accessing needed materials in ways that worked for them. All of the students said that achieving success in the Credit Recovery Centre gave them the confidence they needed to do well in their other courses.

The Credit Recovery Centre at Lord Beaverbrook utilizes a variety of instructional designs including distributed learning, blended and face-to-face environments.

#### Digital Citizenship in Action

Ends 1: Mega End

Ends 3: Citizenship

Ends 5: Character

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

EL-6: Instructional Program

A Hawkwood School grade six student’s science project was recently celebrated at a Hawkwood School Council meeting. The student showcased his learning through the creation of a vodcast and shared the results of his study, *Wifi in School*. The opportunity was organized to address concerns expressed by some parents about the wireless technology now available in the school environment. The student’s research involved measuring the wifi levels in areas including his classroom, the school’s learning commons, the community playground and the airport. The student demonstrated that his classroom and school had lower exposure levels than the other two environments he examined and that the



radiofrequency energy was significantly beneath the safety standards set by Health Canada. This information allayed concerns parents may have had regarding radiofrequency energy levels in the school. This student demonstrated great concern for his classmates, his school and his community through his efforts. The science project can be found in the Calgary Board of Education's digital citizenship resources in Desire 2 Learn.

## **LEARNING SUPPORT**

### Review of Specialized Programming

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

EL-6: Instructional Program

Learning Support undertakes continuous reviews of the viability and effectiveness of specialized programming with particular attention to the number of students being served and the program outcomes being sought. Decisions resulting from the information gathered through these reviews may result in the elimination or consolidation of specialized programs. This year decisions have been made with respect to Connections, New Directions, STOP, LEAP and GATE. The decisions are not a result of the current budget challenges and are in no way a reflection on the efforts of the staff working in the programs.

- **Connections, New Directions, STOP and LEAP Program Elimination**

As a result of the regular process for ongoing review of specialized programming, the decision has been made to collapse the Calgary Board of Education's six Connections classes as well as New Directions, STOP (Short-term Observation Program) and LEAP (Learning Essential to Achieve Potential) effective for the 2011-2012 school year.

All of these programs have an assessment orientation and are short-term in nature with a student placement of one year or less. As a system, we now have the capacity to support the students within their community schools or other specialized settings through more sustained universal, targeted or specialized interventions.

- **GATE Programs**

GATE (Gifted and Talented Education) is a congregated special education program for students identified as in the intellectually superior range of giftedness. There has been a pattern of low and declining enrolment at some Calgary Board of Education GATE sites, while other sites have remained highly sustainable. During the fall of 2010 significant community engagement was undertaken with multiple stakeholders (parents, employees and students) who had an interest in providing feedback regarding programming for CBE students identified as gifted and talented. A number of recommendations emerged from the engagement including consolidation of programming to fewer sites. As a result of the review and engagement process, GATE programs will be consolidated effective for the 2011-2012 school year.



#### **IV. ENDS STATEMENT FOCUS**

The focus of this report is on Ends 4: Personal Development. The Board of Trustees has stated, "Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential." 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**

Students at Sir William Van Horne High School have focused on personal development with teachers, guidance, administration, the transition team and peers throughout the year. In English, students prepared a presentation on human rights and reflected on a variety of societal issues. In Social Studies students engaged in conversation about current societal issues and wrote letters to Members of Parliament or the Mayor of Calgary. Students also participated in a whole school health conference that focused on how to handle stress and positive ways to deal with stress in their lives. They shared their experiences in Teacher Advisor class following the conference and described how stress can impact learning. In February students participated in a transition fair where they attended a variety of information sessions presented by colleges, transition agencies and employment centers.

Some of the impacts of these assignments and experiences were rich discussion, increased self-awareness, and student empowerment and hope. In Social Studies, students are beginning to receive letters back from the Mayor and Members of Parliament. These letters have engaged the students in class to levels they have not experienced in the past. Students are learning they have voice and are empowered to be active citizens. In English students engage in discussions about topics they are passionate about and relate the conversations to their personal experiences. Both the health conference and transition fair encouraged students to reflect and set the foundation for the next steps of their journey as they transition out of Sir William Van Horne.

On April 14, 2011 current staff and students, along with many former staff and students, attended a celebration. The planning and problem solving that occurred prior to the evening were rich and real. The evening involved over one-third of the school's students as volunteers and perhaps seeing a glimpse of what their future may hold. Many former students shared stories of how their teachers impacted their lives and how their education helped them become lifelong learners.

##### **AREA II**

Capitol Hill School, in our effort to focus on personalizing learning for each student, has examined the research on "Schools of Creativity" and creating,

innovating and inventing have become the direction for our work. We have re-examined the inquiry model as the vehicle to personalize student learning and are implementing the new CTF curriculum where designing, creating, appraising and articulating will create the framework for the inquiry process at Capitol Hill School.

It is our intention that this inquiry process will establish learning that is fluid, seamless and transparent from grade to grade and throughout a student's elementary career. Students have the opportunity to be involved in project-based work so that they can develop projects that extend the learner outcomes required by the Alberta Programs of Study. Project-based activities permit students to develop the personal interests, ideas and theories they are passionate about. Inclusive of this work is the opportunity for students to work on their own laptops, researching interests and personal passions as a means to establish a deeper understanding of the concepts learned within the instructional process.

Students' experiences include the opportunity to create, invent or innovate by developing ongoing projects that extend the learner outcomes for all curricular areas. Students live as mathematicians, scientists, artists, authors, writers, dancers and technologists. Personal experiences encourage ongoing dialogue with one another, opportunities to reflect upon their learning, the development of personal theories about their world, collaboration and teamwork to ensure innovation and invention, and the confidence to invent and create new ideas and discoveries that could inspire change or make a difference in our world.

### **AREA III**

The staff at Douglas Harkness School continues to seek ways to provide the many levels of support required by our diverse student population. Through support from organizations like The Boys and Girls Clubs of Calgary, The Calgary Bridge Foundation for Youth, Calgary Family Services and Big Brothers and Big Sisters of Calgary, our students are provided with many opportunities to acquire the skills, attitudes and knowledge to achieve their highest potential.

A specific example of how one of these programs works is the Teen Mentoring Program through Big Brothers and Big Sisters. We currently have about 20 teen mentors from Lester B. Pearson High School who spend one hour, one-on-one with a student every Friday afternoon. They work with our students primarily with a focus on non-school related activities. These matches are extremely beneficial to the student's self-perception and his/her performance in the classroom. Outcomes of these visits include increased student happiness, self-esteem, self-confidence, cheerfulness and overall enjoyment of school.

Some of our students experience academic and social challenges, and are generally not engaged in school. After being connected with a teen mentor, these students demonstrate an almost instant turn around in attitude and engagement.



On Friday mornings, our students are excited about their mentor visit, eagerly anticipating their afternoon activities. It is also encouraging to see the excitement of the high school students who have taken the time to come and volunteer as they acquire skills and attitudes of their own in achieving their highest potential.

#### **AREA IV**

A big part of Alternative High School is about freedom of choice and the freedom to democratically express oneself. Each student attends a one hour Democracy Session as part of the apprenticeship process. This part of the Alternative School Program builds student understanding of their rights and their responsibilities within the school, as well as encouraging them to take on the ownership of their Student Agreements, a document that has evolved in partnership between staff and students over the years. Students learn about proper procedures and protocols within this democratic environment using Robert's Rules of Order as a guideline.

Every Friday, the entire school body of students and staff meet to discuss initiatives and issues that are pressing and to fine tune the Student Agreements which remains as an evolving document. It is within this Democratic General Meeting (DGM) that each student has a chance to chair or be secretary for the meeting. A student must prepare to be chair by understanding and following proper protocols, thus preparing students to take on the responsibility of starting the meeting, bringing it to order and then leading the meeting through the agenda in front of the entire school body, using parliamentary procedure.

Each and every student at Alternative High School learns critical leadership skills, and through the DGM and Democracy Session, has an opportunity to lead and to participate in the democratic process.

#### **AREA V**

Ends 4: Personal Development is easily observed and measured at Juno Beach Academy of Canadian Studies. With a strong emphasis on developing student leadership, students are encouraged to be active members of the school, Canadian and world communities.

In the fall, students organize and conduct the Student Led Leadership Conference, which focuses on increasing understanding of and commitment to fulfilling the Four Pillars. All details of the conference are organized by students, the conference is facilitated by students, and the results compiled and reported back to the student body by students. Although teachers are present in a supervisory role, the student leaders are clear with their message, "This is our conference."





Strengthening the school's commitment to personal development is the existence of two service clubs within the school community. Open to all members of the school community, with one distinction, these clubs and their sponsoring organizations create truly unique opportunities for student growth.



IODE (Imperial Order of the Daughters of the Empire) Juno Beach Chapter was chartered in the spring of 2010. This organization has existed since the Boer War and has three guiding principles: support of Canada, supporting the Canadian military and encouraging the education and development of Canadian women. Female students are actively involved in plans to develop a Peace Park at the school, participating in ceremonies and activities at the Colonel Belcher Veterans Care Centre and volunteering at the IODE Thrift Store downtown. It is amazing to watch these students as they take on challenging roles within the organization and grow as young women and Canadian citizens.

Interact (Rotary Club) officially started in the fall of 2010. It is open to all students, male and female. Working with the Rotary Club, Heritage Park, it has focused its service work on the "Free the Children" project. Interact has run a number of successful fundraisers in support of this worthy cause. Interact also opens the doors to opportunities students might not otherwise have. In May, one grade 10 student will travel to Ottawa on a Rotary trip to learn more about the Canadian government. She is excited about the opportunity to meet the Governor-General, David Johnston. Other students will participate in leadership camps at the University of Calgary which focus on taking students with demonstrated leadership skills and making them more effective.

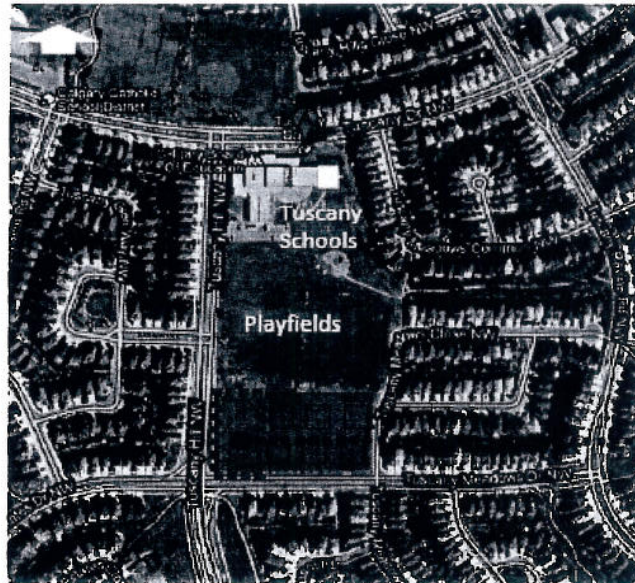


These are just three of the ways in which students of Juno Beach Academy of Canadian Studies are given the opportunity to grow and develop both as individuals and as members of the wider community. At Juno, Ends 4: Personal Development is how we do business!

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

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

# Attachment 1: Tuscany Community Garden



-  Vacant building envelope site
-  Tuscany Community Garden site
-  Small soccer fields

