



**Calgary Board  
of Education**

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

**PUBLIC AGENDA**

**TUESDAY, FEBRUARY 21, 2012**

5:00 P.M. – 8:00 P.M.  
Multipurpose Room, Education Centre  
1221 – 8<sup>th</sup> Street SW, 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>		
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
	<b>4.1 Lighthouse Award</b>	M. Levy	15 min.
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	<b>5.4 <u>Stakeholder Reports</u></b> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	<b>5.5 Trustee Inquiries</b>		
	<b>6.0 ACTION ITEMS</b>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
P.6-1	6.1 Trustee Liaison Report re: ASBA Board of Directors - Early Childhood Survey <i>(THAT the Board directs the Chief Superintendent to undertake the work required for the completion of the survey questions.)</i>	L. Ferguson	15 min.
	<b>7.0 MONITORING AND RESULTS</b>		
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P. 9-10	9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>• Special Meeting held February 6 and 7, 2012 <i>(THAT the Board approves the Minutes of the Special Meeting held February 6 and 7, 2012, as submitted.)</i></li> </ul>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-1	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0 ADJOURNMENT</b>		

**CALGARY BOARD OF EDUCATION**

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

**PUBLIC AGENDA**

**February 21, 2012**

**To:** BOARD OF TRUSTEES

**From:** Trustee Lynn Ferguson

**Re:** Liaison Report – Alberta School Boards Association (ASBA), Board of Directors

**Purpose:** Information

**Governance Policy Reference:** GC-3: Board Job Description

**I. RECOMMENDATION**

THAT the Board of Trustees directs the Chief Superintendent to undertake the work required for the completion of the questions, as attached on the Wrap–Around Services in the Early Childhood Period - Alberta School Board Survey.

**II. BACKGROUND**

The ASBA Board of Directors approved the ASBA Strategic Plan. A copy of the approved plan is attached to this report.

In order to implement the Strategic Plan, each strategic area will require processes and strategies.

ASBA has determined that one strategy to further the **Wrap–Around Services in the Early Childhood Period** work would be the development of an inventory of existing wrap-around services and partnerships in Alberta, with emphasis on the early childhood period. This inventory will also capture “best practice” and identify any implementation issues or “gaps” in service. Once completed, the inventory will be available as a resource to all of Alberta’s School Boards.

ASBA has contracted Mr. Sig Schmold to do this work.

In order to complete this task, ASBA is requesting input from all Alberta school boards. A response to the questions posed in the attached survey is requested by March 15, 2012.

Completion of the survey questions is anticipated to be very time consuming for the Chief Superintendent. I am therefore requesting that the Board of Trustees

considers this request, and, if the Board determines that such information would be valuable to CBE students and this organization, the Board can provide direction to the Chief Superintendent regarding completion of the attached survey.

Respectfully Submitted,

Lynn Ferguson  
CBE Representative,  
ASBA Board of Directors

Attachments:

- I. Wrap—Around Services in the Early Childhood Period, Alberta School Board Survey
- II. ASBA Strategic Plan at a Glance



## **Wrap–Around Services in the Early Childhood Period**

### **Alberta School Board Survey**

**Background:** Early Childhood Development is generally recognized as encompassing the period from a child’s conception to six years of age. The Alberta School Boards Association (ASBA), through its policy positions and advocacy efforts, has long recognized the importance of this critical period in human development and has advocated for improved provincial co-ordination and public funding to better support children and families through the early childhood years.

The current ASBA strategic plan calls for the development of an inventory of existing wrap-around services and partnerships in Alberta, with emphasis on the early childhood period. This inventory will also capture “best practice” and identify any implementation issues or “gaps” in service. Once completed, the inventory will be available as a resource to all of Alberta’s School Boards.

In order to capture current practice in Alberta, your assistance in completing the following brief survey is appreciated.

1. Describe any projects or initiatives that your Board is currently engaged in that support the concept of wrap-around services to children in the early childhood period. The following issues could be addressed in this description:

- Who initiated the project?
- When was it initiated?
- Why was it initiated?
- What are the project goals or outcomes
- What are the key features of the project?
- Where is the project housed or delivered?
- What are the project results? Any qualitative or quantitative data about how the program is doing would be appreciated.

2. Describe and discuss any local or provincial gaps in service or policy that act as barriers to providing wrap-around services to children in the early childhood period.

3. Is there anything else that your Board would like to add to help further the goal of wrap-around services to children in the early childhood period?

Please return your response to this survey by March 15<sup>th</sup>.



# ALBERTA SCHOOL BOARDS ASSOCIATION

## STRATEGIC PLAN 2011-2014

**Strategic Priority A: ASBA provides leadership and support to school boards in their provision of successful learning opportunities for all students with the intent of meeting the needs of the whole child.**

Key Results	Strategies	Strategies
A1 Leadership support is provided to school boards to facilitate their creation of personalized learning environments for all students with diverse needs.		<p>A1.1 Establish an Action on Inclusion task force, with the following among its objectives:</p> <ul style="list-style-type: none"> <li>♦ Assess the recommendations and implications of Action on Inclusion.</li> <li>♦ Develop an advocacy plan to enable school boards to implement Action on Inclusion.</li> </ul> <p>A1.2 Hold an issues forum on how best to implement Action on Inclusion.</p> <p>A1.3 Provide policy advice to school boards on implementing Action on Inclusion.</p> <p>A1.4 Establish an Arts in Education task force, with the following among its objectives:</p> <ul style="list-style-type: none"> <li>♦ Compile research on best practices in Arts education in Alberta.</li> <li>♦ Participate in, partner with and promote provincial celebrations of the Arts, including Alberta Arts Days.</li> </ul> <p>A1.5 Work with school boards to develop a working alliance with provincial organizations representing and servicing refugee families.</p> <p>A1.6 Research effective English language learning practices with consideration for partnership with Alberta Education and/or other international partners.</p> <p>A1.7 Prepare and distribute a report of the effective English language learning practices research project to school boards and key stakeholders.</p> <p>A1.8 Provide policy advice to school boards with regard to English language learning.</p>
A2 Leadership in action based on research is provided relative to the education of First Nations, Métis and Inuit students.		<p>A2.1 Maintain the First Nations, Métis and Inuit Student Success task force, with the following among its objectives:</p> <ul style="list-style-type: none"> <li>♦ Compile local and international research on First Nations, Métis and Inuit education, including evidence of promising practices, with consideration for partnership with Alberta Education and/or other international partners.</li> <li>♦ Prepare and distribute a report of the research project to school boards and key stakeholders.</li> <li>♦ Develop strategic partnerships with appropriate First Nations, Métis and Inuit groups to pursue this priority.</li> <li>♦ Prepare a report on possible actions that could be taken by school boards quickly and without additional funds to advance this priority.</li> </ul> <p>A2.2 Encourage all First Nations, Métis and Inuit school jurisdictions to join ASBA as associate members.</p> <p>A2.3 Investigate a new system of funding First Nations, Métis and Inuit students in Alberta.</p> <p>A2.4 Invite trustees to self-identify for the purpose of establishing a network of trustees with First Nations, Métis or Inuit heritage, and facilitate networking opportunities for this group in advance of general meetings.</p>



Key Results	A3 Strengthened partnerships are in place between ASBA and other provincial organizations/agencies for the effective development, implementation and expansion of wrap around services.	Strategies	A3.1 Establish a Wrap Around Services task force, with an objective to encourage and promote partnerships to expand wrap around services in the province.
			A3.2 Develop and publish an inventory of existing wrap around services partnerships in Alberta and identify best practices.
			A3.3 Construct a sample memorandum of understanding for boards and agencies complete with possible governance structures.
			A3.4 Explore possible funding options for research and implementation of wrap around services.
			A3.5 Host an issues forum on best practices.
	A4 Leadership in action based on research is provided to promote student health and wellbeing.		A4.1 Establish a Student Health and Wellbeing task force, with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Consider inviting participation on the task force by the Alberta Teachers' Association and other partners.</li> <li>♦ Investigate means to support Zone school health teams.</li> </ul>
			A4.2 Host a national conference incorporating health and education to discuss increased collaboration and commitment in the area of school health.
	A5 Leadership support based on research is provided relative to emerging competencies in the education of twenty-first century learners.		A5.1 Compile research on best practices in the delivery of education to twenty-first century learners.
			A5.2 Prepare and distribute a report of the research project to school boards and key stakeholders.
			A5.3 Consider developing partnerships with other education stakeholders to identify emerging competencies to assist school boards in providing appropriate twenty-first century learning opportunities.
			A5.4 Utilize twenty-first century learning as a theme for a future general meeting.
			A5.5 Advocate for resources to allow school boards to provide appropriate twenty-first century learning opportunities.
			A5.6 Sponsor a session at the Twenty-First Century Learning forum in October 2011 in Banff.
	A6 Early intervention/school preparedness/early learning is researched and the information disseminated to school boards and key stakeholders.		A6.1 Establish an Early Learning task force, with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Complete a research project about early intervention/ school preparedness/ early learning.</li> <li>♦ Prepare and distribute a report of the research project to school boards and key stakeholders.</li> </ul>



**Strategic Priority B: ASBA provides leadership and support that will enable school boards to understand and implement effective governance that is informed by their public's views and values.**

<b>Key Results</b>	B1 In the 2011/12 school year, support based on research is made available to school boards in relation to their evolving governance practices.	<b>Strategies</b>	B1.1 Identify means by which the Education Transformation task force may support emerging governance practices.
	B2 In the 2011/12 school year, support and resources are made available to school boards to enhance community engagement in public education.		B1.2 Arrange for dissemination of the ASBA research report on school board governance practices in Alberta. B1.3 Develop and implement a school board/ trustee development program based on research of emerging governance practices. B1.4 Investigate opportunities for hosting issues forums. B1.5 Develop phase two of ASBA's Financial Accountability for School Boards program.
			B2.1 Establish a Community Engagement task force.
			B2.2 Develop a cadre of consultants/ resources that can be made available to school boards on a fee-for-service basis to assist with their efforts to increase public engagement in education. B2.3 Hold issues forums to support public engagement in education, incorporating best practices in generative governance. B2.4 Explore opportunities for partnership with Alberta Urban Municipalities Association (AUMA) to maximize available resources. B2.5 Explore opportunities for funding to support community engagement in public education. B2.6 Update the school board budget community engagement toolkit on an annual basis.



**Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.**

Key Results		
	Strategies	
C1 ASBA is recognized by school boards as an effective advocate for students and school boards.	Strategies	C1.1 Maintain the High School Completion, Infrastructure and Transportation task forces with the objective to develop or confirm relevant advocacy plans, and to execute the advocacy plans.
		C1.2 Identify means to support zones and boards in their advocacy efforts.
		C1.3 Invite input from school boards relative to ASBA's advocacy efforts.
C2 ASBA is recognized by government and partners as an effective advocate for students and school boards.		C2.1 Establish a Political Advocacy task force, with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Review ASBA's approach to advocacy.</li> <li>♦ Identify best practices in the area of political advocacy.</li> </ul>
		C2.2 Investigate opportunities to support and promote municipal government partnerships.
		C2.3 Explore possible topics of mutual interest with partner organizations.
		C2.4 Review strategic priorities of relevant ministries of provincial and federal governments.
		C2.5 Identify initiatives for which partnerships with organizations and the ministries of provincial and federal governments will be pursued and strengthened.
		C2.6 Invite partners to work with the ASBA on advocacy issues and ensure relationships with these organizations are nurtured.
		C2.7 Build partnerships with ministries of provincial and federal governments to strengthen services to students.
		C2.8 Engage student panels at general meetings to hear student perspectives on various subjects.
		C2.9 Investigate a package price for school boards for the student engagement instrument from Gallup.
C3 ASBA will provide support to school boards in communicating the need for the Government of Alberta to provide adequate, stable and predictable funding for public education.		C3.1 Establish a School Board Funding task force, with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Conduct research, partnering with municipal government organizations as appropriate, to determine comparative provincial funding levels for education.</li> <li>♦ Build advocacy strategies based on research.</li> </ul>
		C3.2 Establish a task force with the purpose of profiling the needs of school boards and their non-teaching staff.



**Strategic Priority D: ASBA provides leadership and support to position school boards to respond strategically to evolving initiatives in transforming public education in Alberta.**

<b>Key Results</b>	D1 ASBA continues to advance the interests of school boards as the approach to teacher bargaining evolves.	<b>Strategies</b>	D1.1 ASBA represents the interests of school boards throughout any tripartite process relative to teacher bargaining.
	D2 ASBA provides leadership and support to school boards in responding to proposed legislation, regulations and policy in furthering the interests of school boards as they promote the interests of students.		D1.2 Develop and provide negotiation sessions for school boards and their senior administrators with respect to collective bargaining.
	D3 ASBA provides leadership and support to focus all aspects of education transformation on enhancing student success.		D2.1 Respond to the Education Act upon its introduction in the legislature. D2.2 Actively engage in the public discussion which ensues following the introduction of the Education Act. D2.3 Actively participate in discussions on the regulations and policies which flow from the Education Act.
			D3.1 Establish an Education Transformation Agenda task force with the following among its objectives: <ul style="list-style-type: none"> <li>♦ Develop a vision for the informed transformation of education with a focus on enhancing student success.</li> <li>♦ Cooperate with education partners as appropriate.</li> <li>♦ Compile research around specific transformational initiatives to determine ease of implementation and efficacy.</li> </ul> D3.2 Incorporate ASBA transformational themes in appropriate communication initiatives and events. D3.3 Sponsor a roundtable forum on student success. D3.4 Maintain the education trends partnership. D3.5 Explore opportunities associated with the development of a website compendium of relevant research.



## **CALGARY BOARD OF EDUCATION**

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

**February 21, 2012**

**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 receives the contents of this report as information.

#### **II. BACKGROUND**

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

Operational Expectations 8: Communication With and Support for the Board requires the provision of timely information about trends, facts and other information relevant to the Board's work." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

#### **III. TIMELY INFORMATION**

##### **Chief Superintendent's Office**

##### **Framework for French and International Languages**

The Calgary Board of Education's new Framework for French and International Languages (2012) outlines the comprehensive second language opportunities offered within the Calgary Board of Education and defines the essential elements for successful bilingual and immersion programs.

The Framework for French and International Languages is intended to:

- provide a comprehensive overview of the wide range of French and International Language opportunities for Calgary Board of Education students;
- assist area directors and principals in making program decisions related to second language delivery, expectations, content and staffing;

- develop a collaborative and holistic approach to system decisions related to the sustainability of all language programs;
- enable a personalized and flexible approach to learning language and culture that meets the needs of students at several entry points and through several different delivery models; and
- integrate language and culture learning into a holistic, global perspective that values and supports opportunities for students to engage in authentic ways.

#### New Council Gives Junior High Students a Voice by students David Cloutier and Kat Svikhnushin

In response to great success last year with the Chief Superintendent's Student Advisory Council for Senior High School students, the Calgary Board of Education hosted the first ever meeting with a new Chief Superintendent's Middle and Junior High School Student Advisory Council last week. The newly formed council will meet several times throughout the year to share their thoughts and experiences with Chief Superintendent of Schools, Naomi Johnson.

Twenty-nine students in grades 8 and 9 from across the city gathered Thursday to meet one another, tour the Education Centre Building, and to collaboratively come up with answers to questions such as "What does it look like when you are you learning at your best?" and "What would help you to learn even better?"

Similar to the Senior Advisory Council, the Junior Advisory Council will work and engage in discussions both in person and through online collaboration tools such as D2L.

### Learning Innovation

#### Book Bags for Kids - Literacy Afternoon at Abbeydale School

This year's successful Book Bags for Kids culminated in January with the distribution of 100 bags filled with books, stuffed animals and clothing packs to enthusiastic students at Abbeydale School.

Book Bags for Kids involves over 200 community and corporate volunteers who participate in four events over the course of the year. With an increase to 13 partners this year, the number of students receiving book bags grew to 2000. Twenty-eight CBE schools receive book bags and distribute them at literacy events held at their schools. Book Bags for Kids is an excellent example of our community engagement activities and the community's support for public education.

#### Off-Site Activities

An increased number of schools have actively participated in off-site activities this school year with 445 trips outside of the Calgary city limits and approximately 7000 trips within the City.



Some of the exceptional new opportunities undertaken since September 2011 include:

- Students from Valley Creek School and A.E Cross School attending WE Day in Vancouver
- Students from Centennial High School attending the Canadian National Student Leadership Conference in Corner Brook, Newfoundland.

#### Career and Technology Strategy Framework – Culinary Pathway Collaboration Agreement

An agreement for the *Culinary Pathway to SAIT: Preferred Consideration Program* has been signed by CBE, Calgary Catholic School District and SAIT. This program is for students who complete specific Culinary Arts courses and aspire to attend the SAIT School of Hospitality and Tourism's Professional Cooking Program. Successful applicants in this pathway will have priority acceptance before other applicants.

#### Web 2.0 Guidelines Launched

Web 2.0 Guidelines were launched in January 2012 and focus on using Web 2.0 tools or applications in educational settings. The guidelines support schools and departments in personalizing learning by making informed decisions around using a certain tool. Guidelines also provide a framework to balance the educational value of a decision against the inherent risk involved.

In conjunction with the guidelines, an ePD course was launched on Jan. 30. The course is designed to support teachers planning to use Web 2.0 tools and includes pedagogy, practice, examples, and information about the Web 2.0 Guidelines and Privacy Impact Assessment form. The ePD course has been designed with flexibility and multiple entry points.

#### CORE: Collaborative Online Resource Environment

On Jan. 26 the Calgary Board of Education received notice indicating that a collaborative proposal to implement a Digital Learning Resource Management System (DLRMS) would be fully funded by Alberta Education. Significant funding has been allocated to five school districts: CBE, Calgary Catholic School District, Canadian Rockies Public Schools, Golden Hills School Division and Rocky View Schools.

This initiative will help CBE provide an authentic environment for students to develop the skills needed to locate, evaluate, select, work with and share resources relevant to their learning needs. It will also provide opportunities for educators to access, share and re-purpose a much greater number and diverse set of digital resources to support the personalization of the learning experience for students. A naming contest was organized as part of the implementation process. The name chosen for DLRMS is CORE: Collaborative Online Resource Environment.

#### New Service Desk Opportunity – Self-serve Model for Desire2Learn Support

As part of the New Service Desk Opportunity initiative there has been a focus this year on creating a user empowered self-serve model of support for D2L. This personalized model has brought together aspects of teaching and learning, professional development

and technology support. The focus is to empower staff and students with self-help information, intuitive tools, simple processes and adequate access.

From September 2011 to January 2012 there was a significant decrease in D2L support calls as compared to the same time period last year. In September 2011 there were 400 less issues brought forward to the Helpdesk than in September 2010. During the same time, the use of D2L increased with an additional 5000 teachers and students using the system.

### Mobile Learning Cohort

On Dec. 12, 44 teachers and administrators attended the second meeting of the Mobile Learning Cohort. This meeting supported building capacity amongst professional teaching staff as they integrate mobile technologies into their day-to-day work.

Participants had a choice of three sessions: Introduction to Mobile Devices, Mobile Devices & Universal Design for Learning and Mobile Devices & Augmented Reality. Within each session the elements of the instructional core were emphasized. Group discussions focused on student work and how the technology impacted the tasks and assessments in relation to the student, teacher and content.

## Learning Services

### Encore CBE

Encore CBE was created to reconnect youth who have become disenfranchised with their learning environment. The program works with a number of community agencies to provide a multi-system wraparound approach aimed at supporting a successful re-entry to learning. In the first 4 months of operation (August to December, 2011), 71 youth connected with Encore CBE. In individual consultations, support is provided to help youth identify their strengths and challenges, and to help them create a personal learning plan. Encore CBE employees also provide support in engaging with CBE schools and programs to develop a positive transition back into learning. Seventeen of the youth have returned to school and an additional 27 are involved in on-going work with Encore CBE.

### Suicide Intervention Training

Suicide intervention training sessions were offered in November 2011 and January 2012 to 62 individuals who required the certification necessary to ensure their school met the requirement for one certified employee per school. An additional session will be held in April to accommodate schools where either the certified staff member has left the school during the course of this year or a certification has recently expired. Large schools with one trained employee and preferring two will be accommodated as second priority.



## New Provincial Programs of Study – Mathematics

With the end of the first semester of 2011-2012, teachers and students have completed the new provincial grade 11 curriculum for mathematics courses for the first time. High school mathematics teachers participated in a number of professional development sessions over the first few months of the school year to support the implementation of this new curriculum.

In addition, a large number of our high school math teachers participated in the Provincial High School Mathematics Institute. This provincial session was facilitated by a CBE teacher. Teachers were provided with the opportunity to play the role of student and engage in problem solving activities. These activities led to conversation and discussion around the philosophy of the new curriculum. Further, the session provided opportunity for discussion around the implications for teacher practice.

## Safety in Physical Education

Twelve Canadian Climber workshops have been provided to 211 teachers in elementary and middle schools. These workshops assist teachers in gaining confidence and competence in using the Canadian Climber apparatus safely in the educational gymnastics unit of Physical Education. Teachers are required to recertify every 3 years.

A Wilderness First Aid certification course was provided to 10 teachers over a 3-day period. This training is required for teachers who are leading what are considered remote off-site activity trips, such as day hikes or camping trips. The third day was held in the Bragg Creek area to allow for participation in authentic outdoor scenarios.

## English Language Learners

During November and December 2011, a total of 255 students were admitted into 128 CBE schools through the Admissions and Assessment office at Kingsland Centre. Our new students originate from over 70 countries and speak 67 languages. Of these students, 67% are elementary-age and 33% secondary-age. This past January over 250 newcomers preregistered for the 2012-2013 school year through our Kingsland Centre.

## Grade Level of Achievement Update

Updated information has been sent out to school principals regarding changes to the Grade Level of Achievement (GLA) reporting process. Separate reporting of grade level achievement is no longer required by Alberta Education. As such, the Calgary Board of Education no longer requires the use of a separate reporting line for GLA on report cards for students in grades 1 to 9. The obligation remains for schools to ensure that parents understand their child's achievement in relationship to the grade level expectations of the Programs of Study. School principals will communicate these changes with their parent community.

#### IV. RESULTS STATEMENT FOCUS

The focus of this report is on Results 1: Mega Result. The Board of Trustees has stated, "Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in live, work and continued learning." Calgary Board of Education schools have provided illustrative examples of how personalized student learning lives in classrooms across the district and supports the Board of Trustees' Results.

##### Area I

At West Dalhousie we organize our curriculum around generative questions--deep, significant questions that have confronted human beings for centuries. We enable students to explore a topic in depth, to return to earlier topics, and to make connections in their learning in our classrooms and in their lives beyond our walls. Students are encouraged to critically question their world.

##### Grade 1/2 - Who are we? - Creating an online radio show

In working with our school-wide question, "What does it mean to belong?" our research lens examined the people who are part of our community. We had many professionals (firefighters, doctors, nurses, etc.) come in to connect with students. An emergency nurse at the Alberta Children's Hospital talked about his sense of belonging to the community. He told a story of his personal involvement with the Calgary Medical Community that went to Haiti to help with the cholera outbreak. The revelation of people who belong in our community moving to help others in faraway communities motivated us to read parts of the book called *Selavi, That is Life: A Haitian Story of Hope* by Youme. This book tells a very sad but inspiring story about a group of children who live in Haiti. The children at the end of the story create their own radio station in an attempt to "make a difference and be heard". Students and teachers wondered how we could, could create a radio show about what is happening at our school so that we can "make a difference and be heard".

A podcast was designed. Students learned how to conduct an interview, record the conversation, create the radio station theme-song and interview students and teachers from all grades. The interviews were captured using digital technologies. Students assumed ownership of all components of producing an online radio show.

Students are given an authentic audience, which generates engagement and excitement. Literacy skills such as writing scripts and setting up interviews were developed and honed. One of our students is a hesitant writer. Her excitement with the prospect of interviewing the principal prompted her to think for some time and then begin typing out her script. She wrote more than at any other time of the year, making many drafts and asking others for feedback on her wording.

One of our students is very shy in class. She is learning English and listens to conversations. However, she seldom responds, even with her peers. In her interview with her older brother, she spoke well, asking in-depth questions and adding comments.



As learners, we have benefited from the positive strength we experience as humans when working together. Students have clearly developed their teamwork skills. Students were asked two questions regarding the telling of this story. A few responses...

What were the main elements of academic learning?

"I learned that we need to practice to make it better, once I needed to try again to make it better- practice and planning are important."

"I learned that if you are nervous you calm yourself down, you can type it down on the computer."

How do you know that it was significant?

"Yes we get to talk to other kids in the school about their learning."

## **Area II**

At Cambrian Heights School we personalize student learning through an intentional focus on creating relationships that develop from the critical interplay between students, teachers and the curriculum. Personalizing learning for each student, every day at Cambrian Heights starts with the opportunities for students to tell us who they are and what moves their 'spirit'. This is done through focusing on the authenticity of tasks and ongoing assessment so students develop deep understanding of important concepts and ideas.

Our Grade Six teaching team organized their civic studies through the lens of community engagement, weaving their Campus Calgary/Open Minds City Hall residency and their collaboration with Antyx Community Arts with the creation of a school mural. Our Grade Six students took a leadership role in planning and implementing this project that included everyone's ideas and voice. Students engaged the school and community in the creation of three murals that symbolize our learning community. Students took this on as their school civic "duty", applied their understanding of democratic principles and committed to doing their very best to realize our collective vision. One of our students in the Paced Learning Program demonstrated new-found leadership skills as he contributed his ideas and artistic talent to the mural. For this particular student sharing his voice and finding its place is a struggle. This project provided an opportunity where he felt comfortable for his voice to be heard and this experience strengthened his confidence and sense of belonging to our learning community.

In addition to getting to know our students through the instructional core, we have a vast supportive network that helps us understand each student and support their learning. . This network includes a team of parents, volunteers, educators and community partners such as Big Brothers & Big Sisters In-School Mentoring, Between Generations Mentoring, Calgary Reads, F&ST (Families & Schools Together) and FANS (Food and Nutrition in Schools). Aristotle stated, "the whole is more than the sum of its parts". It is this belief in synergy – a *working together* to achieve maximum potential – that is lived at Cambrian Heights School as we continue to work to achieve the Board of Trustees' Results 1: Mega Result. Cambrian Heights' staff and the many members of our partners in education create the optimal conditions to foster student agency and engagement.

At Cambrian Heights School we create the conditions that honour and nurture each student and provide the opportunities that support future learning and civic engagement. We are privileged to see the gifts and the promise of potential of each student as they go on to thrive in life, work and continued learning.

### **Area III**

At Pineridge School we believe that life-long learning and the capacity to be a fully involved and effective member of the global community relies heavily on the individual's ability to read. Every student benefits from a data-driven, language rich program, which includes guided reading to promote strong early-literacy skill development.

Parents are our partners in their children's education and are actively involved in fostering positive reading skills and attitudes with their children. February 6 to 10 is I LOVE READING WEEK at Pineridge School and literacy enhancing activities that can be completed at home are a highlight.

Students are involved in all sorts of reading activities such as DEAR - Drop Everything and Read, rotate a teacher reader, guest readers from the community, buddy reading and tracking student reading. Students work towards individual and collective goals. Their reading achievements are graphed and celebrated.

On Feb. 9 students will bring their parents to school. Using materials provided by Calgary Reads, parents, staff and students will use their detective skills while employing the very strategies that Calgary Reads suggests to promote family literacy.

### **Area V**

Nickle School has implemented a Response to Intervention (RTI) process in 2011-2012. Our goal is for all students to achieve at or above grade level in reading and math.

Implementation of RTI in a school revolves around a deep understanding and commitment to a set of beliefs about students.

- Preventative action is better than "wait to fail".
- Early intervention is better than later remediation.
- Universal screening helps prevent students from falling through the cracks.
- Tiers of instruction are available to meet the needs of all students.

At Nickle School, we believe in the following 8 core principles.

- We can effectively teach all children.
- Intervene early.
- Use a multi-tier model of service delivery.
- Use a problem solving model to make decisions within a multi-tier model.
- Use scientific, research-based validated intervention and instruction to the extent available.
- Monitor student progress to inform instruction.



- Use data to make decisions. A data based decision regarding student response to intervention is central to RTI practices.
- Use assessment for screening, diagnostics and progress monitoring.

#### Structural Assumptions

- This is a joint initiative of all who serve learners.
- There will be universal screening of all learners.
- All below benchmark students are entitled to small group intervention instruction.
- Intervention groups are skill groups and their instruction is focused.
- Decisions about membership in flexible groups will be based on the benchmark and progress monitoring data.
- Groups will be small enough for instruction to be effective.
- A student's background will be considered in determining how to help, never as an excuse for low reading ability.

These interventions, strategies and actions are influencing the degree to which students engage and in some cases re-engage in the learning and in school. Through our focus on the above and our commitment to personalizing learning, we believe we are better enabling and helping to position our students to achieve Results 1: Mega Result.



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

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