

public agenda

Regular Board Meeting

February 5, 2013
3:00 p.m.

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

Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Saddle Ridge School	D. Yee	R-2	
45 mins	4.2 Results 4: Personal Development – Reasonable Interpretation, Baseline and Targets	N Johnson	B/CSR-5, OE-8	Page 4-1
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting procedures			
	7 Matters Reserved for Board Action			
	8 Board Consent Agenda		GC-2	
	8.1 Approval of Minutes	Board		
	<ul style="list-style-type: none"> Regular Meeting held January 22, 2013 Regular Meeting held January 29, 2013 			



- Special Meeting held January 29, 2013
(*THAT the Board approves the minutes of the Regular Meetings held January 22 and January 29, 2013, and the Special Meeting held January 29, 2013.*)

9 | Chief Superintendent Consent Agenda

- 9.1 Chief Superintendent Update
(*THAT the Board receives the update for information.*)

Page 9-1

10 | In-Camera Issues

6:00 p.m. **11 | Adjournment**

Debrief

GC-2.3

Notice |

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

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

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



report to Board of Trustees

Reasonable Interpretation, Baseline and Targets Results 4: Personal Development

Date	February 5, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision
Originator	Naomi E. Johnson Chief Superintendent of Schools
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR 5: Chief Superintendent Accountability Operational Expectations OE-8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Office of the Chief Superintendent

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretation of Results 4: Personal Development.
- THAT the Board of Trustees approves the 2011-2012 targets for Results 4: Personal Development.
- THAT the Board of Trustees determines an appropriate date for presentation of the monitoring report for Results 4: Personal Development

2 | Issue

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



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

3 | Background

The program rationale and philosophy of the Alberta Health and Life Skills Kindergarten to Grade 9 and the senior high Career and Life Management (CALM) Programs of Study are provided as attachments to this report. These documents outline the vision and scope of school contributions to comprehensive health education in Alberta, with the aim of enabling students to make well-informed healthy choices and to practice healthy behaviors and outline the specific learning outcomes taught and assessed in CBE schools.

4 | Conclusion

The attached report presents available baseline data and 2011-2012 targets for Results 4 indicators for the Board of Trustees' approval prior to monitoring Results 4: Personal Development.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT I: Reasonable Interpretation Baseline and Target Report for Results 4: Personal Development

ATTACHMENT II: Alberta Health and Life Skills K-9 Program of Studies philosophy and rationale

ATTACHMENT III: Alberta Career and Life Management Program of Studies philosophy and rationale

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

Indicators |

1. Percentage of grade 12 students who report they recognize their strengths and needs as a learner; as measured by student surveys.
2. Percentage of grade 12 students who report they can use what they know about their strengths and needs to make decisions about their learning; as measured by student surveys.

Baseline and Targets |

1. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with the following statement "I am able to recognize my needs and strengths as a learner". In 2012 this statement was modified slightly to read "I recognize my strengths and needs as a learner".

I am able to recognize my needs and strengths as a learner		
Student Survey	2010	2011
Strongly Agree	38.1%	40.2%
Agree	53.7%	53.9%
Disagree	5.4%	2.0%
Strongly Disagree	1.6%	3.9%
Overall Agreement	91.8%	94.1%



Early indicators are that Calgary Board of Education students can work through setbacks and challenges in their learning. Sustaining these levels of success over time is the next step for the organization.

Target range for overall agreement in 2012: 92-94%

2. Data for this indicator was first collected in this monitoring year.

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of grade 4 students who report they will keep trying to learn something new even if it doesn't work out the first time; as measured by student surveys.
2. Percentage of grade 7, 10 and 12 students who report they work through setbacks and challenges in their learning; as measured by student surveys.
3. Percentage of grade 4, 7, 10 and 12 students who report they can adapt to new learning situations; as measured by student surveys.
4. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.



Baseline and Targets |

1. Data for this indicator will first be collected in 2013.
2. Grades 7 and 10 data for this indicator will first be collected in 2013.

The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with the following statement "I am confident in my ability to work through setbacks and challenges in my learning". In 2012 this statement was modified slightly to read "I work through setbacks and challenges in my learning".

I am confident in my ability to work through setbacks and challenges in my learning		
Student Survey	2010	2011
Strongly Agree	36.6%	37.9%
Agree	53.1%	53.6%
Disagree	6.8%	6.5%
Strongly Disagree	2.3%	2.0%
Overall Agreement	89.7%	91.5%

Early indicators are that Calgary Board of Education students can work through setbacks and challenges in their learning. Sustaining these levels of success over time is the next step for the organization.

As the information collected from students shifts from a sense of what they are able to do to what they actually do, a slight dip in results may be expected.

Target range for overall agreement for 2012: 89-91%

3. Grades 4, 7 and 10 data for this indicator will first be collected in 2013.

The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with the following statement "I am able to adapt to new learning situations". In 2012 this statement was modified slightly to read "I can adapt to new learning situations".



I am able to adapt to new learning situations		
Student Survey	2010	2011
Strongly Agree	36.6%	36.1%
Agree	53.1%	52.9%
Disagree	6.8%	8.5%
Strongly Disagree	2.3%	2.5%
Overall Agreement	89.7%	89.0%

Early indicators are that Calgary Board of Education students can adapt to new learning situations. Sustaining these levels of success over time is the next step for the organization.

Target range for overall agreement for 2012: 89-91%

4. "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.

As an example, a student initially included in the age specific Cohort for the 2001/2002 school year who was not found to be participating in the learning system in the 2002/2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003/2004."¹

Annual Return Rate				
2006	2007	2008	2009	2010
20.2	20.1	19.6%	23.7%	31.1%

The way that Alberta Education calculates the Annual Return Rate it is reported a year behind other data sources.

The CBE's 2010 Annual Return Rate is well above the long term trend for this information. The 2011 target is therefore set in relation to the 2006-2010 average result.

Target range for 2011: 23-25%

¹ Alberta Education. (March, 2010). Annual dropout and returning rates. In *Government of Alberta*. Retrieved December 20, 2012, from <http://education.alberta.ca/media/356363/dropoutandreturningsum.pdf>.



4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of kindergarten students reported to show willingness to explore and expand learning and try new things; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to set and work toward learning goals; as measured by student report cards.
3. Percentage of grade 12 students who report they are able to set goals for themselves and to work towards them; as measured by student surveys.
4. Percentage of grade 12 students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.
5. Percentage of grade 12 students who report they use feedback and past experiences to improve their learning; as measured by student surveys.



Baseline and Targets |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

Shows willingness to explore and expand learning and try new things	
	2011
Strongly meeting expectations	40.3%
Meeting expectations	56.6%
Requires support to meet expectations	2.8%
Not yet meeting expectations	0.1%
Individual Program Plan	0.9%
Overall results for independently meeting expectations	96.9%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education students successfully show a willingness to explore and expand learning and try new things. Sustaining this level of success over time is the next step for the organization.

Target range for overall results for independently meeting expectations for 2012: 95-98%

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.



Sets and works towards learning goals	
	2011
Exemplary strengths	24.0%
Evident strengths	52.2%
Emerging strengths	20.3%
Network of support required	3.0%
Individual Program Plan	0.45%
Overall levels of success	96.5%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully set and work towards learning goals. Sustaining this level of success over time is the next step for the organization.

Target range for overall results for exemplary, evident and emerging strengths for 2012: 95-98%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011 this included the extent to which they agreed with the following statement "I am able to set goals for myself and work toward them".

I am able to set goals for myself and work toward them	
Student Survey	2011
Strongly Agree	36.1%
Agree	51.9%
Disagree	9.6%
Strongly Disagree	2.4%
Overall Agreement	88.0%

A first year of data provides an early indication that Calgary Board of Education students can adapt to new learning situations. Sustaining this level of success over time is the next step for the organization.

Target range for overall agreement for 2012: 87-89%

4. Data for this indicator was first collected in this monitoring year.
5. Data for this indicator was first collected in this monitoring year.



4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of kindergarten students reported to show persistence in following through with learning challenges; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to engage in learning with confidence and persistence; as measured by student report cards.²
3. Percentage of grade 12 students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys.

² Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.



Baseline and Targets |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2011 kindergarten report cards across the CBE.

Shows persistence in following through with learning challenges	
	2011
Strongly meeting expectations	31.8%
Meeting expectations	60.7%
Requires support to meet expectations	6.8%
Not yet meeting expectations	0.2%
Individual Program Plan	0.6%
Overall results for independently meeting expectations	92.5%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education students successfully show persistence in following through with learning challenges. Sustaining this level of success over time is the next step for the organization.

Target range for overall agreement for 2012: 91-93%

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

In 2011 student report cards in grades 1-9 included the stems "demonstrates confidence and autonomy in learning" and "engages in learning with initiative, persistence and integrity". In 2012 these statements have been combined to read "engages in learning with confidence and persistence".



Engages in learning with initiative, persistence and integrity	
	2011
Exemplary strengths	28.0%
Evident strengths	47.4%
Emerging strengths	19.4%
Network of support required	4.3%
Individual Program Plan	0.85%
Overall levels of success	94.8%

Demonstrates confidence and autonomy in learning	
	2011
Exemplary strengths	22.1%
Evident strengths	49.7%
Emerging strengths	22.3%
Network of support required	4.7%
Individual Program Plan	1.2%
Overall levels of success	94.1%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully engage in learning with confidence and persistence. Sustaining this level of success over time is the next step for the organization.

Target range for overall results for exemplary, evident and emerging strengths for 2012 for the combined indicator: 93-95%

3. Data for this indicator was first collected in this monitoring year.



4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicators |

1. Percentage of grade 4 students who report they try new things in their learning even if it might not work out; as measured by student surveys.
2. Percentage of grade 7, 10 and 12 students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys.

Baseline and Targets |

1. Data for this indicator will first be collected in 2013.
2. Grades 7 and 10 data for this indicator will first be collected in 2013 and Grade 12 data for this indicator was first collected in this monitoring year.



4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
--

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Indicators |

1. Percentage of kindergarten students meeting or demonstrating strong development in meeting expectations for demonstrating an awareness of personal health and safety; as measured by student report cards.
2. Percentage of elementary students demonstrating satisfactory, very good or excellent achievement in applying skills and knowledge in Health; as measured by student report cards.
3. Percentage of middle/junior high school students experiencing success with the learning outcomes for Health; as measured by student report cards.³
4. Percentage of high school students who achieve 50% or above in CALM; as measured by student report cards.
5. Percentage of grade 12 students who report they make decisions that keep them physically healthy; as measured by student surveys.
6. Percentage of grade 12 students who report they make decisions that contribute to their overall well-being; as measured by student surveys.

³ Following a review of Calgary Board of Education middle/junior high school report cards, data for this measure are expected to be available at the end of the 2013-2014 school year.



Baseline and Targets |

1. Data for this indicator was first collected in this monitoring year.
2. Data for this indicator was first collected in this monitoring year.
3. Data for this indicator will first be collected in the 2013-2014 school year.
4. Data for this indicator was first collected in this monitoring year.
5. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2010 and 2011 this included the extent to which they agreed with the following statement "I learned how to practise a healthy and active lifestyle". In 2012 this statement was modified slightly to read "I make decisions that help keep me physically healthy".

I learned how to practise a healthy and active lifestyle		
Student Survey	2010	2011
Strongly Agree	34.4%	36.9%
Agree	49.3%	49.3%
Disagree	11.2%	10.3%
Strongly Disagree	3.9%	3.6%
Overall Agreement	83.7%	86.2%

Early indicators are that Calgary Board of Education students are able to make decisions that keep them physically healthy. Sustaining these levels of success over time is the next step for the organization.

As the information collected from students shifts from what they have learned to do to what they actually do, a slight dip in results may be expected.

Target range for overall agreement for 2012: 84-86%

6. Data for this indicator was first collected in this monitoring year.



- | | |
|-----|--|
| 4.6 | Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals. |
|-----|--|

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Indicators |

1. Percentage of kindergarten students reported to work and communicate effectively with others; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to work and collaborate effectively with others; as measured by student report cards⁴.
3. Percentage of grade 12 students who report they work and communicate effectively with others; as measured by the student surveys.
4. Percentage of grade 12 students who report they take responsibility and action to find solutions to everyday problems; as measured by student surveys.
5. Percentage of grade 12 students who report they resolve differences in ways that consider the interests of everyone involved; as measured by student surveys.

⁴ Indicators for this report card measure are: assumes leadership or contributing roles to advance learning and community goals; communicates with others to build understanding; and works with others to manage conflict and reach consensus.



Baseline and Targets |

1. A number of student learning outcomes within the Personal and Social Responsibility section of Alberta Education's Kindergarten Program Statement are noted to be consistent with the values and understandings for student success identified in the Board of Trustees' policy for Results 4: Personal Development. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from June 2010 kindergarten report cards across the CBE.

Works and communicates effectively with others	
	2010
Strongly meeting expectations	27.7%
Meeting expectations	64.9%
Requires support to meet expectations	5.2%
Not yet meeting expectations	0.1%
Individual Program Plan	2.2%
Overall results for independently meeting expectations	92.6%

A first year of data provides an early indication that kindergarten students within the Calgary Board of Education students successfully work and communicate effectively with others. Sustaining this level of success over time is the next step for the organization.

Target range for overall agreement for 2012: 92-94%

2. Assessment and reporting of Citizenship, Personal Development and Character was introduced in grades 1-9 during the 2010-2011 school year. Citizenship, Personal Development and Character are not established as new curricula but are recognized as being embedded throughout the programs of study and students' daily learning experiences. The assessment and reporting of Citizenship, Personal Development and Character is strength-based with information collected from a number of learning events across a school year. Data for these aspects of student learning have been collected from June 2011 report cards across the CBE.

In 2011 student report cards in grades 1-9 included the stem "works and communicates effectively with others", In 2012 this was modified slightly to read "works and collaborates effectively with others".



Works and communicates effectively with others	
	2011
Exemplary strengths	24.1%
Evident strengths	52.2%
Emerging strengths	20.3%
Network of support required	3.0%
Individual Program Plan	0.5%
Overall levels of success	96.6%

A first year of data provides an early indication that students in grades 1-9 within the Calgary Board of Education successfully work and collaborate with others. Sustaining this level of success over time is the next step for the organization.

Target range for overall results for exemplary, evident and emerging strengths for 2012: 95-97%

3. Data for this indicator was first collected in this monitoring year.
4. Data for this indicator was first collected in this monitoring year.
5. Data for this indicator was first collected in this monitoring year.



HEALTH AND LIFE SKILLS KINDERGARTEN TO GRADE 9

PROGRAM RATIONALE AND PHILOSOPHY

Health and life skills involves learning about the habits, behaviours, interactions and decisions related to healthy daily living and planning for the future. It is personal in nature and involves abilities based on a body of knowledge and practice that builds on personal values and beliefs within the context of family, school and community. Some examples of these learnings include the ability of students to:

- make effective personal decisions for current and future issues and challenges
- plan and set goals
- employ critical reflection
- cope with change and transition
- manage stress
- analyze and manage career and health-related information
- recognize and expand personal skills
- recognize, explore and expand career opportunities and options
- explore service learning/volunteerism
- commit to lifelong learning.

The home, school and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living.

The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

Comprehensive School Health

This health and life skills program of studies provides a basis for instruction in schools. To achieve overall health goals for students, curriculum connections between services and resources within the school and wider community are needed. A comprehensive school health approach is desirable.

A comprehensive school health model incorporates:

- health and physical education instruction that promotes improved commitment to healthy choices and behaviours

- health and community services that focus on health promotion and provision of appropriate services to students who need assistance and intervention
- environments that promote and support behaviours that enhance the health of students, families and school staff.

The health of students is viewed as an integral component of a larger system of health within the home, school and community environment. It involves the establishment of collaborative partnerships among students, parents, educators, health care professionals and other community supports to address social and environmental factors that influence and determine optimal health.

Responsible, Healthy Choices

To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home, school, peers, the community and the media. The health and life skills program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information. Students research, evaluate and synthesize information in an effort to understand health issues and to apply the learning to current and future personal situations.

Choices, as evidenced by related behaviour, are based on attitudes, beliefs and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.

In the health and life skills program, students develop decision-making skills that build resiliency and self-efficacy, help expand strategies for coping, and support informed personal health practices. Students develop personal responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.

Students focus on personal and collective safety, as well as injury prevention. Outcomes related to

safety and injury prevention promote strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances and behaviours that may be injurious to their health. They also learn strategies to use in unsafe situations.

Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding that, in addition to the effect of their individual behaviours on their health status, there are social and environmental factors that are beyond their immediate control, which also have a significant impact on their health.

In an environment of acceptance, understanding, respect and caring, students in the health and life skills program can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. This program emphasizes healthy interactions and values, such as integrity, honesty and trust that underlie safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups. Such skills include conflict management, consensus building, negotiation and mediation.

Students examine the various sources of stress in relationships, which include behaviour-related factors and those due to natural life cycle changes and transitions. They learn strategies to deal with unhealthy relationships, as well as traumatic events. Throughout the program, students build and expand upon safe and supportive networks for self and others that link the home, school and community.

Students also develop the skills of goal setting, prioritizing and balancing various roles and life/work priorities. As students develop decision-making skills, they begin to realize that the locus of control, or their ability to influence or control many outcomes and results, is within their own power.

Through the health and life skills program, students acquire a strong foundation of knowledge, skills and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning and skill development. A fundamental aspect of career education is to move students from being dependent learners to being independent and interdependent, contributing citizens. Students gain confidence and a sense of commitment to family, school and community through opportunities for participation in cross-age interactions, volunteerism and meaningful involvement in a variety of activities.

Beginning in the early school years, students develop personal and group skills. These are reinforced as the program expands to include practical skills directly related to further education, job seeking and career path exploration. Skills related to the management of personal resources, such as time, energy, creativity, money and personal property, are essential elements that build personal capacity and lead toward future career productivity.

Students build upon the knowledge, skills and attitudes required to recognize opportunities, critically evaluate options and expand career strategies to meet current and future challenges.

Human Sexuality Education

Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. All human sexuality outcomes have been **boldfaced** and *italicized* to assist in identification of these outcomes.

Parents will retain the right to exempt their child from school instruction in human sexuality education.

Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.

GENERAL OUTCOMES

Three general outcomes serve as the foundation for the Health and Life Skills Kindergarten to Grade 9 Program of Studies.

Wellness Choices

- *Students will* make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices

- *Students will* develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Life Learning Choices

- *Students will* use resources effectively to manage and explore life roles and career opportunities and challenges.

The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviours that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health, and they demonstrate caring for others.

SPECIFIC OUTCOMES

Each general outcome includes specific outcomes that students will achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

Life skills are not learned in isolation. Students learn the importance of developing and maintaining support networks among family, peers and the community, and seeking reliable sources of information to assist self and others in making decisions, practising skills and managing challenges and opportunities.

Students experience and develop an internal locus of control through activities that empower them to make decisions. Through decision-making processes they choose their responses, anticipate consequences and learn to accept responsibility for the results, which establishes the basis for proactive choices and behaviours.

EXAMPLES

Many of the specific outcomes are supported by examples. The examples do not form part of the required program but are provided as context for teaching.

CAREER AND LIFE MANAGEMENT

RATIONALE AND PHILOSOPHY

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

CALM Furthers the Alberta Learning Mission

In CALM, students continue to work toward becoming “responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society” (Alberta Learning Mission statement, Business Plan 2002–2005).

CALM is a Senior High School Component of the Comprehensive School Health Education Program in Alberta

Alberta Learning is committed to a comprehensive approach to school-related health promotion. Comprehensive school health education is a broad spectrum of programs, policies, activities and services that take place in schools and their surrounding communities.

CALM is a vital component of comprehensive school health education. It emphasizes knowledge, attitudes, behaviours, competencies and values, and provides students with opportunities to enhance their capacities in problem solving, critical thinking and reflection.

Students require an understanding of self as the basis for making healthy choices, having healthy interactions with others and using resources wisely, as well as for lifelong career development. They also require information, planning tools and processes to make decisions and develop action plans for effective life management. This health-promoting course provides opportunities for students to gain knowledge and insight, and to acquire essential life skills; it is relevant to the needs of students, now and in the future, and stimulates creativity, encouraging them to learn and providing them with important learning skills.

The CALM course approaches health issues in a coherent and holistic way. It is designed to improve students’ theoretical understanding of health issues and their ability to apply knowledge and skills to personal situations. In CALM, student participation is emphasized.

Connections to Others

Close collaboration among schools, parents and communities is a central requirement for comprehensive health education. Parental involvement is an integral component, since the family is the primary educator in the development of student attitudes and values. Activities and processes in CALM encourage family interest and involvement in student learning. The wider community plays a supportive and complementary role in building on student attitudes and values.

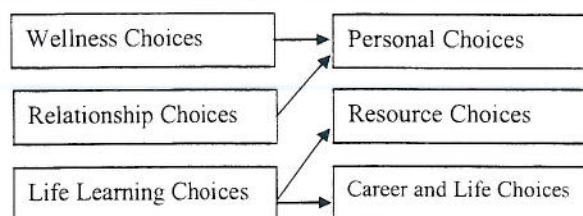
Strong links between schools, school councils, regional health authorities and other community-based agencies and organizations can facilitate coordinated planning and mutual support of efforts that promote lifelong learning and well-being. Collaborative community partnerships that respond to the context and needs of students are essential. CALM encourages and fosters these connections and collaborations.

Connections to Previous Learning

CALM builds on learning outcomes developed in the Health and Life Skills Kindergarten to Grade 9 program. Health and Life Skills and CALM share the same aim—to enable students to make well-informed, healthy choices and develop behaviours that contribute to the well-being of self and others. The general outcomes of Career and Life Management build on the three general outcomes of Health and Life Skills Kindergarten to Grade 9, as follows:

K–9 Health and Life Skills

CALM



The Health and Life Skills Kindergarten to Grade 9 program and the CALM course contribute to healthy personal development, by providing opportunities for students to consider information and acquire, practise and demonstrate strategies for dealing with the challenges of life and living. The skills that students continue to acquire—building on those developed in earlier grades—are applicable beyond the classroom and throughout life.

CALM is the Core of Senior High School Health Literacy

Health literacy is the capacity to access, interpret and apply health information and services to make healthy choices. The CALM course works to develop health literacy, which includes the key components of critical thinking, effective communication, self-directed learning and responsible citizenship.

CALM Uses the Dimensions of Well-being as a Framework

Well-being stems from having the emotional/psychological, intellectual, social, spiritual and physical dimensions of one's life in harmony with each other.

These dimensions may not appear to be of equal importance to an individual throughout life; however, all dimensions need to be recognized for their contribution to overall well-being. Balance among the dimensions is dynamic and constantly changing. The dimensions are interdependent and interrelated, and they can work in concert to improve overall health and well-being.

Achieving or maintaining a balanced approach to personal well-being requires ongoing self-management. CALM offers opportunities for students to acquire skills and apply strategies that enhance their ability to think and act independently, and it helps students build the confidence to trust in their personal abilities.

Self-management involves making healthy choices. It requires self-knowledge and establishing a personal vision for the future. Students learn that goals are part of an ongoing series of planning and management strategies that address potential barriers or challenges in life. Students identify areas for personal development and establish criteria for evaluation of effective life management. Support from others is important in identifying realistic targets and providing ongoing assistance to realize the vision. As students develop their ability to self-lead, they, in turn, can mentor and become supportive role models for peers and others in a variety of cross-age groups.

COURSE DELIVERY

Credit Allocation

Senior high school Career and Life Management (CALM) is required for graduation with an Alberta High School Diploma.

CALM is a 3-credit course. All three general outcomes of the course must be addressed.

Level for Instruction

To achieve the aim and outcomes of CALM, student maturity level, basic life experience and readiness for expression and reflection must be considered.

Through the senior high school years, student attitudes begin to shift. The closer the inevitable—the leaving of the senior high school environment—the more future-focused students become. Granted, while the degree of this change in attitude varies among students, the upcoming transition becomes more obvious as the grade level increases. Students with an awareness of the upcoming transition are more open to the information and skill development made available to them in CALM.

Length of Instruction

The course relies on providing students with the time necessary to explore the range of issues in depth and to develop a deeper level of understanding of their choices, responsibilities and actions. An extended period of instructional time is important, as it allows for student reflection and learning as well as for development of successful personal processes.

Sensitive Topics

CALM deals with many topics considered to be sensitive. These topics must be treated with care. Students need to have a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices and decisions. Study of the emotional and spiritual dimensions of health; topics related to family interactions; personal, family and community values; personal relationships; and issues of sexuality are but a few topics that are sensitive in nature and need to be dealt with in a responsible, respectful and professional manner in the classroom.

Instruction in human sexuality education requires communication with parents about the learning outcomes, topics and resources. *All human sexuality outcomes have been boldfaced and italicized in this course to assist in identification of these outcomes.*

Exemptions

For students who are not at the age of majority or living independently, parents have the right to exempt their children from school instruction in human sexuality education by submitting a letter to the school indicating their intention to do so. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction at the request of their parents. Students must complete the remainder of the course in order to receive credits.

Students may be exempted completely from Career and Life Management for only two reasons:

- out-of-province Grade 12 students transferring into Alberta schools
- religious beliefs.

The principal of the school exempts the out-of-province Grade 12 student and notifies Learning Information Exchange Services, Alberta Learning, by April 30 of the anticipated graduation year.

In the case of religious beliefs, parents/guardians must write to the Minister of Learning to request the exemption.

Involving Others

While it is important that the community be involved, as appropriate, in the delivery of CALM, this involvement must have parameters that ensure that students can learn from the presentations, activities and experiences. Presentations need to be pedagogically sound and consistent with the students' level of development and learning.

Representatives and resources from the community must provide a balanced approach to the issues and topics; these issues and topics must be related to the CALM course.

COURSE STRUCTURE AND ORGANIZATION

General Outcomes

The aim of the CALM course is articulated through three general outcomes.

General Outcome 1: Personal Choices

- *Students will* apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

General Outcome 2: Resource Choices

- *Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

General Outcome 3: Career and Life Choices

- *Students will* develop and apply processes for managing personal, lifelong career development.

These three general outcomes serve as the foundation of the CALM course, and each general outcome is to be addressed.

The general outcomes are interrelated and interdependent. For example, processes for responsible decision making regarding the use of resources are also related to career choices. All choices influence and are influenced by the interrelationship of the dimensions of well-being. For student learning, an understanding of these interconnections is crucial, since life decisions often involve the intricate dynamics of balance between many areas simultaneously.

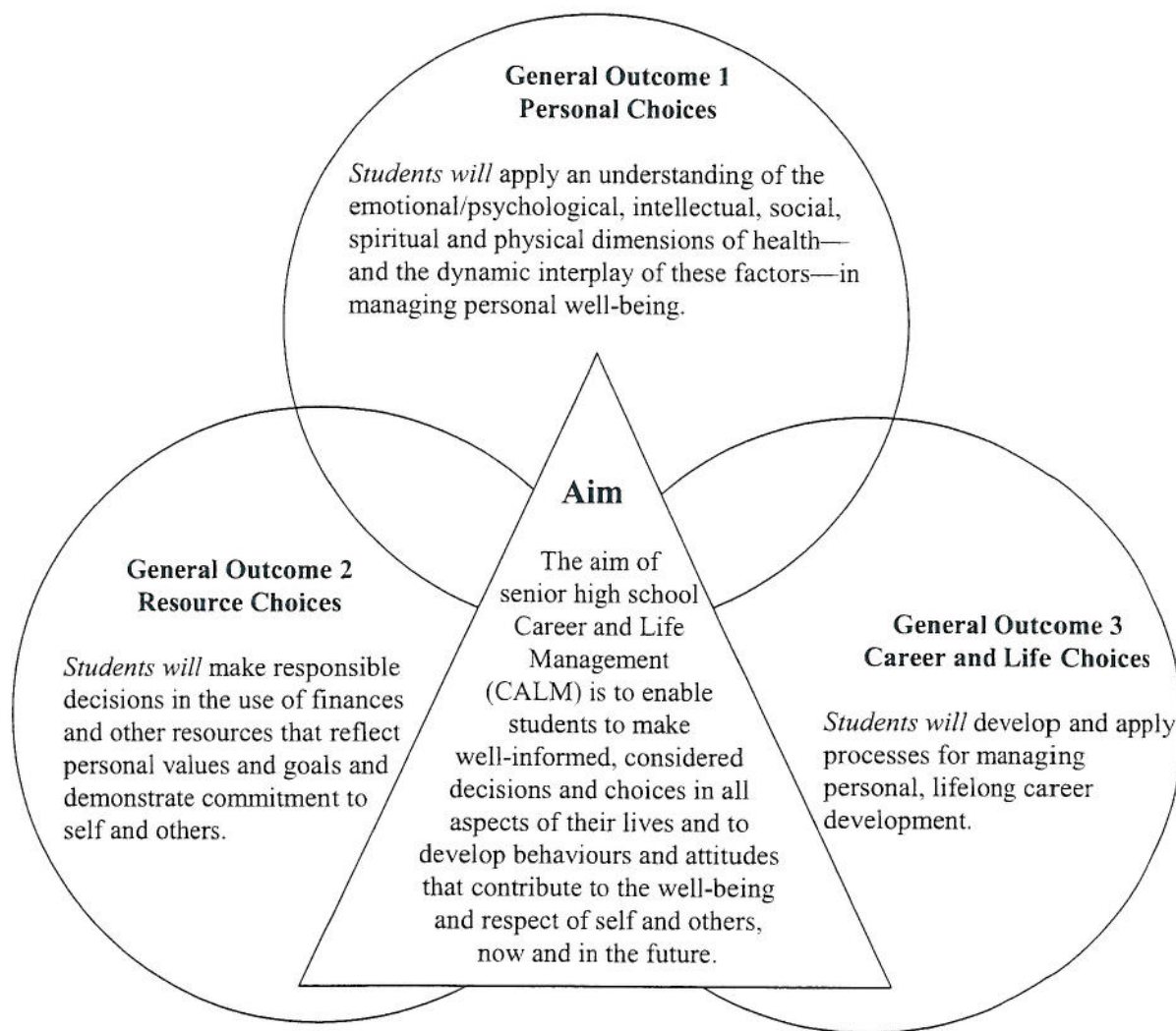
Specific Outcomes

Each general outcome is elaborated with a set of specific outcomes. Specific outcomes are identified with a letter and number; e.g., P5. apply a variety of strategies for lifelong learning. Each specific outcome is supported by bulleted examples. These bulleted examples **do not form part of the required course** but are provided as an illustration of how the specific outcomes might be developed.

Achievement of the specific outcomes enables students to develop and demonstrate the three general outcomes. Each specific outcome is to be addressed.

Specific outcomes are developmentally appropriate, building upon and making connections to prior learning throughout the Health and Life Skills Kindergarten to Grade 9 program. The specific outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health. Students can extend and refine learning in real-life situations. This is the core of health literacy.

Depending on the learning context and developmental needs of students, specific outcomes can be integrated or reclustered.



report to Board of Trustees

Chief Superintendent's Update

Date	February 5, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

It is recommended:

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

2 | Issue

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

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



3 | Timely Information

Chief Superintendent's Office

Accountability Pillar Surveys

Alberta Education's annual Accountability Pillar surveys for students in grades 4, 7 and 10, their parents and their teachers are conducted from January to early March 2013.

Parent surveys are mailed from Alberta Education and returned directly to Alberta Education. In addition to English and French, the parent survey is available in Chinese, Punjabi, Cree, Blackfoot, Spanish, Arabic, Korean and Tagalog. Student and teacher online surveys are fielded in January and February. Teachers and students complete the survey online in the first two weeks of the fielding window so there is time for follow-up with any schools where the notification was missed.

Data gathered through these surveys become a part of the Accountability Pillar Overall Summary shared with jurisdictions in May and October.

Learning Innovation

High School Success Strategic Advisory Council

On Jan. 15, the High School Success Strategic Advisory Council, composed of over 60 leaders from business, post-secondary and education sectors, gathered at the Southern Alberta Institute of Technology (SAIT) to discuss how to work together to best serve student learning and transition beyond high school. The focus of the meeting was the development of dual credit processes, where high school students participate in apprenticeship training or post-secondary coursework and earn high school and post-secondary credits.

Members of the council went on a tour of SAIT's facilities and participated in round-table conversations at the student-run Highwood Restaurant. The council talked about how we further engage post-secondary institutions and industry in supporting dual credits for high school learners. All conversations were captured and will be used to create action plans going forward.

CBE Night with the Hitmen

More than 1,000 Calgary Board of Education students, employees and their families came out on Jan. 18 for an evening of great hockey and activities that showcased and celebrated the CBE and its many programs and partnerships. The exciting lineup of events for the evening had CBE students lacing up their skates to play against school principals, singing our National Anthem, performing the colour guard, and singing and dancing in Spanish and Mandarin. Members of the senior high school advisory council showed their leadership qualities by assisting at the game.



A portion of the 50/50 ticket sales and two dollars from every game ticket sold will be donated to the Fuel for School program.

Repositioning of Desire2Learn (D2L)

D2L is an integrated and password protected learning environment that provides teachers, students and parents the ability to personalize learning through a flexible and accessible connection to a variety of resources anywhere, anytime.

As we focus our work around the Framework for Student Learning, it's critical to ensure our learning management system is aligned to support these provincial changes in education. In addition, we recognize that D2L's alignment with our major initiatives including CORE, Iris, Web 2.0 and SIRS needs to be repositioned and leveraged. To facilitate this, resources have been dedicated to help deliver on the repositioning of D2L, including an upgrade required to move to a more dynamic and responsive version.

In addition, the Calgary Board of Education is hosting, in conjunction with our D2L vendor, the Alberta Desire2Learn User Forum in the Career and Technology Centre on Feb. 28. This exciting Alberta-wide event for kindergarten to grade 12 and post-secondary D2L administrators will highlight how D2L is being leveraged across the province to support the personalization of learning and provincial changes to education. CBE presentation proposals will showcase the innovative and integrated learning done within our D2L environment.

CORE (Collaborative Online Resource Environment) Update

Since January 2013, CORE communications and professional learning around searching and using digital resources have kicked into full force. We are currently seeking early adopters to help test the contribution and moderation functions. We have experienced success by beginning with a grassroots approach that is now expanding into a system-wide approach as the initiative progresses. This month we report:

- approximate average number of users accessing CORE per day: 352
- unique student logins: 134
- most visits to CORE in one day: 512
- total site visits since January 1, 2013: 1,327
- top searches between October 2012 and January 2013: Bill Nye, Global Economic Issues, Renaissance, Genocide.

Professional Learning Update

In an effort to provide additional support for professional learning for schools, the "Late Nights in the ILC" series provides 90 minute sessions directly related to new initiatives and projects in the system, as well as topics identified by schools. In February an Education Technology leadership series will alternate with more general classroom focused sessions to provide supports to school-based administrators and other school leaders.



In response to requests from schools and library services for more information about the Copyright Modernization Act, a series of short videos addressing questions about the new Act and how it impacts teaching and learning has been produced. These videos, created in-house with the support of Communications Services, were contributed to CORE along with a collection of additional supports about the Act from 2Learn, the Council of Ministers of Education Canada and Dr. Micheal Geist. Details about this new CBE ED Talk resource package were communicated to schools through our school principals and technology lead teachers mailing list.

The response from schools has been very positive. Additional CBE Ed Talks are being planned in the coming months and a system announcement about how all teachers may access them is currently being planned.

Adobe CS6 Master Collection and Digital School Collection Roll-out

Alberta Education's Learning Resource Centre (LRC) has just announced they are ready to provide access to home use licenses for teachers. As of Friday, January 11, 2013, the Calgary Board of Education domain name was registered with the LRC. This enables certified teachers in our district to access and purchase the Adobe home use licenses associated with the provincial licensing agreement. A website with details about the Adobe software roll-out and details of how to access both training, home-use licenses and professional learning opportunities is currently being built.

In the meantime, a collaboration between Calgary Catholic School District, the Calgary Science School, the Calgary Regional Consortium and Alberta Education's Adobe Master Teacher Team is in the works for March to offer cross-jurisdictional planning sessions for teachers in each division to learn to use the new Adobe Software products and to develop example lessons and resources that will be shared with teachers across districts and divisions through CORE.

Magic Planet®

Magic Planet® is a digital video globe – a digital display with a sphere shaped screen. The globe allows information to be displayed in a global context and with high visual impact. The globe makes it easier for students to intuitively understand dynamic global systems about a range of topics such as climate, geologic history, cultural heritage and global literacy.

Interest in access to and use of the Magic Planet® in schools continues to grow. In fact we have had more bookings than we can accommodate with the two devices owned by the Calgary Board of Education. Both devices are now solidly booked in schools until mid-March with bookings reaching all the way to the end of June.

Over the winter break, 13 teachers from elementary schools across the system participated in a Magic Planet® training session to prepare them to use the Magic Planet® in their classrooms. Several teachers from this group requested



follow-up sessions where they could collaborate on building content for the globe that matches with Alberta Programs of Study.

We are currently working with teachers who have used the device to gather feedback about how they used it and to collect samples of student work that have come out of its use. Lesson ideas and student examples will be contributed to CORE as a resource for others as soon as they are available.

Learning Services

Early Development Centres

Registration continues for children in our Early Development Centres (EDC). With an increase in demand for this program, an additional classroom at James Short Memorial School has been created. This classroom will be operating in the morning and allows for up to twelve more children in the program. At the end of December approximately 130 children were being supported at our four different EDC sites. This number is anticipated to grow with the opening of the new classroom as well as additional interest in the program at other sites and the finalization of registrations that are currently underway.

A member of the Calgary Board of Education early learning team presented at a meeting of Alberta Health Services' speech-language pathologists from across the city to continue developing our relationship with them, inform them of our service and address any questions or concerns they have relating to accessing our Early Development Centres.

Program Unit Funding

The first deadline for the Program Unit Funding (PUF) grant application was November 30. As of that date, we had 410 children included in our PUF submissions, up 124 from last year. This increase reflects the growth in our EDC programs and our improvement in identifying children earlier due to the use of the Early Years Evaluation-Teacher Assessment and the decrease in caseload size of speech-language pathologists and occupational therapists.

As a result of increased numbers of kindergarten children and identified PUF eligible children, we are increasing our early learning enhanced supports team to provide the necessary support for these learners.

Early Learning Professional Learning

Twenty-five kindergarten teachers, speech-language pathologists, family oriented programming facilitators and early learning strategists continue their professional book study, examining Dr. Patton Tabors' book, *One Child, Two Languages*. This group is meeting monthly to discuss and explore personalizing learning for young English language learners.



In January the early learning team held the fourth session in a series of professional learning opportunities for teachers new to teaching kindergarten. The January session focussed on:

- Oral Language Development
- Early Development Instrument (EDI) and ECMapping Project
- Learning to Read and Write: Developmentally Appropriate Practices for Young Children
- Report Cards and Individual Program Plans

4 | Results 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 life, 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

How does the International Baccalaureate (IB) program in senior high school personalize the learning environment for IB students, and how does this personalization lead to greater student engagement that translates to providing the foundations for students to thrive in life, work and continued learning?

The IB programme at Sir Winston Churchill High School follows a two-year curriculum in a variety of subject areas. These subject areas reflect the needs of the community and are aligned with the IB Programme of Studies. Students in the IB diploma programme choose to study six subjects in five of the prescribed areas of study. In addition, students complete the core of the programme, which includes Theory of Knowledge, an Extended Essay, and Creativity, Action and Service activities: <http://www.ibo.org/>

In the IB courses, students are encouraged to explore option topics, design dossiers and experiments, write major research papers, and complete projects they design. Some of these activities are done in groups and some are done individually. Much of this work uses a curricular inquiry and exploration-based design. For example, in the sciences, individual students are involved in projects that give them the opportunity to become proficient in designing unique experiments, carrying out data collection and analyzing that data. The work involves research as well as project design. The students collaborate in this process with each other and at times invite experts into the collaboration. They then present their findings to their peers and teachers. In Visual Art, students develop their own portfolio of work and link the progress of the work to themes and techniques selected by them.



In the IB core, students have a wonderful opportunity to develop research and writing skills through the Extended Essay component, in a topic of their choosing from any of their curricula. The Theory of Knowledge component of the IB Programme asks students to engage themselves in a philosophical look at learning. They grow in their knowledge of learning and knowledge building along with reflecting on themselves as learners in the process.

The Creativity, Action and Service (CAS) activities are usually taken up over the two years. Students choose to participate in activities that develop and showcase their creativity, their commitment to physical activities and their commitment to bettering their world by practicing their volunteer spirit. Each student designs their own CAS component and shares their experience with the CAS teacher; another opportunity for self-reflection and personal growth. Many students carry on their involvement with their chosen CAS activities after their graduation.

Because much of the curriculum and assessment focusses on individual choice, students find themselves engaged and self-directed to a large degree. Each student selects the courses in their unique programme. By the end of the two-year programme in each subject, students have had the opportunity to grow significantly and find success in a number of ways. They also have the tools and self-knowledge that supports them in their educational, work and life paths. Students who complete the IB programme usually become excellent time managers and personal organizers, strong advocates for themselves and their own learning needs, thoughtful and insightful in a global sense, and very successful academicians.

The IB Programme supports personalized learning through instructional design and instructional leadership that attends to student agency and intellectual engagement; provides active and effortful tasks; and uses assessment practices that inform the teacher and learner about the teaching and learning. Students know what they know, how they know it, how they show it and what they need to learn in order to move their learning forward.

Area II

The foundation of success beyond high school is rooted in the earliest experiences students have as they begin their educational journey.

At Rosemont School our work aims to develop each student's understanding of him/herself as a learner. "Wonder is the beginning of wisdom" is a Greek proverb that underpins our belief that curiosity and creativity are to be nurtured and developed. These attributes help students engage in learning both in and beyond formal education. To achieve this, we aim to think "outside" of the school's walls and to connect learning experiences to the world of each student.

Rosemont School has been an active participant in Open Minds/Campus Calgary programs. We were accepted under a whole-school application to examine how we are connected to our community both locally and globally, to



the environment and to each other. Teachers and students have been involved in the week-long programs at Cardel Place Active Living School, Glenbow Museum School, Calgary Zoo School — two classes — and City Hall School. Beyond a weeklong immersion at the site, teachers have engaged students in long-term, interdisciplinary projects that address student academic growth, character, citizenship and personal development.

Students participating in City Hall School examined and acted on issues related to city planning, homelessness and local democracy. By connecting their learning at City Hall to their participation in We Day, the class undertook and led citizenship initiatives including “We Are the Change” and “Stephen’s Backpacks”. Classes participating in Zoo School examined issues related to the need for zoos and the role of the zoo in conservation efforts globally. Each class is participating in a conservation action that will further their understanding of zoos and that will lead to growth in dimensions of character.

Glenbow Museum School allowed students to connect with experts, whether they were storytellers, curators or museum educators. From this experience, students see themselves as storytellers and experts on topics of study. By acting like a curator, students see the breadth and depth of understanding that is required to tell a historical or cultural story and have become experts about their own collections. Students attending Cardel Place Active Living School heard from high-level athletes who shared their stories. The message to the class was to pursue what you love and not to give up regardless of setbacks.

Taking learning outside of the school, engaging with experts and participating in interdisciplinary studies allows our students to see connections between their learning in school and in the larger community. It broadens the world of our students and gives them opportunities to see how they have the ability to make a difference in their own lives and the lives of others. Our students see themselves as experts, explore opportunities to teach others, to explore and ask questions and to see connections through experience.

Area III

Student engagement continues to be a focus for the Lester B. Pearson High School community. Learning communities are no different than personal and cultural communities, in that they thrive when an open, accepting environment is provided. People are able to engage, demonstrate, grow and share without concerns for safety or discrimination. The instructional core of student engagement, skilled teacher decision-making and curricular essentials helps focus our work on building quality tasks and designing more formative assessment practices by incorporating feedback loops.

Fall of 2011 is when Pearson students first engaged in the Tell Them From Me survey. Data describing the components of student engagement showed:

- social engagement (sense of belonging, participation in sports and clubs, and positive relationships with students) was just under national norms;



- institutional engagement (valuing school outcomes, attending school, and positive homework behaviour) was above national norms; and
- intellectual engagement was above national norms.

Of particular note from the Fall 2011 survey was documentation that 26% of students reported being bullied. We wondered about how students' perception of safety impacted their ability to succeed. Staff engaged in a process of refocusing on our institutional mission that directed our work to improve practices related to student achievement. We focused particularly on school safety and were pleased to see in the Spring 2012 survey a reduction to 21% of students reporting being bullied. While this was a positive improvement, we continued our work to create a safe community where we foster a legacy of achievement, belonging and celebration.

We reinforced our collective responsibility to each other to improve safety in our community. Staff increased the vigilance and supervision in critical areas. We also enhanced our commitment to designing quality work for students to demonstrate their competencies. The continued focus on achievement, belonging and celebration was added to our new breakaway lanyards.

This Fall 2012 we again measured our progress on the Tell Them From Me Survey. We anticipated that our students would report they felt more relaxed at school. Indeed that was the result as 17% of our students reported that they were bullied – a drop of 9 percentage points from a year prior. Survey data also showed that our bullying results were 2% less than the national norm. Interestingly, our student engagement results have also improved, with students reporting a heightened sense of belonging, interest motivation and effort.

Two of our Social Studies teachers recently reframed their Introduction to Nationalism lesson. These teachers utilized the Teacher Effectiveness Framework as they designed an authentic project for their Social 20-2 students. Students researched an event in the sequence of the French Revolution, wrote a script, acted it out in front of a video camera and placed their clips in proper chronological order using SMART board technology. When debriefing afterward, students expressed deeper engagement in understanding their historical narrative. The main strength of this project is its flexible nature and autonomy, both of which build on the sense of belonging already fostered in the school's learning communities.

When we prepare students to make their way into the world we have a responsibility to provide character as well as factual and analytical skills. These students will be essential participants in networks that span the globe and they'll meet adversity and challenges along their way. The foundations of community building and communication being fostered at Lester B. Pearson High School pave the way for them to be leaders in their workplaces, showing others what it takes to work collaboratively in large groups.



Area IV

"..educating involves a passion to know that should engage us in a loving search for knowledge" Freire, 1998

Ernest Manning High School staff recognizes change is part of the knowledge society in which we live. Increasingly networked, technology-rich digital classrooms are the norm for our 21st century learners. Thoughtfully designed learning environments that encourage students to explore tasks that are both relevant and authentic are part of our everyday praxis. We are committed to continuous renewal and critical analysis of our work in order to bring about change and increase all-round success for our students. In order to provide personalized new and innovative programs designed to engage students academically and intellectually, our teachers actively seek cutting edge practices. Some of the practices explored this year focus around Friesen's (2009) *Principles of Effective Teaching Practice*.

TEACHERS AS DESIGNERS OF LEARNING

Flexibly Timetabling

Band and choir programs are delivered during scheduled classes, specialized band groupings and choral group times. Students personalize their learning by selecting the instruction time that fits their needs and the music program that most interests them such as junior/senior concert band, symphonic band, jazz ensembles, jazz combos, and vocal jazz ensembles.

Robotics is also offered outside of the regular timetable to allow all students greater flexibility. Many students expressed high interest in seeking experiences that go beyond the classroom. This course offers authentic opportunities to participate in worldwide competitions, as well as build intellectual capital in partnership with industry professionals. In addition, by providing opportunities outside of the regular timetable, those students who desire these kinds of challenges can do so unencumbered by timetable restrictions.

Mandarin language instruction is also offered outside of the regular timetable to allow students to participate in the highly desired Advanced Placement courses that are often whole year endeavors. Students participating in the Mandarin program have eight or nine years of instruction from prior years. Their desire is to maintain and mature their skills and to immerse culturally through the annual trip to China. These students embrace a five or six block day by their own choosing.



Credit Recovery

Many opportunities are available for students to continue their progress in a particular course beyond the scheduled semester, rather than awarding students a failing grade and having them retake the course. Students are supported through our student services team in consultation with learning leaders. Each student is provided with a personalized plan of action to gain credits and to ensure foundational knowledge is acquired to allow success in the next level course. This is achieved through the collaborative efforts of student services, learning leaders, classroom teachers and the school's learning resource center personnel.

Student-initiated Opportunities

Students participating in Outdoor Pursuits (first semester course offering) requested a restructuring of their program. While this course is a popular choice for students, mid-week overnight trips often conflict with academic workloads. Students asked for a new structure with labs conducted mid-week, immersion weeks to prepare students prior to the semester and excursions to occur primarily on the weekends. All requirements for this course are completed by December, allowing students time to prepare for their academic exams. This restructuring enables students with increased course loads, or those who are involved in other extra-curricular activities, to participate to the point of completion.

AUTHENTIC UNDERTAKINGS

Broadcasting

Students are given many opportunities to participate in authentic tasks in and out of the classroom settings. Challenged by limited space for a school-wide gathering to honor Remembrance Day, our students and teachers collaborated to champion live broadcasting. They recorded live action shots of our military guests as they were led through our main street into the theatre area. The film production crew streamed a single, continuous broadcast of the entire assembly to the student body through the classroom Smart Boards. A new means of communication had emerged and, as a result, broadcasting is now offered as a Career and Technology Studies course at our school.

Interdisciplinary Opportunities

Recently our First Robotics Canada Team gathered at SAIT to hear the 2013 worldwide challenge announcement. Collecting their robotic kit, our students were given six weeks to complete their robot, before sealing it up for the First Robotics Canada Western Regional Competition at the Olympic Oval on April 4 to 6, 2013.

This integrated project is comprised of Ernest Manning High School students and industry mentors working together on authentic tasks and consulting with other international teams by video conference to construct



knowledge. The Career and Technology Centre is providing a dedicated space for students where they have access to computers in the learning commons as well as a shop where they can build the robot. Students are learning to design, develop and evaluate artifacts of their learning through high-tech and high-touch environments.

INTERDEPENDENT RELATIONS

Drama Department Reaches out to the Community

A new fine arts pathway, taught by a team of teachers outside the regular timetable, has been developed. Students will choose from a menu of choices including technical theatre, drama, dance, vocals, esthetics and fashion to create a production. Students will highly personalize their participation. Students could potentially gain one credit or more in each of the subject areas articulated.

This project will reach out to the greater learning community with Roald Dahl's *The BFG* children's production. This performance will be presented to our feeder elementary and junior high schools. We hope to build upon the connection between our family of schools through this endeavour.

Each student is invited into an increasingly personalized learning environment at Ernest Manning High School. It is through a highly responsive culture, which embraces and celebrates innovation and uniqueness, that each and every student finds their niche and emerges as a life-long learner.

Area V

The Advanced Placement program was established at Dr. E.P. Scarlett High School in 1989 in order to meet the needs of students. Advanced Placement was originally created by the College Board in the United States to give high school students the opportunity to access a rigorous, intellectually challenging program that could lead to credit and advanced placement at the post-secondary level. The program has grown to be the largest externally validated program of challenge in the world.

Currently, there are 508 students registered in at least one course in Advanced Placement at Dr. E.P. Scarlett school. This represents more than 30% of our entire student population. The program has been growing consistently over the past decade and has provided a solid foundation of learning for students.

Performance results within the specific Advanced Placement courses taught have, in general, exceeded provincial, national, and global averages. Thirty two Scarlett students received additional recognition from Advanced Placement (AP) through special certificates:

- 14 students qualified for AP Scholar recognition
- 11 for AP Scholar with Honour recognition
- five for AP Scholar with Distinction and



two received the highest award available to AP students in Canada – the Canadian National Scholar Award.

Students studying in the Advanced Placement program are leaders within our school and our community. They are active participants within our leadership council. Teachers have embraced the program and continue their professional development by registering in Advanced Placement sessions, which are held nationally and internationally.

The AP program continues to be a very cost-effective program of challenge, which is meeting the needs of our students. We look forward to exploring ways to further enhance our program and anticipate continued growth and student success.



FOR:

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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

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

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

