

public agenda

Regular Board Meeting

June 11, 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 – Twelve Mile Coulee School	J. Everett	R-2	
45 mins	4.2 Results 5: Character – Annual Monitoring	D. Stevenson	B/CSR-5, OE-8	Page 4-1
45 mins	4.3 Results 3: Citizenship – Annual Monitoring	D. Stevenson	B/CSR-5, OE-8	Page 4-13
	5 Operational Expectations			
20 mins	5.1 OE-1: Global Operational Expectation – Annual Monitoring	D. Stevenson	B/CSR-5 OE-8	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3.10	



Time	Topic	Who	Policy Ref	Attachment
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> Regular Meeting held May 7, 2013 (<i>THAT the Board approves the minutes of the Regular Meeting held May 7, 2013.</i>) 			Page 8-1
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)		OE-8	Page 8-23
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 Chief Superintendent Update (<i>That the Board receives the update for information.</i>)		OE-8	Page 9-1
6:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

results monitoring report

Monitoring report for the
school year 2011-2012

Report date:
June 11, 2013

Results 5: Character

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 5: Character, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results
- ☐ Making reasonable progress with exception
- ☐ Not making reasonable progress

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: May 27/13

BOARD OF TRUSTEES ACTION

With respect to Results 5: Character, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress
- ☐ Finds the organization to be making reasonable progress with exception
- ☐ Finds the organization not to be making reasonable progress

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



results monitoring report

Results 5: Character

Results 5: Each student will demonstrate good character.

Introduction |

Results 5: Character establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in helping students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good

The Chief Superintendent's reasonable interpretation for Results 5: Character was approved on March 19, 2013.

In the report of March 19, 2013, the Chief Superintendent provided an interpretation of the Board of Trustees' policy for Character, indicators for measuring organizational performance in this area, baseline data, and targets for 2011-2012 results.

This current report provides the Board of Trustees with three types of information.

1. It provides 2011-2012 data for indicators previously included as baseline information in the Results 5 Reasonable Interpretation, Baseline and Targets report of March 19, 2013. This data is presented in relation to previous baseline results and Board-approved targets for 2011-2012.
2. It provides baseline data for indicators first measured in 2011-2012.
3. It identifies organizational performance targets for 2012-2013.

Performance targets for 2013 are based on a number of factors, including the number of years of data available, the emerging trends within that data and the level of results already attained. For indicators with only one or two years of data the level of achievement and level of stability within the individual results has been factored into determining where continued success and/or improvement becomes the priority for that indicator within the overall Results policy.



Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in acting in ways that are ethical and responsible and contribute to a positive learning environment for all.

The overall target for Results 5: Character in the Calgary Board of Education in 2012 was to sustain the levels of success noted in 2011 baseline results. This goal recognized that a number of the indicators for this policy were quite new and that students, teachers and principals were developing their knowledge and skill in assessing the ways that students demonstrate their personal development within and through their learning programs.

This overall target also recognized the Calgary Board of Education's commitment to ensure that these levels of success become embedded in the fabric and culture of what Calgarians recognize as success in the organization. Sustainable results help ensure that each student who enters the Calgary Board of Education over time will experience high levels of success in demonstrating good character in and through their learning programs.

Reasonable progress in the area of Character is represented by the accomplishment of the identified 2012 targets for all indicators for which previous baseline information had been established. These targets were met across the sub-sections of Results 5: Character.

The following summary of each sub-section of Results 5: Character provides an overview of the monitoring targets met and the indicators for which this report provides a first year of baseline information. More specific information for each sub-section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 5-12).

- 5.1 Possess the strength of character to do what is right.
 - Indicator 1: Target met
 - Indicator 2: First year of baseline information
 - Indicator 3: Target met
- 5.2 Students will act morally with wisdom.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: First year of baseline information
 - Indicator 4: First year of baseline information

- 5.3 Students will balance individual concerns with the rights and needs of others.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met
 - Indicator 4: Target met

Evidence of Reasonable Progress |

Students will:

5.1 Possess the strength of character to do what is right.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

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.

Board-approved Indicators |

1. Percentage of grade 12 students who report they do what they believe is right even when it is difficult or unpopular to do so; as measured by student surveys.
2. Percentage of grade 12 students who report they respectfully challenge policies or decisions with which they may not agree; as measured by student surveys.
3. Percentage of grade 12 students who report they use technology responsibly and with integrity; as measured by student surveys.



Results |

1. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2011¹ this included the extent to which they agreed with the following statement “I do what is right for me and society even when it is difficult or unpopular to do so”. In 2012 this statement was modified slightly to read “I do what I believe is right even when it is difficult or unpopular to do so”.

I do what I believe is right even when it is difficult or unpopular to do so		
Student Survey	2011	2012
Strongly Agree	33.6%	44.1%
Agree	56.2%	48.2%
Disagree	8.3%	5.4%
Strongly Disagree	1.9%	2.3%
Overall Agreement	89.8%	92.3%

Board-approved target for 2012: Sustainability with 2011 results

This target was met; 2011 and 2012 results are both high and show a year-to-year increase.

Target for 2013: Continued results at or above 91%

2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I respectfully challenge policies or decisions with which I may not agree”.

I respectfully challenge policies or decisions with which I may not agree	
Student Survey	2012
Strongly Agree	33.0%
Agree	52.2%
Disagree	11.6%
Strongly Disagree	3.2%
Overall Agreement	85.2%

¹ The gathering of information for Calgary Board of Education Results monitoring reports is typically done during the last few months of a school year. Throughout this report, information labeled as 2011 represents the 2010-2011 school year, information labeled as 2012 represents the 2011-2012 school year, etc.

A first year of data provides an early indication that Calgary Board of Education students respectfully challenge policies or decisions with which they may not agree.

Target for 2013: 86%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement "I use technology responsibly and with integrity".

I use technology responsibly and with integrity		
Student Survey	2011	2012
Strongly Agree	41.4%	40.8%
Agree	50.8%	50.1%
Disagree	5.4%	6.1%
Strongly Disagree	2.5%	3.0%
Overall Agreement	92.2%	90.9%

Board-approved target for 2012: Sustainability with 2011 results

This target was met, 2012 results represent some fluctuation yet remain above 90% and create a two-year average of approximately 91.5%

Target for 2013: Continued results above 91%

5.2 Act morally with wisdom.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

Board-approved Indicators |

1. Percentage of kindergarten students reported to accept and practice responsibility; as measured by student report cards.



2. Percentage of students in grades 1-9 reported to make responsible decisions; as measured by student report cards.²
3. Percentage of grade 12 students who report they think about the impact of their decisions and actions before they proceed; as measured by student surveys.
4. Percentage of grade 12 students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by student surveys.

Results |

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 5: Character. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

Accepts and practices responsibility		
	2011	2012
Strongly meeting expectations	33.8%	37.6%
Meeting expectations	57.6%	53.3%
Requires support to meet expectations	7.7%	7.8%
Not yet meeting expectations	0.2%	0.2%
Individual Program Plan	0.7%	1.2%
Overall results for independently meeting expectations	91.4%	90.9%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both high and within tenths of a percentage point of one another.

Target for 2013: Continued results above 91%

² Indicators for this report card measure are: identifies possible choices in decision-making processes and evaluates them in light of the needs of self and others; makes decisions that reflect high regard for self and others; reflects on and takes responsibility for the impact of actions and decisions; and shows courage and conviction in raising issues and making difficult decisions.



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 report cards across the CBE.

Makes responsible decisions		
	2011	2012
Exemplary strengths	26.6%	26.8%
Evident strengths	49.3%	53.8%
Emerging strengths	19.4%	16.4%
Network of support required	4.0%	2.5%
Individual Program Plan	0.8%	0.6%
Overall levels of success	95.3%	96.0%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and within tenths of a percentage point of one another.

Target for 2013: Continued results above 95%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I think about the impact of my decisions and actions before I proceed".

I think about the impact of my decisions and actions before I proceed	
Student Survey	2012
Strongly Agree	34.7%
Agree	52.3%
Disagree	9.6%
Strongly Disagree	3.4%
Overall Agreement	87.0%

A first year of data provides an early indication that Calgary Board of Education students think about the impact of their decisions and actions.

Target for 2013: 88%

4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement “I follow community expectations and my own convictions as I participate in and represent my learning”.

I follow community expectations and my own convictions as I participate in and represent my learning	
Student Survey	2012
Strongly Agree	32.8%
Agree	58.2%
Disagree	5.9%
Strongly Disagree	3.1%
Overall Agreement	91.0%

A first year of data provides an early indication that Calgary Board of Education students follow community expectations and their own convictions as they participate in and represent their learning.

Target for 2013: Sustainability with 2012 results.

5.3 Balance individual concerns with the rights and needs of others.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees’ values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Board-approved Indicators |

1. Percentage of kindergarten students reported to develop positive relationships with others; as measured by student report cards.
2. Percentage of students in grades 1-9 reported to treat others with respect and compassion; as measured by student report cards.³

³ Indicators for this report card measure are: shows respect for the contributions and achievements of others; and responds and is sensitive to the needs and welfare of others.

3. Percentage of grade 12 students who report they think about their own needs and the needs of others when making decisions; as measured by student surveys.
4. Percentage of grade 12 students who report they listen to and respond to the needs of others; as measured by student surveys.

Results |

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 5: Character. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

Develops positive relationships with others		
	2011	2012
Strongly meeting expectations	33.5%	37.4%
Meeting expectations	61.2%	56.8%
Requires support to meet expectations	4.3%	4.6%
Not yet meeting expectations	0.1%	0.3%
Individual Program Plan	1.0%	1.3%
Overall results for independently meeting expectations	94.7%	94.2%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and within tenths of a percentage point of one another.

Target for 2013: Continued results at or above 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 report cards across the CBE.



Treats others with respect and compassion		
	2011	2012
Exemplary strengths	32.0%	33.1%
Evident strengths	50.7%	53.3%
Emerging strengths	14.0%	11.5%
Network of support required	2.5%	1.6%
Individual Program Plan	0.7%	0.5%
Overall levels of success	96.7%	97.9%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and show a year-to-year increase.

Target for 2013: Continued results above 96%

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 consider the needs of others when thinking about my own needs". In 2012 this statement was modified to read "I think about my needs and the needs of others when making decisions".

I think about my needs and the needs of others when making decisions		
Student Survey	2011	2012
Strongly Agree	37.8%	41.3%
Agree	53.3%	51.3%
Disagree	6.6%	5.2%
Strongly Disagree	2.3%	2.2%
Overall Agreement	91.1%	92.6%

Board-approved target for 2012: Sustainability with 2011 results

This target was met; 2011 and 2012 results are both very high and show a year-to-year increase.

Target for 2013: Continued results at or above 92%



4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the following statement "I listen to and respond to the needs of others".

I listen to and respond to the needs of others		
Student Survey	2011	2012
Strongly Agree	38.6%	40.7%
Agree	54.8%	51.1%
Disagree	5.1%	5.2%
Strongly Disagree	1.6%	3.0%
Overall Agreement	93.4%	91.8%

Board-approved target for 2012: Sustainability with 2011 results

This target was met, 2012 results represent some fluctuation yet remain above 90% and create a two-year average of approximately 92.5%

Target for 2013: Continued results above 92%

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

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.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



results monitoring report

Results 3: Citizenship

Monitoring report for the
school year 2011-2012

Report date:
June 11, 2013

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- ☒ Making reasonable progress toward achieving the desired results
- ☐ Making reasonable progress with exception
- ☐ Not making reasonable progress

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: May 27/13

BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees:

- ☐ Finds the organization to be making reasonable progress
- ☐ Finds the organization to be making reasonable progress with exception
- ☐ Finds the organization not to be making reasonable progress

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



results monitoring report

Results 3: Citizenship

Results 3: Each student will be a responsible citizen.

Introduction |

Results 3: Citizenship establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in contributing to the development of informed and engaged community members.

The Chief Superintendent's reasonable interpretation for Results 3: Citizenship was approved on April 2, 2013.

In the report of April 2, 2013, the Chief Superintendent provided an interpretation of the Board of Trustees' policy for Citizenship, indicators for measuring organizational performance in this area, baseline data, and targets for 2011-2012 results.

This current report provides the Board of Trustees with three types of information.

1. It provides 2011-2012 data for indicators previously included as baseline information in the Results 3 Reasonable Interpretation, Baseline and Targets report of April 2, 2013. This data is presented in relation to previous baseline results and Board-approved targets for 2011-2012.
2. It provides baseline data for indicators first measured in 2011-2012.
3. It identifies organizational performance targets for 2012-2013.

Performance targets for 2013 are based on a number of factors, including the number of years of data available, the emerging trends within that data and the level of results already attained. For example, where three more years of data exist, continuous improvement targets have been set in relation to the three-year average of results. For indicators with only one or two years of data then the level of achievement and level of stability within the individual results has been factored into determining where continued success and/or improvement becomes the priority for that indicator within the overall Results policy.



Monitoring Information |

Executive Summary |

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in understanding and acting within the rights and obligations of community membership in and through their learning program.

The overall target for Citizenship in the Calgary Board of Education in 2012 was to sustain the levels of success noted in 2011 baseline results. This goal recognized that a number of the indicators for this policy were quite new and that students, teachers and principals were developing their knowledge and skill in assessing the ways that students demonstrate their personal development within and through their learning programs.

This overall target also recognized the Calgary Board of Education's commitment to ensure that these levels of success are embedded in the fabric and culture of what Calgarians recognize as success in the organization. Sustainable results help ensure that each student who enters the Calgary Board of Education over time will experience high levels of success in demonstrating personal development in and through their learning programs.

In addition, a specific target was established for the percentage of high school students who report they exercise their democratic rights and responsibilities within the learning community.

Reasonable progress in the area of Citizenship is represented by the accomplishment of the identified 2012 targets for all indicators for which previous baseline information had been established. These targets were met across the sub-sections of Results 3: Citizenship.

The following summary of each sub-section of Results 3: Citizenship provides an overview of the monitoring targets met and the indicators for which this report provides a first year of baseline information. More specific information for each section of the Results policy and each indicator are included within the section of this report labeled "Evidence of Reasonable Progress" (see pages 5-14).

- 3.1 Students will participate in developing and maintaining our Canadian civil, democratic society.
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: Target met

- 3.2 Students will understand the rights and responsibilities of citizenship in local, national and international contexts.
 - First year of baseline information
 - Indicator 2: Target met
 - Indicator 3: Target met
- 3.3 Students will respect and embrace diversity
 - Indicator 1: Target met
 - Indicator 2: Target met
 - Indicator 3: First year of baseline information
 - Indicator 4: Target met
- 3.4 Students will be responsible stewards of the environment by contributing to its quality and sustainability.
 - Indicator 1: Target met
 - Indicator 2: First year of baseline information

Evidence of Reasonable Progress |

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

Board-approved Indicators |

1. Percentage of students in grades 1-9 who are reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.



2. Percentage of grade 12 students who report that they exercise their democratic rights and responsibilities within the learning community; as measured by student surveys.
3. Percentage of grade 12 students who report they have participated in community service, school service or volunteer work to help others; as measured by student surveys.

Results |

1. 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 report cards across the CBE.

Exercises democratic rights and responsibilities within the learning community		
	2011	2012
Exemplary strengths	24.4%	26.0%
Evident strengths	55.2%	58.8%
Emerging strengths	17.0%	13.1%
Network of support required	2.9%	1.6%
Individual Program Plan	0.4%	0.4%
Overall levels of success	96.6%	97.9%

Board-approved target for 2012: Sustainability with 2011 results

This target was met; 2011 and 2012 results are both very high and show a year-to-year increase.

Target for 2013: Continued results above 96%

2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement "I exercise my democratic rights and responsibilities within the learning community".

I exercise my democratic rights and responsibilities within the learning community		
Student Survey	2011	2012
Strongly Agree	23.9%	36.3%
Agree	45.9%	51.2%
Disagree	23.0%	9.2%
Strongly Disagree	7.2%	3.4%
Overall Agreement	69.8%	87.5%

Board-approved target for 2012 results: 75%

This target was met. Survey results from 2012 show a significant increase over 2011 results.

Target for 2013: Continued results above 80%

Board-approved target for 2014 results: 80%

The 2012 results suggest that this target should be revised following the collection of data for the 2012-2013 school year.

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agree with the following statement "I do community service, school service or volunteer work to help others".

I do community service, school service or volunteer work to help others			
Student Survey	2010	2011	2012
Strongly Agree	22.4%	25.4%	27.8%
Agree	40.9%	39.8%	41.2%
Disagree	25.0%	25.3%	21.8%
Strongly Disagree	10.8%	9.5%	9.3%
Overall Agreement	63.2%	65.2%	69.0%

Board-approved target for 2012: Sustainability with 2011 results

This target was met.

Calgary Board of Education students continue to participate in service and volunteer work to help others well above the reported¹ rate of 50% of Calgarians being involved in formal volunteering.

Target for 2013: Continued results above 65%

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
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Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets rights and responsibilities of citizenship to mean the freedoms and obligations of all Canadian citizens.²

The Chief Superintendent interprets local, national and international contexts to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Board-approved Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of grade 12 students who report they understand what it means to be a responsible citizen in their local and national communities; as measured by student surveys.
3. Percentage of grade 12 students who report they understand what it means to be a responsible global citizen; as measured by student surveys.

¹ *Volunteering in Calgary*, based on Statistics Canada, Survey of Giving, Volunteering and Participating 2007

² Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved April 25, 2012 from <http://www.cic.gc.ca/english/resources/publications/discover/section-04.asp>



Results |

1. Student learning outcomes within the Social Studies Program of Study are noted to be consistent with the values and understandings for student success identified in section 3.2 of the Board of Trustees' policy for Results 3: Citizenship. Data related to students' understanding of Social Studies issues, information and ideas have been gathered from report cards across the CBE.

For 2012, this includes the level of achievement on the report card indicators "understands information and ideas" and "gathers, analyzes and evaluates information" for elementary students and school awarded marks for students enrolled in high school Social Studies courses.

Students experiencing demonstrating understanding of Social Studies issues, information and ideas	
2012	
92.2%	

A first year of data provides an early indication that Calgary Board of Education students successfully understand Social Studies issues, information and ideas.

Target for 2013: Sustainability with 2012 result

2. 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 a statement regarding their understanding of what it meant to be a responsible citizen. In 2012 this question was divided in two: "I understand what it means to be a responsible citizen in my local and national communities" and "I understand what it means to be a responsible global citizen". The results of the 2010 and 2011 surveys on citizenship as whole served as a baseline for further results on citizenship in the more specific local/national and global contexts.

I understand what it means to be a responsible citizen (in my local and national communities*)			
Student Survey	2010	2011	2012*
Strongly Agree	40.8%	44.6%	44.0%
Agree	52.6%	49.6%	50.0%
Disagree	3.6%	3.8%	3.9%
Strongly Disagree	1.9%	1.9%	2.1%
Overall Agreement	93.4%	94.2%	94.0%

Board-approved target for 2012: Sustainability with 2012 and 2011 results.
This target was met; the three years of results are each very high and within tenths of a percentage point of one another, and establish a three-year average of 93.9%.

Target for 2013: Continued results at or above 94%

3. 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 a statement regarding their understanding of what it meant to be a responsible citizen. In 2012 this question was divided in two: "I understand what it means to be a responsible citizen in my local and national communities" and "I understand what it means to be a responsible global citizen". The results of the 2010 and 2011 surveys on citizenship as whole served as a baseline for further results on citizenship in the more specific local/national and global contexts.

I understand what it means to be a responsible (global*) citizen			
Student Survey	2010	2011	2012*
Strongly Agree	40.8%	44.6%	42.1%
Agree	52.6%	49.6%	50.1%
Disagree	3.6%	3.8%	5.6%
Strongly Disagree	1.9%	1.9%	2.2%
Overall Agreement	93.4%	94.2%	92.2%

Board-approved target for 2012: Sustainability with 2011 results.
This target was met; 2012 results represent some fluctuation yet remain high and create a three-year average of 93.3%

Target for 2013: Continued results at or above 93%

3.3 Respect and embrace diversity

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

Board-approved Indicators |

1. Percentage of kindergarten students who are reported to demonstrate respect and appreciation for self and others; as measured by student report cards.
2. Percentage of students in grades 1-9 who are reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
3. Percentage of grade 12 students who report they value other cultures; as measured by student surveys.
4. Percentage of grade 12 students who report they appreciate and learn from the perspectives of others; as measured by student surveys.

Results |

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 3: Citizenship. Data for these aspects of student learning within and through the kindergarten learning program has been gathered from kindergarten report cards across the CBE.

Demonstrates respect and appreciation for self and others		
	2011	2012
Strongly meeting expectations	29.8%	36.1%
Meeting expectations	66.1%	58.9%
Requires support to meet expectations	3.5%	4.3%
Not yet meeting expectations	0.2%	0.5%
Individual Program Plan	0.4%	0.7%
Overall results for independently meeting expectations	95.9%	95.0%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high and within a percentage point of one another.

Target for 2013: Continued results at or above 95%

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 report cards across the CBE.

Demonstrates respect and appreciation for diversity		
	2011	2012
Exemplary strengths	28.2%	30.9%
Evident strengths	56.4%	57.7%
Emerging strengths	13.6%	9.8%
Network of support required	1.5%	1.2%
Individual Program Plan	0.4%	0.4%
Overall levels of success	98.2%	98.4%

Board-approved target for 2012: Sustainability with 2011 results.

This target was met; 2011 and 2012 results are both very high within tenths of a percentage point of one another.

Target for 2013: Continued results at or above 98%

3. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the following statement "I value other cultures".

I value other cultures			
Student Survey	2010	2011	2012
Strongly Agree	43.3%	41.3%	47.5%
Agree	45.0%	46.6%	43.6%
Disagree	7.0%	8.4%	5.2%
Strongly Disagree	3.8%	3.7%	3.6%
Overall Agreement	88.3%	87.9%	91.1%

Board-approved target for 2012: Sustainability with 2010 and 2011 results. This target was met; 2012 results remain high and show a year-to-year increase, establishing a three-year average of 89.1%.

Target for 2013: Continued results at or above 90%

4. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I appreciate and learn from the perspectives of others".

I appreciate and learn from the perspectives of others	
Student Survey	2012
Strongly Agree	34.1%
Agree	57.6%
Disagree	5.5%
Strongly Disagree	2.8%
Overall Agreement	81.7%

A first year of data provides an early indication that Calgary Board of Education students appreciate and learn from the perspectives of others.

Target for 2013: 83%

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Board-approved Indicators |

1. Percentage of students who report they take action to protect the environment; as measured by student surveys.
2. Percentage of students who report they use resources responsibly; as measured by student surveys.

Results |

1. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. This includes the extent to which they agreed with the following statement "I take action to protect the environment". In 2013, similar information will be collected from students in grades 4, 7 and 10 as well.

I take action to protect the environment			
Student Survey	2010	2011	2012
Strongly Agree	19.4%	27.2%	29.1%
Agree	54.6%	56.6%	54.3%
Disagree	18.5%	11.7%	11.7%
Strongly Disagree	6.5%	4.5%	4.9%
Overall Agreement	74.0%	83.8%	83.4%



Board-approved target for 2012: Sustainability with 2010 and 2011 results. This target was met; 2012 results are within tenths of a percentage point of 2011 results and maintain the gain noted between 2010 and 2011.

Target for 2013 with combined data from grades 4, 7, 10 and 12: 84%

2. The Calgary Board of Education Student Survey asks students in grade 12 to self-report on aspects of their learning. In 2012 this included the extent to which they agreed with the following statement "I use resources responsibly". In 2013, similar information will be collected from students in grades 4, 7 and 10 as well.

I use resources responsibly	
Student Survey	2012
Strongly Agree	30.8%
Agree	58.2%
Disagree	8.0%
Strongly Disagree	3.1%
Overall Agreement	88.0%

A first year of data provides an early indication that Calgary Board of Education students use resources responsibly.

Target for 2013 with combined data from grades 4, 7, 10 and 12: Sustainability with 2012 results.

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

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.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



operational expectations monitoring report

Monitoring report for the
school year 2012-2013

Report date:
June 11, 2013

OE-1: Global Operational Expectations

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ Indicators are achieved.

☐ Indicators are achieved with exceptions as noted in the evidence.

Signed: Naomi Johnson
Naomi E. Johnson, Chief Superintendent

Date: May 29/13

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



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

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

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

Specifically, the Chief Superintendent interprets:

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

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

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



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

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

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

Board-approved Indicators of Compliance |

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

Evidence of Compliance |

1. 100 per cent of employees were informed of the expectations for their conduct in the context of their employment with the CBE. Conversations with employees at all levels were conducted through various means by principals, directors, managers, supervisors, and superintendents.
 - a) Human Resources introduced a new form in September 2012 as part of the new employee orientation process to ensure new employees acknowledge their awareness of employment expectations. Human Resources confirmed that all employees hired or re-hired during 2012-2013 did acknowledge.

- b) Action Manager is a web application developed by employees of the Calgary Board of Education, Learning Innovation. The application asks our school principals to respond to Yes, No or Not Applicable (NA) to a series of statement directly related to Operational Expectations indicators. Area Directors oversee the principals' responses and the application is administered through the Deputy Chief Superintendent.

Action Manager records principals' responses by school and Area. All schools are required to respond to all statements. Outstanding responses are investigated before the end of the school year and a response is entered by the principal. The application is pass-code secured so that only the specific school's principal or acting principal may enter, revise and save a response.

For 2012-2013, 100 per cent of school principals responded Yes to the following statement:

"employees in my school were informed of the expectations for their conduct in the context of their employment at my school."

- 2. 100 per cent of service units developed and implemented a work plan directly linked to the system direction set by the Three-year Education Plan, as measured by the Chief Superintendent's accountability process.
 - a) All work plans are connected to the Three-Year Education Plan which serves as the overriding work plan for all service units.
 - b) Exempt employees key performance objectives (KPO's) are required to directly link to the Three-Year Education Plan.
- 3. All 11 Operational Expectations monitoring reports presented in 2012-2013 meetings of the Board of Trustees were found to be in overall compliance by the Board. No reports were found to be in non-compliance. Of these 11 reports, three reports had one exception and one report had two exceptions noted. Exceptions were noted by administration and a plan to address included in the capacity building section attached to monitoring reports.

ATTACHMENT I: Administrative Regulation 4027 – Code of Conduct for Employees

ATTACHMENT II: Three-Year Education Plan 2012-2015

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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.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



Administrative Regulation 4027 – Code of Conduct for Employees



CALGARY BOARD OF EDUCATION

Administrative Regulation 4027 - Code of Conduct for Employees

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

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

A GENERAL

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



C. CRIMINAL CONDUCT

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

D. GIFTS AND PAYMENTS

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

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

E. MISUSE OF BOARD PROPERTY

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



Three-Year Education Plan 2012-2015

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

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

Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on

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

Build Our Capacity

Capacity building with a focus on results

Professional Learning Communities and Communities of Practice focus on

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

Engage Our Public

Everyone has a part to play in public education

Internal and external community members

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

Steward Our Resources

Resource management on behalf of student learning

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

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

Alberta Education Goals

Success for Every Student

High Quality Education through Collaboration and Innovation

Success for FNMI Students



report to Board of Trustees

Correspondence

Date	June 11, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated May 27, 2013 to Chair Cochrane regarding the new Public Interest Disclosure (Whistleblower Protection) Act [PIDA] that will come into force on June 1, 2013.

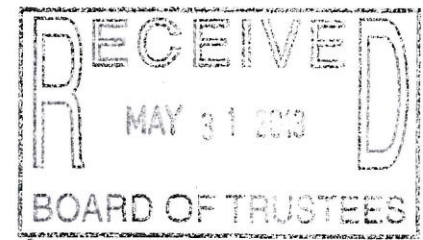
Attachment: I: Relevant Correspondence





ALBERTA
SERVICE ALBERTA

Office of the Associate Minister of Accountability, Transparency & Transformation
MLA, Fort McMurray - Conklin



Info Provided to:
Trustees
Chief Supt

May 27, 2013

Ms. Pat Cochrane
Chairman
Calgary School District No. 19
c/o 1221 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Cochrane:

The new *Public Interest Disclosure (Whistleblower Protection) Act* [PIDA] will come into force on June 1, 2013. The Act is a cornerstone in the Government of Alberta's commitment to providing a more accountable and transparent government. A copy of the Act is available online through the Queen's Printer at: <http://www.qp.alberta.ca>.

This legislation will facilitate the disclosure and investigation of wrongdoing in the public sector and protect employees from reprisal for making a disclosure. Once in force, PIDA will apply to the Alberta Public Service; provincial agencies, boards and commissions with employees; post-secondary institutions; school boards, charter schools, and accredited private schools that receive public funding; and public sector health entities.

PIDA establishes a robust disclosure and investigation framework for a broad range of wrongdoings including illegal acts; actions or omissions that create a danger to health and safety of individuals, or the environment; and gross mismanagement of public funds. To ensure our legislation provides strong protection for employees who report wrongdoing, PIDA establishes independent oversight of disclosure and investigation processes through the creation of a new independent Officer of the Legislature – the Public Interest Commissioner.

The Act requires public entities to establish internal whistleblower procedures, identify a designated officer who will manage reports of wrongdoing, and ensure employees understand how this legislation may impact them.

.../2

To provide information about the operation of the Act and support your organization's efforts to develop internal procedures, we welcome you to attend an information session to learn about the new requirements of the legislation. We will both be available during the open floor portion of the sessions to directly address any questions you may have.

The following information sessions have been scheduled*:

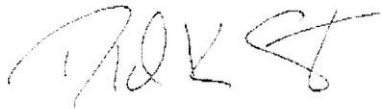
Calgary	Edmonton	Lethbridge
<ul style="list-style-type: none">- June 3, 9:30 am to 12 pm- June 4, 1 pm to 3:30 pm	<ul style="list-style-type: none">- June 5, 1 pm to 3:30 pm- June 6, 9:30 am to 12 pm	<ul style="list-style-type: none">- June 10, 1 pm to 3:30 pm

*Session location details will be sent in the confirmation e-mail once registration is complete.

We hope to see either you or your delegated representatives at an information session. To register for the session, please RSVP to Twyla Job, Policy Analyst at twyla.job@gov.ab.ca or (780) 643-6724 by noon on Thursday, May 30, 2013.

With PIDA, we trust Albertans will have the assurance that protection of the public interest is a top priority for the Government of Alberta.

Sincerely,



Don Scott, QC
Associate Minister



Peter Hourihan
Public Interest Commissioner

report to Board of Trustees

Chief Superintendent's Update

Date	June 11, 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.



Office of the Chief Superintendent

Launch of the Career and Technology Centre (CTC) at Lord Shaughnessy High School and Better Together Breakfast

On May 7, 2013 the Career and Technology Centre (CTC) launch and Better Together Breakfast event took place with great success. This year, these two events were combined to give partners, local media and CBE staff the opportunity to see the impressive work that takes place at the CTC. It also served to recognize and celebrate the many partnerships that exist between the CBE and external organizations.

In total, approximately 170 guests attended the event. Guests toured the facility and were duly impressed by the students, who spoke passionately about their work and experiences at the CTC. They were also treated to some delicious hors d'oeuvres made by the culinary students.

The formal program was emceed by Cardel Kidcasters' Lisa Bowes and students from the Ernest Morrow Kidcaster program. Other CTC student work such as a beautiful tree, created by the fabrication students, and a commemorative car fender, detailed by the autobody students were showcased as well.

All in all, the event left guests buzzing about the CTC, feeling valued for their important contributions to public education and excited about the future of education.

Iris Wins National Award

Calgary Board of Education students, teachers and principals using Iris during its inaugural year have frequently commented on its engaging design and how the design contributes to the day-to-day work of teaching and learning. And national design experts agree. The Calgary Board of Education, together with Habanero Consulting, has been recognized with an Innovation Excellence Award for the design and creation of Iris. Based on the Calgary Board of Education's visual identity standards and directed toward a social media feel for students and a dynamic work environment for teachers and leaders, Iris is an extraordinary example of what can be created on the SharePoint platform.

As the winner of the Innovation Excellence award at the SharePoint Summit on May 14, Iris was recognized for its innovative nature and the ways in which its design and purpose are integrally connected. Iris is a living image of how key processes in teaching and learning can lead technology.

The design of Iris involved the contributions of many CBE staff members and students as well as the talents of the User Design team at Habanero.

<http://www.sharepointsummit.org/toronto/gala/Pages/competition-categories.aspx>



Administrative Regulations

As we progress through the process of reviewing our current Administrative Regulations, several have been identified for revision and others for deletion. Most recently, there are four administrative regulations that have been revised and four which have been deleted. The following changes have been made:

AR 3048	Noon Supervision Services	Revised to include a process regarding concerns/complains about fees
AR 6095	Student Transportation	Revised to include a process regarding concerns/complains about fees
AR 7005	Student Fees	Revised to include a process regarding concerns/complains about fees
AR 5001	School Councils and School/Parent Societies	Revised to identify a process for schools and parent societies to collaborate together around fundraising strategies
AR 1044	Recognition of Outstanding Service	Deleted-practices are outdated and outstanding service is recognized in numerous ways not requiring regulations
AR 1045	Recognition of Outstanding Achievements	Deleted-practices are outdated and achievements are recognized in a variety of ways not requiring regulations
AR 3047.2	Lunch Programs	Deleted any relevant information has been included in AR 3048 Noon Supervision Services
AR 7006	Reporting on Student Fees	Deleted-pertinent content has been merged with AR 7005 Student Fees

Facilities

Administrative Response

During discussions of the three year school capital plan at the Board meeting on Tuesday, 28th May, 2013, the following two questions were raised.

Firstly, a query was raised by Trustee Sheila Taylor as to why two middle schools for the Auburn Bay and Mahogany communities were not assessed and included on the new schools ranking chart. In response, the Planning department has advised that the two southeast communities were inadvertently not included in the ranking for middle schools. They will be included in Appendix III for the overall community ranking and middle school ranking details. Auburn Bay has 40 points and Mahogany has 0 points. The communities did not rank high enough to have a school profile in the plan that required changing. Only the top new schools, with a ranking of 45 points or more, have been included in the three year school capital plan 2014-2017.

The statistics and the points applicable to the two communities are outlined below.



Statistics

Statistics	Community Growth Profile (points)			Accommodation Plan		Busing & Travel Time	
	Elementary	Middle	Annual Population	Existing	Greater Than	Median	Greater than
	(K-GR4)	(GR 5-9)	Growth 3-Yr Average	K-4	Two Transition	Travel Time (mins)	one Bus Receiver within 2 yrs
	Enrolment	Enrolment		School	Points		
Auburn Bay MS	290	228	1,242	no	no	22	no
Mahogany MS	51	42	418	no	no	50	no

Points

Points	Community Growth Profile (points)			Accommodation Plan		Busing & Travel Time		TOTAL POINTS
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Annual Population Growth Average	Existing K-4 School	Greater Than Two Transition Points	Median Travel Time	Bus Receivers	
Auburn Bay MS	10	10	10	0	0	10	0	40
Mahogany MS	0	0	0	0	0	0	0	

Secondly, an explanation was requested by Trustee Carol Bazinet for the asterisk associated with the Bridlewood Middle School on page 122 of the Three Year School Capital Plan. It indicated an accommodation strategy to another community.

Administration reports that in the 2012/2013 school year, the Area Director and the Planning, Transportation and Environmental Services staff worked with the Bridlewood community on re-designation of Grade 7-9 students from Wilma Hansen School to Samuel W. Shaw School. This school is located in Shawnessy, which is an adjacent community to Bridlewood. Feedback received from the stakeholders during this process was overwhelmingly positive and as a result, the re-designation will occur effective September 2013.

Due to declining enrolment and population growth in the established communities (Shawnessy, Somerset, Millrise and Shawnee Slopes), that are currently designated to Samuel W. Shaw School, there is excess space at Samuel W. Shaw School. The school has instructional space for 875 students and enrolment on September 30, 2012 was 675 students. **Enrolment over the next five years from the four communities currently designated to the school is projected to decline by an additional 100 students to 575 students. This results in approximately 300 excess spaces.**

Currently, Grade 7-9 enrolment from Bridlewood in the regular program averages about 30 students per grade (90 students in total). Grade 7-9 enrolment from Bridlewood in the regular program is not expected to exceed 75-100 students per grade in the future. It is anticipated that Samuel W. Shaw School can accommodate the Grade 7-9 students from Bridlewood into the future.



Regular program Bridlewood students are designated to Bridlewood School for kindergarten to Grade 6. It is anticipated that Bridlewood School can continue to accommodate kindergarten to Grade 6 regular program students into the future. Shawnessy, Somerset, Millrise and Shawnee Slopes are designated to Samuel W. Shaw School for Grade 5-9. If space at Samuel W. Shaw School becomes an issue in the future, the option exists to accommodate Grade 5 and 6 students from these communities in their designated elementary schools.

The five year projection indicates that there is space to accommodate Bridlewood students at Samuel W. Shaw School. In terms of points assigned for Capital Plan ranking, Bridlewood in the future will receive less points in the Median Travel Time category as the distance to Samuel W. Shaw School is considerably closer than to the current designated junior high school - Wilma Hansen School. For the Capital Plan 2014-2017, the Median Travel Time for Bridlewood was based on the time to transport students to Wilma Hansen School.

Due to the proximity of the school to the Bridlewood community, Administration considers Samuel W. Shaw School to be the community junior high school for Bridlewood for the foreseeable future. There are many junior/middle schools in the City of Calgary that serve multiple home area communities - not every community has the student enrolment required to support a junior high school on their own.

This situation of "accommodation options" is covered in the School Capital Plan 2014-2017 starting on Page 22 which deals with "eligibility criteria" for a community. Although points were calculated for the Bridlewood community, an accommodation option in the long-term exists for Bridlewood, and the community was not recommended for a new middle school request. Information from the plan is stated below.

Accommodation Options

This criterion is used to evaluate student accommodation options for eligible school communities. There should be a logical progression from an elementary (K-4) school to a middle school (Grades 5-9) in order to allow students to progress to higher grades. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

Global Learning

8th International Spanish Academy (ISA) effective September 2013

Dr. E.P. Scarlett will become the Calgary Board of Education's site for the 8th International Spanish Academy (ISA) effective September 2013. This is exciting news as it marks the beginning of our second high school Spanish bilingual program. Students from Robert Warren will be able to continue their studies in Spanish. ISA status is granted by the Spanish Ministry of Education and is part of a formal agreement between Alberta Education, Spain and the



Calgary Board of Education. Being an ISA gives students access to exchange opportunities and provides teachers opportunities for professional development in Spanish. Other CBE ISA's include Collingwood, Dalhousie, Westgate, Bishop Pinkham, Robert Warren, Senator Patrick Burns and Canyon Meadows.

Learning Innovation

Adobe Software Implementation

Adobe software has now been installed on over 12,000 computers in schools across the system and we are nearing our target of 68 per cent deployment before the end of May of this year.

The implementation team visited two middle schools to speak with teachers and students about their use of the software and how it has impacted their learning. Students spoke with pride and enthusiasm about their problem solving strategies and how using the software has built their confidence in communicating through multi-media.

Teachers spoke about the power they have seen of providing the software as one piece of a toolbox of opportunities to support students in expressing their creativity and personalizing their learning. They talked about the motivation and perseverance that students demonstrated in learning to use and perfect their products using these tools. They also talked about how the teacher doesn't need to be an expert with the software, because there are generally students in the class who have some experience or competence and they are happy to lead by sharing how to accomplish the technical pieces with their peers.

A core group of seven high school teachers from the Career and Technology Studies Media Design and Communication programs have been very keen to go through the certification process and attended a two-part training session held at the Career and Technology Centre and Innovation and Learning Commons.

Professional Learning Update

Three Educational Leadership webinars were held during the 2012-2013 school year focusing on the theme of: *The Future of Teaching and Learning*. These webinars were in collaboration with the CBE, CASS and Alberta Ed. The format for the webinar series focused on providing opportunities for participants to engage in interactive dialogue with the speakers and each other to extend and deepen their understanding of topics and issues related to the future of teaching and learning. The webinars were also an opportunity to spark collaboration across multiple school districts within Alberta and across multiple levels within the CBE. Additionally an expected outcome was to have the topics, concepts, and related resources brought back to participants' schools to share the ideas more broadly.



The speakers for this series were: Ben Levin, Don Tapscott and Michael Horn. The total number of participants registered for each webinar was Levin – 188, Tapscott – 196, and Horn – 207.

Teacher reflections after the webinar:

“Great implications on the work we need to do to develop school cultures and leadership's role in school transformation.”

“As a teacher, this webinar with Ben Levin provided me with great food-for-thought, inspiration and it helped me to deepen my understanding of the “future of education”. As a learner, I thoroughly enjoy a speaker who leaves me with questions and curiosities I must delve more deeply into!”

“A group of us watched together from our building and our excited discussion post-webinar was about the kind of work we could engage in based on his many questions and understandings. We found it particularly pleasing that he also spoke directly to the high school situation.”

“The questions raised by my colleagues (during the webinar) help to challenge my own thinking as an educator.”

Area Learning Leader reflection after a webinar:

“I really enjoyed Ben Levin and was inspired and empowered by his message. I look forward to sharing/discussing his insights with the teachers and administrators I get to work with. The feeling at the office was the same for all the LLs who also participated. I have a new favorite phrase now “Never let go!” and I think that it applies not only our work with the students but also with each other.”

Administrator reflection after a webinar and upon receiving the related resources bundle in CORE:

“I would like to use this webinar as a starting place for my staff next year. I think it connects to student engagement and authentic tasks. Parts of it would also be valuable for parents as they struggle with the way schools are “different” than they recall and when they question why we do not work in more “traditional” ways.”

Following each webinar a bundle of resources was contributed to CORE and each included: a video file of the recording of the webinar, an annotated list of the web links shared during the webinar, the speaker's PowerPoint presentation, and an optional, related follow-up flexible professional learning module. There have been a total of 317 views of these webinar bundles in CORE.

Learning Services

“All In” for Youth – a CBE, Calgary Catholic and United Way Initiative

In partnership with the United Way of Calgary and Area, the Calgary Board of Education and the Calgary Catholic School Division are piloting a new initiative



called “All In” for Youth. The goal of “All In” for Youth is to increase high school completion through three distinct strands:

- keep youth in school
- bring youth back to school
- link youth to further education.

Central Memorial High School began working on the initiative in October 2012 through contact with students who should have graduated in June 2012 and did not successfully meet graduation requirements. On the list, 82 youth had reached full requirements, were engaged in high school completion of some form or were simply not yet ready to return to school. The remaining 16 students wished to continue their high school education and had not yet worked out a plan. The majority of these students, and many more who have since been directed to the program, are now connected with either Chinook Learning Services or Central Memorial High School. It is expected these students will reach graduation by June 2013.

In February 2013, a Success Coach hired through United Way began working out of an office in Central Memorial High School. In addition to connecting with former students, the Success Coach collaborates with Central Memorial staff to identify students who might require coaching. As a result, grade 12 students have an opportunity to develop a relationship with the Success Coach and begin planning much earlier. The United Way intends to support this position through the summer and into the next two years.

According to an administrator at Central Memorial High School, “the initiative has been a success from the beginning. Having a Success Coach who collaborates closely with our staff and dedicates work towards keeping youth in school, identifying external barriers that have led to drop out and move towards removal of these barriers, support student engagement and ultimately change attitudes and behaviours towards education can only help in increasing the graduation rate.”

Calgary Board of Education’s participation in the “All In” for Youth initiative has expanded to include James Fowler, Forest Lawn and Ernest Manning high schools for 2013 - 2014. It is a successful complement to Encore CBE.

Discovering Choices

Discovering Choices won a Race to Nominate for the Conoco Phillips Youth of Distinction Awards resulting in five finalists and one winner. The ConocoPhillips Youth of Distinction Awards recognize awesome youth ages 13 –18 for the remarkable ways in which they have chosen to live. In 2013 there were 262 finalists spread across 9 categories. The recipients of the awards were announced at a ceremony on May 4th at the Calgary Zoo.

The Calgary Youth Justice Society awarded the 2013 Grant Spiro Memorial Award to Discovering Choices School for outstanding contribution to Calgary youth for work in the ‘In the Lead’ program on May 9th at its Volunteer and Partnership Recognition event. Calgary Youth Justice Society and Cenovus

Energy have teamed up to provide an innovative leadership development and coaching program for young leaders geared to build resilience in young people who are vulnerable for engaging in high risk behaviour.

Restoring Relationships

The Calgary Board of Education is piloting a new Course entitled Restoring Relationships (R2) in an online D2L learning environment for students in several high schools. R2 was created to support high school aged students who require support to improve their skills and abilities to maintain positive relationships both with peers and adults. The unique focus of this course is that the student is assigned a mentor (usually an Assistant Principal) who provides support through assisting the student with completion of assignments as well as offering the opportunity to develop a positive rapport with a significant adult at school. When completed, the course assignments complete the student's Restorative Plan, which demonstrates the student's recognition of their skills as well as how they can begin to make changes to improve the relationships in their lives. Schools will be able to use this as an alternative to a suspension or discipline action as well as an intervention for building resiliency traits for at risk students.

Admission and Assessment

The cultural and linguistic diversity within the CBE's total student population continues to increase. The number of registrations of foreign born students to the CBE during the period of July 2012 to April 2013 was 2855, an increase of 546 (23.65%) students compared to the same time period in the 2011 - 2012 year. Many of these newcomers are families who have moved to Calgary from another location in Canada which is called second migration. As reported by Citizenship Immigration Canada, Alberta has the highest rates of secondary migration in Canada. 2084 of the 2855 students were assessed for their English Language Proficiency and coded English Language Learners. There are 26,305 coded English Language Learners (ELLs) in the Calgary Board of Education; approximately one in every four CBE students is an ELL.

Vision Resource Centre – Calgary

The Vision Resource Centre which provides support to students within CBE and across Calgary and southern Alberta with Vision impairments will continue to be funded by Alberta Education with \$65,000 allocated for the 2013 - 2014 school year. Approximately one percent of school children have some form of visual impairment, the severity of which can have a significant effect on their educational, emotional or social development. Staff at the Vision Resource Centre is responsible for housing resources, creating materials, running programs for families and students with vision impairments for families and students within the CBE as well as across Southern Alberta. Various other programs such as Braille and Nemeth Braille courses for our professionals are also run from the Vision Resource Centre



Professional Learning Partnership

In the winter of 2013, CBE partnered with the Alberta Teachers' Association to provide two series of formative assessment professional learning opportunities; one for 33 elementary educators and another for 14 junior/senior high school educators.

This professional learning offered participants the opportunity to deepen understandings of formative assessment through professional conversations using the book "Transformative Assessment in Action: An Inside Look at the Process" by W. James Popham (2011).

Participants shared that this professional learning has impacted their understanding, and practice, around formative assessment with, and for, students.

Alberta Education Early Years Evaluation Pilot Project

For the third and final year of the Alberta Education Early Years Evaluation pilot project, Alberta Education has agreed to CBE piloting a new system for submission of documentation for children eligible for Program Unit Funding with a severe delay involving language (code 47). The documentation required by Alberta Education will involve two main components: (a) Classroom Functionality which describes the child's strengths and the conditions for the success of the child: (i) Multidisciplinary collaboration needs to be evident (ii) Evidence of partnership between school and family; and (b) Early Years Evaluation (EYE) child report data. This supports CBE's implementation of a collaborative model of shared success. The shift away from submission of standardized test scores will maximize the impact of CBE's investment in enhanced supports teams (speech language therapy, occupational therapy, physical therapy, school family liaison, strategists, family oriented programming facilitators), thus enriching the support provided to our early learners and their teachers.

Kindergarten teachers have been observing and gathering data related to growth for those children who received red or yellow scores on the October Early Years Evaluation (EYE-TA) as well as any children who have arrived new to their class. Teachers will input their EYE data in late May, with individual child reports prepared for the final reporting period and June report card.

Welcome to Kindergarten

Forty-one schools are participating in the Learning Partnership's Welcome to Kindergarten program that celebrates the uniqueness of kindergarten and the excitement of the start of a child's learning journey. This year, ten schools had a school bus station at their event, an initiative supported by CBE Transportation.

Early Development Centres (EDC)

CBE will have approximately 200 spaces for children next year. This includes 72 additional spaces that are newly created. CBE's reputation is growing as a provider of quality programming for early learning in our community.



Enhanced Supports

Two speech-language pathologists have joined the CBE community of practice in support of children with selective mutism. In tandem with staff from psychology and student health partnership, processes and procedures are being developed to address these needs. The Area Learning Team psychologist will become engaged with all kindergarten children (approximately 10) presenting with selective mutism in order to provide assessment for programming and supporting transition to Grade 1.

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

Bowcroft School

The Mega Result for the foundation of learning necessary to thrive begins much earlier than the high school. At Bowcroft School a philosophy based on Hulley & Dier's "Harbor of Hope" was adopted and students began to build their "foundation of learning necessary to thrive in life, work and continued learning." Bowcroft School's development plan and initial Professional Learning Communities (PLC's) considered Richard Dufour's four essential questions: *What do our students need to learn if they are to succeed? What are we going to do to ensure they learn it? What will we measure to ensure they learn it? What will we do when they are not learning what they need to in order to succeed?*

At Bowcroft, building a strong foundation for learning started as work with students and the adaptations of learning style inventories to assess student needs followed by rich PLC conversations. PLCs co-constructed strategies to support personalized learning through the lens of literacy based on the evaluation of student work. The key goal was "to develop ways of employing specific strategies using literal, interpretive and evaluative understandings in order to improve reading comprehension for students." Strategies such as flexible literacy groupings, peer to peer mentorship through development of D2L and e-portfolios, and artist in residency programs supported the learning.

To help students know themselves better as learners, expanding the notion of text became an important first step. The term 'text' is not exclusive to the written word. It includes all lines, symbols, sounds and colours as found in the visual arts, literature, structures, costumes, music, dance, games, theater, and oral traditional stories. When students understand how they interpret the world



around is given the opportunity to demonstrate their learning in different ways, they become curious, excited and enthusiastic about their learning.

A pivotal moment in Bowcroft's journey revolved around the work with the Artist-in-Residence Ewa Sniatycka. Teachers and students began to challenge the notions of text, reading and comprehending through the Visual Arts. The impact of this work was seen throughout the school. Kindergarten students enthusiastically began to draw everything they knew about dinosaurs: "This is a fossil. It has important information inside." The curriculum and Chinese New Year came to life for the Grade 1 / 2 students when they designed and built a dragon. These students also created a dance that they performed at Carnival. Aboriginal students were able to see themselves reflected in the curriculum when they were allowed to enter into the study through visuals and artifacts. Problem solving tasks that invited children to demonstrate their understandings through visual representations reinforced that multiple entry points for learning were valued which translated into students really feeling a sense of belonging in the school community. In taking Reggio Inspired Documentation Practices and placing them in concert with formative assessment, teachers at Bowcroft had the opportunity to authentically measure student learning and adjust instruction where and when necessary. These foundational steps helped students to begin to see themselves as learners and provided them with an opportunity for self-advocacy in learning.

Documentation made student learning visible and provided the vehicle for gathered evidence to show how learning took place and created a base for long term enthusiasm for learning. When students were given the opportunity to be as involved in their learning experiences as their teachers, their writing, drawing, words and actions allow educators to look with the child at their understanding and help them make their thinking visible. This also allows students to become engaged and enthusiastic learners and provides "a foundation of learning necessary to thrive in life, work and continued learning."

Area II

Branton School

At Branton School, students engage in rich and varied learning experiences through which each of them can develop their own interests, gifts and abilities. This foundation of learning helps each student to thrive in all future aspects of life. Through the voice of grade 9 students at Branton, we are able to see how their years in junior high have contributed positively to their pursuit of high school completion and lifelong success.

How do you see Branton contributing to your ability to thrive in life?

- Through the opportunity to learn French at Branton, I believe doors to other opportunities have been opened.
- School opportunities to travel have given me a new outlook towards life, people, the environment and travel in the future.
- Through volunteering at the school, I learned that I want to continue volunteer work throughout my life.
- I have learned how to create and maintain friendships.



- I can work with difficult people and have learned to communicate effectively with small and large groups of people.
- I learned to be myself and be confident about my individuality.
- Through school sports, I learned skills that help me do better in my out of school teams.
- I am more accepting of new things because I'm given opportunities to continually try new things.
- I learned how to focus on specific techniques that helped me to improve and continue to improve.
- Being surrounded by such a kind school has helped me do my best.

How is Branton helping you to prepare for the work world and continued learning?

- My science teacher is incredible and I want to pursue a career in biology.
- I have learned about resume writing, getting references, asking good questions, and social skills - all things that will help me get a good job.
- Branton has taught me that hard work makes you better at everything you do.
- Through having high expectations and through support at Branton, I have learned about due dates and being organized.
- I have developed the ability to work faster and still do a good job.
- The pursuit of my future career has been built upon options such as film making, film technique and photography.
- I now know how to work autonomously.
- Branton has inspired me to pursue more language development and to pursue international travel.
- Teachers at Branton taught me to love to learn.
- The entire school supports me and I know I can succeed.

Students at Branton challenge themselves to find their passions, follow their dreams, and become the best that they can be. They excel in academics and non-academic subjects alike and are developing the necessary tools to be well prepared for a future they have begun to imagine but have yet to discover.

Area III

Guy Weadick School

Guy Weadick School has a school-wide integrative approach to academic success that is deeply rooted in Inquiry-based learning. This approach results in students that are more engaged in their learning and who possess the knowledge, skills and attitudes required for academic success. Each student is better prepared for life, work, further learning and taking their part in our ever-changing society.

A thread of interconnectivity carries through the grades and subjects at Guy Weadick. Therefore, the academic success evident at the school can be seen through the individual subjects and throughout all the subject areas. It is, after all, a holistic, strategic and yet consciously dynamic results-based process. No one subject can be viewed independently when the approach to academic success is interwoven.



Take a look at the English Language Arts, for instance. The focus is rightfully on literacy which is a school-wide emphasis. Personalization ensures improved reading success and the process is supported with the use of technology such as SmartBoards and iPads. The school has a vibrant relationship with the Galileo Educational Network and a strong planning and assessment for learning framework (The Teacher Effectiveness Framework) is in place. As we know, timely formative assessment has been shown to dramatically improve student achievement across all subjects.

Students at Guy Weadick benefit from hands-on learning. That is why science strategies are differentiated, personalized and active. A recent visit to the Telus Spark facility was a great fit for the students and social studies curriculum outcomes were blended within the science work. It satisfied students' intellectual curiosity and was a great team building experience.

A good example of the inquiry-based cross-curricular work done this past year at Guy Weadick was the project entitled 'The Sky is not Blue.' This Grade 1 project asks, *Does colour matter?* Students were introduced to essential questions via literature, visual, and print media. Discussions were then held about making lasting community connections. Fueled by their innate compassion, the students were motivated to make a positive difference in the lives of blind members in their community. By incorporating the theme of community building into this inquiry, the students discovered how they are part of a larger society. They determined that the work they do can make a difference in the lives of others.

Area IV

Banting & Best School / Sherwood School

Banting & Best School / Sherwood School is working with and in community to engage learners in authentic, meaningful, and interesting learning opportunities. A school-wide focus this year has been on addressing the questions, "What footprint do I leave on the world and people around me? What footprints do I want to leave in my community and in the world?"

Through a focus on engagement through a trauma-informed lens, students have explored a number of learning opportunities. And with implementation of assessment-rich practices and an emphasis on literacy skill development, student rates of positive engagement, improved attendance, reduced negative behaviours and the building of positive community are evident. A recent school and community celebration highlighted this work, bringing families of all ages together to celebrate the positive impact this work has made, along with the unveiling of the community's largest public art installation, echoing our focus and the inquiry-based work we have been engaging in this year.



Area V

R. T. Alderman School

At R. T. Alderman School a team of Grade 6 students has been challenged with their involvement in the Entrepreneurial Venture Program. This venture has grown from a small group of students developing and starting a business to a school wide program that has engaged all students in learning, leading and thriving to create supports for children around the world. The grade eight and nine leadership students have been involved and are now being recognized by BMO and the Entrepreneurial Venture Organization for their Leadership and the design and development of a Board of Governors that includes students from grades 5-9.

The opportunity to have school student leaders work with a grade group of younger students to help develop better citizenship was the most notable achievement of this project. There were many learning outcomes covered as well, such as the problem solving that occurred, group working, writing and reflecting, leadership opportunities and the ability to make social change.

The entire school and community will be involved in a charitable donation fundraising carnival that has encouraged learners across the curriculum in novel studies on social injustice, book clubs and presentations.

The increase in student engagement, leadership and citizenship throughout the school has reinforced and supported the Mega Result. Students have been exposed to job opportunities, money sense, organizational structures, business models, banking and investing and rigorous learning opportunities that embrace humanity and society as a whole. As a result students will be better prepared to thrive in our global society.



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.

