

# public agenda

## Regular Board Meeting

March 5, 2013  
3:00 p.m.

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

### Mega Result Policy |

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

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

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
15 mins	4.1 School Presentation – W.O. Mitchell School	J. Everett	R-1	
	<b>5   Operational Expectations</b>	N. Johnson		
Max 15 mins	<b>6   Public Comment <a href="#">PDF</a></b> Requirements as outlined in Board Meeting Procedures		GC-3.2	
	<b>7   Matters Reserved for Board Action</b>		GC-3.10	
20 mins	7.1 Financial Disclosure Bylaw	Board	GC-1,3	Page 7-1
	<b>8   Board Consent Agenda</b>	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held February 5, 2013 (<i>THAT the Board approves the minutes of the Regular Meeting held February 5, 2013.</i>)</li> </ul>			Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	<b>9   Chief Superintendent Consent Agenda</b>	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.	<b>10   Adjournment</b>			
	<b>Debrief</b>	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](mailto:corpsec@cbe.ab.ca).



## report to Board of Trustees

### By-Law to Require the Public Disclosure of Campaign Contributions and Expenses

Date	March 5, 2013
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson Chief Superintendent of Schools
Purpose	Decision
Originator	Greg S. Francis, General Counsel, Legal Services Janice Barkway, Corporate Secretary
Governance Policy Reference	Governance Culture GC-1: Board Purpose GC-3: Board Job Description

#### 1 | Recommendation

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- THAT Bylaw Number 2 of 2013 (as attached to this report), Being a Bylaw of the Calgary Board of Education to Require the Public Disclosure of Campaign Contributions and Expenses be given first reading.
- THAT the Board of Trustees approves Bylaw Number 2 of 2013, as given first reading.
- THAT Bylaw Number 2 of 2013 be given second reading.
- THAT the Board of Trustees approves Bylaw Number 2 of 2013 of the Calgary Board of Education to Require the Public Disclosure of Campaign Contributions and Expenses as read the second time.
- THAT, in accordance with Section 69 of the School Act, Bylaw Number 2 of 2013, be given third reading.



**(Note: if the Board unanimously approves the above recommendation, it can proceed with the following resolutions)**

- THAT the Board of Trustees approves Bylaw Number 2 of 2013, Being a Bylaw of the Calgary Board of Education to Require the Public Disclosure of Campaign Contributions and Expenses as read for the third time.

## 2 | Background

For many years, candidates for CBE trustee have been required to report their campaign contributions and expenses. Prior to the 2007 election, the Calgary Board of Education had the authority to pass its own bylaw in order to require the reporting. For the 2007 election, the Local Authorities Election Act was changed to provide that The City of Calgary, with whom we have a tripartite agreement for the conduct of the elections, could pass the financial disclosure bylaw for us. (See wording of s. 2(4) of the Local Authorities Election Act (LAEA), replicated below)

### *Joint elections*

*"2(4) The elected authority that is responsible for the conduct of the election under an agreement referred to in subsection (2) has all the rights, powers and duties of the elected authorities that have entered into that agreement respecting the conduct of the election in the area to which the agreement applies, including the power to pass bylaws and resolutions but not the power to pass bylaws under section 27."*

In the past year, the Local Authorities Election Act was again reviewed, and in December, 2012, section 2(4), as quoted above and section 3(4), which has very similar wording, were both amended by the addition of "or 118". In effect, this means that The City no longer has the power to pass bylaws that would apply to The Calgary Board of Education regarding the public disclosure of campaign contributions and expenses. If candidates for Calgary Board of Education trustee are going to be required to publicly disclose their campaign contributions and expenditures, the Board of Trustees of The Calgary Board of Education will need to pass a bylaw prior to April 15, 2013, to require such disclosure. Three readings will be required to approve the bylaw.

The authority to pass such a bylaw is included in s. 118 of the Local Authorities Election Act. For ease of reference, s. 118 is attached to this report.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT

### ATTACHMENT

Excerpt from the Local Authorities Election Act, s. 118  
Bylaw 2 of 2013, Being a Bylaw of CBE To Require the Public Disclosure of Campaign





**Excerpt from the Local Authorities Election Act**

## Section 118

**Allowable election expenses**

118(1) In any election under this Act, the following expenses shall be held to be lawfully incurred and the payment of them is not a contravention of this Act:

- (a) the actual personal expenses of the candidate;
- (b) the cost of acquiring premises, accommodation, goods or services used for proper election campaign purposes;
- (c) bona fide payments for the fair cost of printing and advertising;
- (d) reasonable and ordinary payment to any person for the hire of transportation used
  - (i) by a candidate or speakers in travelling to and from public meetings, or
  - (ii) by any person in connection with and for the proper purposes of an election.

(2) With respect to an election of a school board trustee under this Act, an elected authority may, by a bylaw passed prior to April 15 of a year in which a general election is held require that candidates prepare and disclose to the public statements of all their campaign contributions and campaign expenses and may prescribe how campaign contributions not used for campaign expenses must be used.

(2.1) If a bylaw is passed under subsection (2), the elected authority may require that the statements of campaign contributions and campaign expenses be audited in accordance with generally accepted auditing standards.

(2.2) If a bylaw is passed under subsection (2), a person eligible to vote in the election may request to examine the statements of campaign contributions and campaign expenses during regular business hours and in the presence of the returning officer, deputy or secretary.

(3) A bylaw passed under subsection (2)

(a) shall define "campaign contributions" and "campaign expenses", and

(b) may prescribe forms for purposes of the bylaw.

(4) A person who contravenes a bylaw passed under this section is guilty of an offence and liable to a penalty of not more than \$1000, and on conviction the penalty enures to the benefit of the local jurisdiction in respect of which the election was conducted.

RSA 2000 cL-21 s118;2006 c22 s55;2009 c10 s2







**Calgary Board  
of Education**

**Calgary Board of Education  
Bylaw No. 2 of 2013**

Being a Bylaw of The Calgary Board of Education to Require the Public Disclosure  
of Campaign Contributions and Campaign Expenses of Candidates  
for Trustee of the Calgary Board of Education

WHEREAS the public disclosure of campaign finances improves the accountability of candidates to the public;

AND WHEREAS Section 118(2) of the Local Authorities Election Act, R.S.A. 2000, Chapter L-21 provides that an elected authority may by bylaw require that candidates for trustee of a school board disclose to the public statements of all their campaign contributions and expenses;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE CALGARY BOARD OF EDUCATION ENACTS AS FOLLOWS:

1. This Bylaw may be cited as "The Calgary Board of Education School Trustee Candidates Election Campaign Disclosure Bylaw".
2. In this Bylaw:
  - (a) "campaign" means events or activities in, by, or on behalf of, a candidate for the purpose of promoting the election of the candidate.
  - (b) "campaign contribution" means any money paid or any donation in kind provided to or for the benefit of a candidate for the purpose of financing a campaign without compensation from the candidate, including, in support of any fundraising function for a candidate, money paid for admission charge, or ticket purchase paid for or fair market value of donated merchandise or auction items, or any other donation in kind except volunteer labour.
  - (c) "campaign expense" means
    - (i) money spent or liabilities incurred other than an expense relating to a recount in respect of the election; and
    - (ii) the fair market value of goods and services donated or provided, by or on behalf of a candidate for the purpose of an election, but does not include volunteer labour.



- (d) "campaign period" means the period of time between consecutive general elections of the Calgary Board of Education, except, where a by-election is held, it means the period of time between the by-election and the preceding general election.
  - (e) "candidate" means any person who files nomination papers with the Returning Officer of The City of Calgary for any election or by-election for trustee of The Calgary Board of Education ("public school board").
  - (f) "contributor" means an individual, organization, or corporation providing a campaign contribution.
  - (g) "donation in kind" means the fair market value of goods and services donated or provided by or on behalf of a candidate during a campaign period for the purpose of an election but does not include volunteer labour.
  - (h) "fundraising function" means events or activities held for the purposes of raising funds for an election campaign of the person by whom or on whose behalf the function is held.
  - (i) "Returning Officer" means the person appointed by City of Calgary Council to act as Returning Officer pursuant to the Local Authorities Elections Act.
3. A candidate shall keep complete and proper accounting records of all campaign contributions received and all campaign expenses incurred during the campaign period.
  4. The candidate is responsible for ensuring that:
    - (a) proper records are kept of all campaign contributions and campaign expenses incurred during the campaign period;
    - (b) a record is kept of the value of every campaign contribution, whether in the form of money, goods or services, and of the name and address of the contributor;
    - (c) receipts are issued for every campaign contribution accepted.
  5. All Candidates shall file with the Returning Officer on or before the first working day of February in the year immediately following the year in which a public school board general election is held, or in the case of a by-election, within 90 days after the by-election, a disclosure statement in the prescribed form, which must include:
    - (a) a statutory declaration in the form of Schedule "A" to this Bylaw, stating their campaign contributions and campaign expenses; and
    - (b) a list, in the form of Schedule "B" to this Bylaw, of:
      - (i) each contributor whose cumulative campaign contributions exceed \$100.00;
      - (ii) the amount of each contributor's cumulative campaign contribution(s) under the appropriate heading; and



- (iii) if no cumulative campaign contribution exceeded \$100.00, then Schedule "B" must still be completed and marked "Nil".
6. All records of a candidate shall be retained by that candidate for a period of two years following the date on which the financial statements or statutory declarations were required to be filed under this Bylaw.
  7. The Returning Officer shall forward for information, a letter summarizing campaign contributions and campaign expenses of candidates and all documents filed pursuant to this Bylaw to the Office of the Corporate Secretary, Calgary Board of Education within forty-five (45) days of the prescribed filing date or within thirty (30) days following the receipt of the information, whichever is later.
  8. All documents filed with the Returning Officer pursuant to this Bylaw are public record upon the expiration of the time prescribed by this Bylaw for the filing of same and may on request be inspected at the Calgary Board of Education during normal office hours and may be available to the public through other media.
  9. The Returning Officer shall deliver to each prospective candidate a copy of this Bylaw within forty-eight (48) hours of nomination day.
  10. Any candidate who contravenes any Section of this Bylaw is guilty of an offence and is liable for a penalty of not more than \$1,000.00.
  11. This Bylaw comes into force upon receiving third reading.

READ A FIRST TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2013

READ A SECOND TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2013

READ A THIRD TIME THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2013

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Chair, Board of Trustees

Patricia J. Cochrane

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Corporate Secretary

Janice R. Barkway

## SCHEDULE "A"

### CAMPAIGN DISCLOSURE - STATEMENT OF REVENUES AND EXPENSES TRUSTEE CANDIDATES FOR CALGARY BOARD OF EDUCATION

I, \_\_\_\_\_  
(name)

of \_\_\_\_\_  
(address)

in the Province of Alberta, do solemnly declare:

1. That I was a candidate for the position of Trustee for the Calgary Board of Education in the election (or by-election, as the case may be) held on the \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_.

2. That the following is a true account of all the campaign contributions and campaign expenses incurred by me or by my agent on my behalf in respect of the aforesaid election:

a) Campaign Contributions:

i) Total amount of contributions of \$100.00 or less \$ \_\_\_\_\_

ii) Total amount of all contributions of \$100.01 and greater  
(Together with the contributor's name, address  
and amount on the attached listing) \$ \_\_\_\_\_

NOTE: For lines i and ii, include all campaign contributions as defined in section 2(b) of this Bylaw.

iii) Net Contributions (add lines i and ii) \$ \_\_\_\_\_

b) Other Sources:

iv) Total amount contributed out of candidate's own funds \$ \_\_\_\_\_

c) TOTAL CAMPAIGN REVENUE (add lines iii and iv) \$ \_\_\_\_\_

d) Campaign Expenses Incurred:

- v) Nomination Deposit \$ \_\_\_\_\_
- vi) Fundraising Costs \$ \_\_\_\_\_
- vii) Advertising/Printing \$ \_\_\_\_\_
- viii) Office/Facility Space Rental \$ \_\_\_\_\_
- ix) Office Administration \$ \_\_\_\_\_
- x) Office Supplies and Equipment \$ \_\_\_\_\_
- xi) Electoral Materials (Maps, List of Electors, etc.) \$ \_\_\_\_\_
- xii) Food and Beverages/Entertainment \$ \_\_\_\_\_
- xiii) Telephone/Communications/Utilities \$ \_\_\_\_\_
- xiv) Insurance \$ \_\_\_\_\_
- xv) Distribution/Postage \$ \_\_\_\_\_
- xvi) Transportation \$ \_\_\_\_\_
- xvii) Fair Market Value of Goods & Services Donated  
(as described in 2(c)(ii) of this Bylaw) \$ \_\_\_\_\_
- xviii) Other (Detail) \$ \_\_\_\_\_

e) TOTAL CAMPAIGN EXPENSES \$ \_\_\_\_\_

f) SURPLUS (DEFICIT) of Campaign Revenues  
Over Campaign Expenses (deduct line e from line c) \$ \_\_\_\_\_

3. That I have no reason to believe that any monies other than those listed above have been expended by me or with my authority and consent or by any person for the purpose of assisting me in the election.
4. That I make this solemn declaration conscientiously, believing it to be true and knowing that it is of the same force and effect as if made under oath.

Declared before me at  
in the province of Alberta  
this      day of      20      .

\_\_\_\_\_  
(Signature of Candidate)

\_\_\_\_\_  
(To be declared before a Justice of the Peace  
Notary Public, or a Commissioner of Oaths, etc.)

## SCHEDULE "B"

### LISTING OF CUMULATIVE CAMPAIGN CONTRIBUTIONS FROM CONTRIBUTORS IN EXCESS OF \$100.00

I have accepted campaign contributions in excess of \$100.00 towards my campaign expenses from the following contributors and in the following cumulative amounts:  
(Use additional space on reverse if required)

Contributor Name	Contributor Address	Money Donation	Donation in Kind	Total

I have no reason to believe that any cumulative campaign contributions from any contributor in excess of \$100.00 have been received or expended for the purpose of assisting me in the Election other than those listed above.

**IT IS AN OFFENCE TO SIGN A FALSE STATEMENT**

Signature: \_\_\_\_\_



**SCHEDULE "B", Page 2**

**LISTING OF CUMULATIVE CAMPAIGN CONTRIBUTIONS  
FROM CONTRIBUTORS IN EXCESS OF \$100.00**

<b>Contributor Name</b>	<b>Contributor Address</b>	<b>Money Donation</b>	<b>Donation in Kind</b>	<b>Total</b>

## report to Board of Trustees

## Chief Superintendent's Update

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

### 1 | Recommendation

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It is recommended:

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

### 2 | Issue

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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

### International Conference on Thinking (ICOT 13)

Chief Superintendent Naomi Johnson had the opportunity to attend the International Conference on Thinking (ICOT 2013) held in Wellington New Zealand from January 21<sup>st</sup> to January 25<sup>th</sup>. Conference attendees represented professionals from many sectors and geographic locations, including the Associate Dean of Education from the University of Calgary, who gathered to explore thinking, learning, and change. The conference provided opportunities for participants to learn, to reflect, to question, and to network as current research was presented and subsequent discourse caused current thinking to be disrupted.

The location of the conference held particular relevance to our work in the Calgary Board of Education. The composite type demographic of New Zealand is similar to that in Alberta. Both regions share the goals of responding to unique challenges related to growing diversity, indigenous populations and low socio-economic communities in ways that increase student success. The New Zealand system is completely decentralized and the unique curriculum structure is one that CBE staff have looked to for some time because it is progressive, personalized, and responsive. Two distinct documents, the New Zealand Curriculum and Te Marautanga o Aotearoa for Maori students, set the direction for student learning and start with a vision of young people developing competencies for study, work, and lifelong learning so they may realize their full potential. Each school designs curriculum within the context of their local community. School governance is also local with each school having its own Board of Directors.

Chief Superintendent Johnson had opportunities to meet with members of CORE Education, a not for profit education consultancy, professional learning and research agency that partners with the Galileo Educational Network from the University of Calgary. She met with Maori leaders, and leaders responsible for supporting the development of the unique New Zealand curriculum through professional learning. As well, Chief Superintendent Johnson met directly with members of the New Zealand Ministry of Education to discuss issues related to educational policy, professional learning, and achieving student success for each student.

It was very apparent, through interaction with educators from places like Sweden, Spain, Britain, Australia, the United States, other parts of Canada and of course New Zealand that the issues we face in education in Calgary are indeed global in nature. The opportunities to learn and network highlighted the hope educators collectively hold for the future. For Chief Superintendent Johnson, it was also an opportunity to celebrate and share the success of the Calgary Board of Education.



Moving forward, the learning from this conference, coupled with the ongoing professional networks established, will influence Chief Superintendent Johnson's work with leaders within the CBE to improve professional learning, focus on curriculum renewal that is both responsive to local needs and promotes the democratic ideal, and to increase cohesion and engagement of all stakeholders in our ongoing commitment to each student, every day, no exceptions.

### **C21 Canada Summit Convening Engaged Minds: Leader to Leader**

The C21 Canada Summit was held on February 12<sup>th</sup> and 13<sup>th</sup> in Toronto. As a delegate, Chief Superintendent Johnson was engaged in sharing perspectives and identifying national advocacy priorities to advance 21<sup>st</sup> century learning.

The Calgary Board of Education is recognized as an innovative district that influences and leads at both the provincial and national levels. Chief Superintendent Johnson led one session as a member of a panel convened to inspire delegates to develop action plans to advance learning in Canada.

### **Calgary Board of Education Receives National Award**

The Calgary Board of Education has been recognized with C21 Canada's Shifting Minds School System Award. Chief Superintendent Naomi Johnson, had the distinct pleasure of accepting the award on behalf of the CBE on February 12<sup>th</sup> in Toronto. As the key champion for personalized learning within the CBE, Chief Superintendent Johnson acknowledged the shared work of trustees, staff, students and our community.

C21 Canada is a group of national education associations and knowledge-sector businesses united in their belief that there is urgency in adopting 21<sup>st</sup> century models of learning in public education to position Canadians for economic, social and personal success in the high skills, knowledge and innovation based economy. This award is a particular honor because it recognizes the strength of the CBE in weaving strong pedagogy, technology, and lifelong learning together to achieve student success for each of our 107 000 students.

## **Learning Innovation**

### **Google**

The CBE is adopting a new email service for students as our current email system is coming to the end of its life cycle. Using the Google Apps for Education infrastructure will allow students to connect with their peers and teachers in a safe environment. While Google provides access to the infrastructure that makes this possible, Google does not mine the data for information. Schools will have two opportunities to create student accounts: March 2013 or July 2013. This deployment will be supported by Innovation and





Learning Technology, Information Technology Support, and Technology Support.

### **Technology in Education Matrix**

Innovation and Learning Technologies has collaborated to create the first draft of a Technology Matrix: A Snapshot of Learning in 2018.

The purpose of the Matrix is to:

- build a vision for where the CBE sees their students, teachers and the learning environment in order to support our strategies and actions of personalized learning in 2018
- inform the educational technology strategy so the CBE has a strong foundation of infrastructure and technologies to support student learning competencies, leading to student success and achievement

The document outlines the digital and technological competencies of the student, teacher and learning environment five years from now. The draft is built upon the: International Society for Technology in Education standards for learning, teaching and leading in the digital age (<http://www.iste.org/standards>), The Alberta Education Student Competencies (<http://education.alberta.ca/media/6581166/framework.pdf>), John Hattie's top 10 factors that positively impact student success (from book *Visible Learning*), Teacher Effectiveness Framework (<http://www.cea-ace.ca/publication/what-did-you-do-school-today-teaching-effectiveness-framework-and-rubric>), and Nine Trends in Educational Technology (<http://www.nmc.org/publications/2012-horizon-report-k12>).

### **Off-Site**

It has been ten years since the Strathcona-Tweedsmuir School students were involved in an avalanche at the Rogers Pass. Recent media attention has focused on teachers not forgetting this significant event that altered risk management in schools. At the CBE, we are constantly striving to ensure the safety of our students and staff during off-site activities. In collaboration with the Canadian Avalanche Association, a full day workshop was offered free of charge to teachers on February 3rd. 30 CBE teachers benefitted from this Avalanche Education and Risk Management session which served to better educate our staff so they in turn can then better educate our students.

### **Corporate Partnerships**

On February 20th, Cappy Smart School celebrated the beginning of their involvement with *Leader in Me*. This process, based on Stephen Covey's 7 Habits, is created for elementary schools and helps students learn how to put the habits into practice. Everyone in the school came together at a fun filled assembly to demonstrate how the habits are used in all subjects and highlighted the school's culture of leadership and positive behavior.

## **CBe-learn Sr. High Online**

The Science teachers at CBe-learn have been meeting with their online students face-to-face at a weekly orientation. Students have the opportunity to meet their teacher(s) and learn about some of the common myths surrounding online learning. Students also have the chance to explore their online course(s), learn all about being an online student, and take a tour of the Career & Technology Centre. This pilot began in January and initial feedback from students and parents has been overwhelmingly positive.

## **Learning Services**

### **English Language Arts**

Learning Services offered three sessions for Division II and III teachers to engage them in conversation around personalization in English Language Arts. Twenty three teachers and learning leaders from across the system participated in these sessions that took place January 29<sup>th</sup>, February 12<sup>th</sup> and February 26<sup>th</sup>. Participants were invited to reflect upon and share tasks that engaged students and to consider links to the Program of Studies and competencies outlined in Alberta Education's Framework for Student Learning (<http://education.alberta.ca/media/6581166/framework.pdf>). These sessions have provided opportunities for teachers to collaborate with others around active and effortful task design, effective assessment practices, and embedding metacognition with the goal of implementing transformative practices into their English Language Arts classrooms.

### **Gifted and Talented Education (GATE)**

The GATE placement consideration package ([http://www.cbe.ab.ca/programs/spec\\_ed/se-gifted.asp](http://www.cbe.ab.ca/programs/spec_ed/se-gifted.asp)) and *Gifted and Talented Education Program Grades 4-12* brochure ([http://www.cbe.ab.ca/programs/spec\\_ed/pdfs/gatebrochure.pdf](http://www.cbe.ab.ca/programs/spec_ed/pdfs/gatebrochure.pdf)) have been revised and updated on the external website. GATE information evenings were held at the five GATE sites in November and served as effective springboards for this year's selection process. The Specialist for Gifted Education presented a workshop for the GATE Parents Association about partnering with their children's teachers.

### **Early Development Instrument**

The CBE, in collaboration with Alberta Education, is completing a second round of gathering Early Development Instrument (EDI) data. The data provides information to report on developmental areas of strength and need, monitoring populations of children over time and predicting how children will do in elementary school. Early Learning Strategists, supported by members of the Early Learning Team, presented information on early brain development, how communities benefit from EDI data, and how to complete the EDI to CBE kindergarten teachers at five area locations.





### Assessment and Reporting – Kindergarten Report Card

The Kindergarten Report Card has been updated to include two new stems reflective of our work toward achieving Results 2 - Academic Success: Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines. Report card stems added include “comprehends different kinds of text” and “applies mathematical skills and strategies to solve problems”.

### Early Development Centres (EDC)

Early Learning Team members connected with approximately 120 families regarding preschool programming within the Calgary Board of Education at the ‘Preschool Programs Resource Fair’ organized by the Children’s Link Society and Alberta Health Services hosted by Providence Children’s Centre.

## **Global Learning**

### **French Immersion and Bilingual Programs**

Student enrollment in French Immersion and Bilingual Programs has an overall increase of 3% with French Immersion programs demonstrating a 6.8% increase.

<b>Student enrolment in French Immersion and Bilingual Programs</b>		
<b>Program</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>French Immersion</b>	24397	24879
<b>Bilingual</b>		
Chinese (Mandarin)	382	488
German	158	135
Spanish	2476	2756
<b>Total number of students</b>	<b>27413</b>	<b>28258</b>



## 4 | Results Focus

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The focus of this report is on Results 2: Personal Development. The Board of Trustees has stated, "Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines." 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

For the month of February students and staff at Simon Fraser School delved deep into their Career Technology Foundations (CTF) Integrated learning opportunities in all grades, 5 through 9. Our vision for the CTF is to develop critical and creative thinking skills. The philosophy and rationale behind the CTF is focussed on an integrated / cross curricular approach to learning that combines the traditional CTF courses, including Construction Industrial Arts, Foods, Fashion, Multimedia, Digital Photography and Film Studies - as well as the Performing & Fine Arts courses including Art, Music, Drama and Dance within the Core Areas of Language Arts, Social Studies, Humanities, Math and Science. To support the success of this endeavour, the teachers at Simon Fraser have spent significant planning time with their students in order to come to a shared understanding of the CTF Outcomes: Design, Create, Appraise and Articulate. Teachers and students have also teased out a number of ideas and possibilities for projects within the identified themes for each grade. The focus for each grade was as follows: Grade 5 - Citizenship; Grade 6 - Mythology; Grade 7 - Utopia; Grade 8 - Impacts; and Grade 9 - Environment. Students worked to think about, discuss and plan projects that address real life issues and problems that are important to them. The personalization of curriculum and the engagement of the student and teacher with the curriculum were intentional and focussed: the students could see their interests and passions reflected in all aspects of the work.

The logistics of the 'regular' timetable created barriers to accommodating the CTF projects as described above. A shift to accommodate longer periods (and thus fewer periods) in the day was well received by staff and students. The shift allowed students extended time to work with each other and their guiding teachers. As a celebration of learning, students presented their projects in a multi-modal fashion (i.e.: live performances, videos, descriptions of products, product testing and comparisons, multi-media presentations, etc.). The celebration included staff, students, parents, the community, and interested peers.





Students reflected on the value of this work through a project-management lens. They addressed the merits of group work in terms of organizational skills, timelines, resource management, collaborative practice, and communication. The school-wide CTF integrated work elevated each person's level of responsibility and respect for the work, the process, the collaboration and cohesive nature of the work to put out a quality final product. Teachers

witnessed very high levels of student engagement. Students were focussed, keenly interested in their projects, and were motivated to move forward to completion. Teachers believe that student choice made a significant contribution to the high level of student interest, intellectual engagement and follow-through.

This learning experience directly related to goals defined in Simon Fraser's School Development Planning process: student self-assessment, goal setting and formative assessment.

## **Area II**

The Alice Jamieson Academy is an alternative program within the Calgary Board of Education which offers choice based on methodology which is tailored to meet the needs of female learners from Grades 4-9. The results achieved by the students within this program over the last five years suggest that this alternative increases achievement for the majority of students choosing the program. A May 2012 monitoring and evaluation report conducted by CBE Learning Services concluded that students achieved results at the acceptable standard which were significantly above their cohort in the city and province in four core subjects. Provincial achievements results from the 2011 school year were used to prepare the May 2012 report.

Results which compare a student's prior level of achievement to current levels of achievement on provincial achievement exams provide data which suggests the value-added benefit a program may have on student learning. Grade 9 Language Arts Achievement Results for Alice Jamieson suggest that students achieved at a level which is 2.1(+) standard deviations above what would be predicted for these students based on their Grade 6 results. Grade 9 Math Achievement Results for Alice Jamieson suggest that students achieved at a level which is 8.1(+) standard deviation points above what would have been predicted for these students based on their Grade 6 results. Multi Year Results in Science have increased steadily over the past five years and suggest that students consistently receive scores at the acceptable level in Grade 9 above the provincial average. During the 2010-2011 school year, these results were at 93.9% which was 11.1% above the average for the province and results for the 2011-2012 school year were 87.8% which was 5.8% above the average for the province. These results are important in reviewing our work particularly as a focus on Science and Technology is one of the protocols for our all-girls program. This data also suggests that the protocols used in this alternative program result in increased achievement for the majority of our female students



and underscore the value of offering this alternative program within the Calgary Board of Education.

The school community's current focus is on increasing achievement at the excellence levels in all subject areas. Improvement has been noted in these areas as well; however, exceptions to this improvement are achievement levels at the standard of excellence in Math and Language Arts. One of development goals for the school is for the students to experience instructional tasks and assessments which will incorporate tangible improvements in these areas. The work of system leadership in providing professional development for principals and assistant principals in addressing these concerns has been a pivotal support in implementing this strategy with our teaching staff.

### **Area III**

The students at Grant MacEwan School have been engaged in authentic learning tasks that are intentionally planned to meet student needs. Teachers are designing learning that are rigorous, thoughtful and allows all students access to the curriculum. One of the Grade 6 classes has been working on a Sky Science unit through hands-on and collaborative tasks. The students are designing an interpretive center/space museum based on the various learner outcomes of the unit.

Through their research, students are investigating the components of an interpretive center and are building one that will be housed in the school gymnasium during student-led conferences in March. As part of their research, students are focusing on an interest based area within the Sky Science unit. Students are becoming the expert in their interest area and are developing showcases of their learning, which will become the contents of the interpretive center.

The students are researching the planets, moons, constellations and organizational working of the sky and space. They are engaged in their learning and using multiple forms of technology such as: iPads, iPods, and computers which they are using to collect their artifacts to use within the interpretive center. Students are representing their learning through hands-on activities, writing, posters, and conversations about the learning. The culminating activity is shaping up to be an interactive opportunity for students to demonstrate their learning.

The learning environment of this class allows for students to ask questions and work together to come to a deeper understanding of the content explored. Students regularly challenge and debate their findings with their peers and encourage each other to form deeper understanding of the topic being explored. Multiple entry and exit points allow for all students to be successful in all areas of their learning. As John Hattie states in *Visible Learning* "the more the student becomes the teacher and the more the teacher becomes the learner" the more successful the achievement outcomes.





#### **Area IV**

The All Boys Program opened with 80 boys in September 2011. This is year 2 of the program and we have 130 boys registered from K to 6. We focus on the academic, social, physical, and emotional development of our particular group of learners. We build on the boys' strengths to create an optimistic culture and an encouraging learning environment where boys achieve their personal best.

The program was developed to create a learning environment where learning tasks that are rigorous, relevant, and responsive to the learning needs and interests of the students. What follows are examples of materials and activities that build competence and confidence:

**Reading:** Using books that boys love, such as graphic novels, information books, magazines, novels that come in series, picture books, students are involved in daily guided reading in small groups. Teachers read aloud daily, in all grades. As well students have access to digital books.

**Writing:** Grade 6 students create a model of an imaginary dinosaur (creature) with paper, glue, paint. They then write a descriptive paragraph about the creature (habitat, appearance, diet, etc). Creating the model first supports writing. Grade 3 students create comics using the Comic Life program. Grade one students make superhero masks and write about superheroes.

Academic success for our students means knowing each student, one boy at a time. Learning is loud, busy, noisy and funny. Academic success integrates the emotional, social, physical and intellectual dimensions of our students. Academic student achievement is being carefully monitored to ensure that each student experiences academic success.

#### **Area V**

Students at Nickle School are provided with rich learning opportunities that support academic success.

Nickle School has developed a Learning Commons, an open learning space for students. Technology is integrated throughout the curriculum and students access over 150 laptop computers, 30 I-Pads and 30 I-Pods to support their learning. Personal digital devices are used as tools, embedding their use into core curricular work.

Nickle School has implemented a new Career and Technology Framework Strategy where all students work on a project that integrates core and complementary curriculum outcomes. The Dragon's Den Project is one example of a personalized integrated project. Students created a product to sell, developed a business plan, marketed their product, surveyed others to determine the targeted consumer group and presented their ideas to a panel of teachers. Students presented their work orally, wrote a sales pitch and



developed visuals that supported their presentation. Peer feedback was an integral part of the assessment process.

Assessment is an area of focus for staff as they develop more effective ways of knowing their learners. At the beginning of the school year, each student is assessed one on one in the area of reading and mathematics. Students who are not meeting grade level outcomes receive individual or small group targeted instruction. Through professional learning communities, teachers examine reading comprehension strategies and build their understanding of math assessment tools. Teachers also meet in grade teams regularly to plan tasks that integrate multiple areas of the curriculum and develop assessment criteria to describe what the work would look like at different levels within these tasks.

As Nickle School moves forward as a learning community, they continue to focus on academic success through the design of authentic learning tasks that are assessment rich and develop competencies across curricular areas.



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.

