



# Three Year Education Plan 2003-2006



Calgary Board of Education

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## Message from the Board of Trustees

As the democratically elected representatives of the public, the Board of Trustees is pleased to submit this Three-Year Education Plan.

The Board of Trustees is committed to ensuring a quality, accessible, inclusive and equitable public school system in Calgary, both for the development of our youth and the betterment of society. The Board is further committed to encouraging the participation of the community in accomplishing this important work.

The Three-Year Education Plan identifies for the public at large the way in which these commitments will be operationalized and aligned with the provincial goals for public education, as defined by the Ministry of Learning. The Plan forms the basis of the Calgary Board of Education's accountability to the community it serves.

## Message from the Chief Superintendent

The measure of the 2003-2006 Three-Year Plan's effectiveness will be the difference it makes in the lives and learning of our students. I am honoured to commit the efforts, abilities and energies of staff and students to the achievement of the goals, outcomes and strategies outlined in the Three-Year Education Plan.

The overall result of this work must be renewed and enriched learning experiences for students and advancement of their achievement and accomplishments. To this end, we commit to working with our students, their families and our communities.

We commit our ability, capacity and potential to the alignment of action with intention at the CBE and provincial levels.

### Statement of School Board Responsibility:

The Education Plan for the three years commencing September 1, 2003 was prepared under the direction of the Calgary Board of Education in accordance with the responsibilities specified in the **School Act**, the **Government Accountability Act** and the *Guide for School Board Planning and Reporting*.

The priorities outlined in this Education Plan were developed in the context of the provincial government's learning system business plan. The Calgary Board of Education is committed to achieving the goals and outcomes laid out in this Plan.

*Original signed by*

Gordon Dirks  
Chair  
Calgary Board of Education

*Original signed by*

Dr. Brendan J. Croskery  
Chief Superintendent of Schools  
Calgary Board of Education

## Mandate

The mandate of the Calgary Board of Education is defined under the responsibilities of a Public School Board in the School Act of Alberta and includes:

Section 45(7): A board shall provide to each student enrolled in a school operated by the board an education program consistent with the requirements of this Act and the regulations that will give the student the opportunity to meet the standards of education set by the Minister.

The Calgary Board of Education has the responsibility to provide **basic education** as defined by the province in the “Guide For School Board Planning and Results Reporting February, 2003”:

*“A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.”*

## Accountability

The *Three-Year Education Plan 2003-2006* outlines goals, measures and actions for continuously improving the means by which the Calgary Board of Education fulfils its mandate. This document is an artifact of the planning process and a component and instrument of accountability.

Accountability is a natural by-product of open, participatory systemic assessment, planning and action. An important aspect of accountability is communication of plans for ongoing improvement to parents, community and government. Accordingly, the *Three-Year Education Plan 2003-2006* will be communicated in a variety of ways, including the following:

- Presentation at a Public Meeting of the Board of Trustees
- Posting on the Calgary Board of Education website
- Distribution of copies to all:
  - School Councils
  - School Principals for access at schools
  - Collaborative Learning Communities for access at those locations
  - Service Unit Superintendents and Directors
  - Alberta Learning
  - Members of the Legislative Assembly

## Enrolment and Program Overview

*The Calgary Board of Education provides programs and services in 218 school programs, addressing the complexity and diversity of its 100,099 students.*

### NUMBER OF SCHOOL PROGRAMS

Elementary	139
Elem./Jr. High	9
Junior High	35
Junior/Senior High	2
Senior High	18
Speciality Programs	<u>15</u>
<b>Total</b>	<b>218</b>

### ENROLMENT (September 30, 2002)

Kindergarten	6,280
Elementary	40,354
Special Education	1,035
Junior High	22,518
Special Education	558
Senior High	23,825
Special Education	539
Speciality Programs	1,242
Adult Academic Pgms.	<u>3,748</u>
<b>Total</b>	<b>100,099</b>

### EMPLOYEES

Teaching (full-time equivalent)	5,667.69
Non-Teaching (full- time equivalent)	3,031.94
Temporary Teachers & Substitutes (approx.)	<u>1,050.35</u>
<b>Total</b>	<b>9,749.98</b>

#### SOURCES

CBE Accommodation Planning Team  
School Support Services  
Communications (Finger Tip Facts)

### SPECIAL EDUCATION SCHOOLS

- Adolescent Treatment Centre (AADAC)
- Christine Meikle (severe developmental disabilities – secondary)
- Salvation Army Children's Village (severe social/emotional disabilities)
- Dr. Gordon Townsend School in Alberta Children's Hospital
- Dr. Oakley School (Literacy Development)
- Emily Follensbee School (severe and profound disabilities)
- Bow Park Court (fragile/illness)
- William Roper Hull (severe social/emotional disabilities)
- Wood's Homes (severe social/emotional disabilities):
  - ✓ George Wood Learning Centre
    - o Adolescent Day Treatment Program – Holy Cross Centre (severe mental health disabilities)
    - o A.I.M. Program (severe mental health disabilities)
    - o HERA Program (adolescent girls)
    - o Class I, II and III (severe mental health disabilities)
    - o The WEB Program
    - o Stabilization Educational Services
    - o Turning Points West (Sir William Van Horne School)
    - o Young Adult Program (Foothills Hospital)
  - ✓ Melville Scott Learning Centre (severe social/emotional disabilities)
    - o The Challenge Program
    - o Discovering Choices
    - o New Directions
    - o New Opportunities
    - o Project Trust
    - o START Program
    - o Turning Points (East and Forest Lawn)

### SPECIAL EDUCATION PROGRAMS

- Deaf and Hard of Hearing Programs
- Gifted and Talented Education (GATE)
- Learning and Literacy Programs (Literacy Development)
- Behaviour Programs (BA, BAT) (severe social/emotional disabilities)
- Behaviour Programs (STOP/SOS) (mild & moderate social/emotional disabilities)
- SKILL Classes (moderate developmental disabilities – elementary)
- TASC Classes (severe developmental disabilities – elementary)
- ACCESS Classes (moderate to severe developmental – secondary)
- Communication & Behaviour (a range of developmentally disabled students who have significant issues with social interaction and communication)
- Paced Learning Program (students with mild cognitive disabilities)
- Connection Classes (early identification programs for complex learning)

- Transitions Mental Health Program (students with severe mental health disabilities)

### SPECIALIZED NEEDS PROGRAMS

- Alberta Adolescent Recovery Centre (AARC)
- Emergency Women's Shelter
- Integrated Occupational Program (IOP)
- Louise Dean Centre
- English as a Second Language (ESL) (Programs/Centres of Excellence)

### ALTERNATIVE PROGRAMS

- Academy for Creative Arts at Forest Lawn
- Advanced Placement
- Alberta Ballet School of Dance
- Alice Jamieson Girls' Academy
- Alternative High School
- Athletics Centre of Excellence, Ernest Manning
- Campus Calgary/Chevron Open Minds
- Cbe-learn
- Centre for Creative Learning at Balmoral
- Conservatory of Performing and Fine Arts, Central Memorial
- Creative Arts Centre, Milton Williams School
- Dynastars Hockey and Life Skills Development
- Fine Arts/Technology Learning Centre, Belfast
- French Immersion
- German Bilingual Program
- Galileo Program – Site of Critical Inquiry, Glendale
- International Baccalaureate
- International Spanish Academy
- Juno Beach, Academy of Canadian Studies
- Mandarin Chinese-English Bilingual
- Medicine Wheel Pre-School and Kindergarten
- Montessori
- National Sport Academy - Hockey
- National Sport School
- National Synchronized Swimming Program
- Negotiated Curriculum, West Dalhousie
- Piitooyis Family School (Aboriginal Culture Program)
- Traditional Learning Centre
- Workplace School, W. H. Cushing
- Westview Secondary
- Year Round Programs – Multi-track and Modified

## Description of Students and Community Served

Calgary is an expanding city, encompassing 721 square kilometres. The total population in April 2002 was 904,987, an increase of 28,468 persons (or 3.25%) from 2001. The City of Calgary forecasts an overall annual population growth rate of 1.7%. It is anticipated that Calgary's population will reach 984,000 in 2007, with most of the growth occurring in new communities.

The proportion of children under the age of 14 in Calgary was 19.1% in 2001. Children's share of the total proportion is expected to increase 0.9% annually. Overall, Calgary has a relatively young population. The median age in 2001 was 34.8 years compared to 37.6 years nationally.

Education and income levels of Calgarians are well above the national average. In 2001, 61.1% of Calgary's working-age population, 25 to 64, had post-secondary education. The national figure was 53%. On average, Calgarians earned \$36,493 in 2000, compared to the national average of \$31,757. Almost 5% of Calgarians had earnings of \$100,000 or more, compared to 2.7% nationally.

In 2001, Calgary's Internet penetration rate was 70.9%, the second highest rate in Canada, following Ottawa. The national rate was 60.2%.

In 1999, the poverty rate in Calgary was estimated to be 15%, slightly lower than the 16.8% in 1998. Despite decline in overall poverty rates, the poverty rate for children living in female single-parent families remained high at 38.3%. The same rate among children in two-parent families was 8.8%.

The number of immigrants to Calgary in 2001 was 10,180, an increase of 20.4% over 2000. Calgary's share of national immigration in 2001 was 4.1%. The top immigration source countries were China (13.2%), India (11.5%), and Philippines (9.3%).

In 2001, visible minority as a share of the population was 18.7% in Calgary. Data from the 2001 federal census show that 77.3% of Calgarians were born in Canada and 21.8% were foreign-born. The largest ethnic groups were Chinese (5.9%) and South Asian (4.2%).

In the CBE, 10,909 students (11%) qualified for English as a Second Language (ESL) funding in 2002-2003. The same figure for 2001-2002 was 9,701 students (10%).

For the 2001-2002 grades 3, 6 and 9 provincial achievement tests, CBE results met or exceeded provincial expectations on 32 of the 38 standards (2 standards, acceptable and excellence, for each of the 19 tests). CBE and provincial results showed generally similar areas of strength in the grades and subjects tested. Participation rates were higher for the CBE than for the province in 15 of the 19 achievement tests.

For diploma examinations, CBE results met or exceeded provincial expectations for the acceptable standard and the standard of excellence on 8 of the 10 examinations. Compared to provincial results, a higher percentage of CBE students achieved the acceptable standard and the standard of excellence in 6 of the 10 examinations.

***“Demographics are driven more and more by immigration, and that pulls the growth into a few specific areas, one of those is Alberta largely in the Calgary-Edmonton corridor.”***  
***(Statistics Canada, March 2002)***

### SOURCES

Alberta Learning  
Calgary Board of Education Web Site  
City of Calgary Web Site  
Statistics Canada

## Trends and Issues Affecting Public Education

### EQUITY, ACCESS, EXCELLENCE AND CHOICE

The increasingly diverse and complex population of the City of Calgary provides an ongoing challenge for the CBE in providing equity, access, excellence and choice, that is, ensuring that there are excellent programs for meeting a variety of learner needs and interests, accessible to students in all parts of the city. Examples of this include the large number of Calgary families living at the high end of the socio-economic scale (Calgary's average income in 2000 was 12% higher than the province's, and 15% higher than Canada's); Calgary's estimated 1999 poverty rate of 15%; the 20% increase in immigration from 2000 to 2001; and, the percentage (61%) of working-age Calgarians with some post-secondary education (61% compared to 56% provincially and 53% nationally).

Approximately 26,000 of our students are coded as Special Needs. This is 28% of our total student population. Within the Special Needs group, approximately 11,000 students are coded ESL, which is 11% of our total student population.

There are 56 different languages and cultures represented in our schools. The services of CBE translators and interpreters were required nearly 24,000 times in 2001-2002. Roughly forty-five percent (45%) of Alberta's ESL students who write provincial achievement tests are CBE students.

Calgary's population spreads over a broad geographical area. Thirty new communities, representing a population of approximately 90,000 residents, do not yet have public schools to serve their children. As a result of this, and of accommodating special needs and interests students, approximately 33,000 students are bussed approximately 60,000 kilometres every day to attend school, at an annual transportation cost to the CBE of nearly \$27 million.

### RESPONSE

In order to respond to these powerful realities, the CBE's underlying principles of equity, access, excellence and choice guide the ways in which we structure and connect the organizational work, meet the needs of students, staff and community members, allocate scarce resources and hold true to our core values.

In the 2003-2004 school year, we will be structuring and connecting the organizational work in a number of new ways. For example, we will restructure the Collaborative Learning Communities (CLCs) to align with Alberta Infrastructure sectoral boundaries. We will work towards ensuring that each of the restructured CLCs provides access to programs that meet the variety of diverse needs and interests of students and their families within reasonable travelling distances.

The CBE will focus on ways in which we can meet the needs of those who inhabit the organization. The primary thrust of this will be students and employees, although there are also clear implications for our broader community. For example, we will strengthen the focus on divisional learning by assigning senior leaders to coordinative roles in elementary and secondary education; structure CLCs to support a fully integrated K-12 unit for delivery of educational services; and strengthen our connections with the community.

Attention to allocation of scarce resources will include a reduction in the number of CLCs, from eight to five, and decentralization of budget allocations to schools.

In holding true to our core values, our commitment to the four guiding principles is built on the assumption of the infinite dignity of human life, as distinct from economic or instrumental value. We will not run the school system like a marketplace but concentrate our work on the human needs of students, staff and community. We will continue our strong student-centred focus, using this focus as our moral compass.

## FUNDING

The 2003/04 Operating Budget was approved by the Board of Trustees on May 20, 2003. Provincial grant revenues from Alberta Learning have increased by \$22.3 million (or 3.5%) for 2003/04. This increase reflects a general 2% grant rate increase for most provincial grants, as well as a number of other adjustments, although some targeted funding rates will not increase. The budget for provincial funding incorporated a small anticipated decline in overall student enrolment from actual student enrolments in 2002/03. However, at the CBE, we continue to experience significant growth in the number of students who are identified as having mild, moderate or severe disabilities, or who are gifted and talented. As well, the number of students who require support for English as a Second Language continues to increase significantly. Funding for students with severe special needs is anticipated to increase by about 8%, reflecting an increase in the number of such students. A new funding envelope will provide \$3.5 million towards resources for the classroom. In 2002/03, provincial funding for CBE's Plant Operations and Maintenance became the responsibility of Alberta Infrastructure. No increase to the grant rate for Plant Operations and Maintenance is provided for 2003/04.

Seventy-eight percent (78%) of the CBE's expenses relate to labour costs. The 2003/04 Approved Operating Budget reflects incremental costs of \$22.8 million relating to the full impact of the Educational Services Settlement Act, including the arbitrated settlement of the ATA collective agreement imposed on the CBE in June 2002. As a result, in order to comply with the requirement to present a balanced budget, there is expected to be a loss of up to 400 people (290 full time equivalent positions), which will have a significant impact on schools' ability to provide a full array of requested services for our students.

The budget also contains provisions for committed or ongoing cost (such as utilities, current and retired employee benefits, insurance premiums, maintenance service contracts, legal and audit fees, etc.) over which the CBE has little discretion. Over the last few years, many of these costs have been increasing at rates significantly higher than grant increases. An increase of \$1.2 million for utility costs is included in the budget. This increase brings to about \$6 million the impact of utility cost increases over the last three years. Transportation contract costs will increase by \$2.2 million as a result of negotiated agreements with our carriers, essential to reduce driver turn-over.

Alberta Learning has announced changes to the funding framework under which grants are provided to school jurisdictions. The renewed funding framework is built on three pillars (Flexibility, Accountability and Formulae), which will be phased in over the next two years. Funding formulae will not be changed until 2004/05; however, the pillars of Flexibility and Accountability will apply to 2003/04. Funding will continue to be targeted for three specific provincial initiatives: Alberta Initiative for School Improvement, Student Health Initiative and Supernet.

As of August 31, 2002 (the end of the CBE's last fiscal year), the CBE had an accumulated operating deficit of \$14.4 million. It is essential for the CBE to make appropriate provision in the preparation of its subsequent operating budgets for the reduction of this and any further anticipated operating deficits, in accordance with a deficit reduction plan submitted to and approved by the Minister of Learning. Accordingly, \$2.6 million is again being applied to deficit reduction in the 2003/04 Approved Operating Budget.

## RESPONSE

The CBE continues to be challenged to meet the demands of providing quality public education in Calgary within the resources available, particularly in growing and new communities. The approval of the 2003/04 Budget means the loss of up to 400 people (290 full time equivalent positions).

The reallocation of schools' decentralized (supplies) budgets amounting to \$4.2 million will help maintain staffing levels in schools. The redirection of these funds equate to the protection of approximately 55 teaching positions. An increase in transportation fees for both Calgary Transit bus passes (from \$210 per year to \$250 per year) and charter bus services (from \$105 per year to \$135 per year) will generate an additional \$1.5 million in revenues.

The CBE's continuing fiscal challenges are being addressed through collaborative work with Alberta Learning to prepare appropriate operational and fiscally responsible budgets and financial plans.

*After several months of careful exploration into how to best express the Calgary Board of Education's commitment to outstanding public education, the Board of Trustees crafted a new Mission, using input elicited from employees and the broader community. It was formally adopted in March 2003.*

*"This statement declares the fundamental democratic purpose of public education. It reflects our commitment to education as the cornerstone of a democratic society. Through this shared vision we are proclaiming our common focus as builders of a great society of educated citizens. No calling could be more worthy and no mission could be more strategic for the future. Our everyday work continually fulfills the commitment we are making to the citizens of Calgary."*

**Dr. Brendan J. Croskery**  
Chief Superintendent of Schools

*The other foundational statements currently are under review.*

## MISSION

Educating Tomorrow's Citizens Today

## STATEMENT OF BELIEFS

- Everyone can learn.
- Each learner is unique.
- Learning takes place both in and out of school.
- Learning is lifelong.
- The family is the major influence in a child's development.
- A shared sense of ownership of public education by parents, children, the school system, and the community builds a positive foundation for lifelong learning.
- The learner-teacher relationship is central to the school learning experience.
- Everyone has the potential to be responsible for his or her own learning.
- A healthy community of learners promotes social and personal responsibility in individuals.
- Schools are more successful when they are viewed by all participants as communities of learners rather than as organizations.
- Schools, as communities of learners, are characterized by: physical and emotional security, respect, trust, caring, innovation, open communication, and shared decision-making.
- Accountability contributes to the quality of the educational experience and to the effective use of resources.

## STATEMENT OF VISION

The Calgary Board of Education is the dynamic learning community of choice. We provide quality learning opportunities and options. Our learners take ownership by discovering and developing their potential, passions, and gifts. They take their place as lifelong learners and make a significant contribution within a complex, changing world.

## STATEMENT OF PURPOSE

The Calgary Board of Education, as a public education system, ensures that quality learning is accessible to all its students. The system supports, nurtures and connects the work of teachers, parents, students and communities.

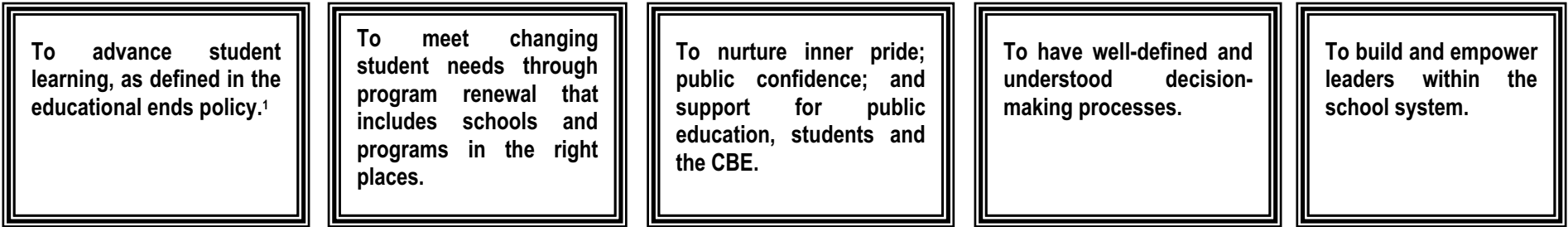
The Board's governance exhibits wisdom, courage, foresight and shared leadership so that time, talent and resources are used in the best possible way. The Board promotes staff, parent and community commitment to an efficient and effective learning organization. The Board fosters a climate which is visionary, reflective, collaborative and responsive to change.

The Board acts as an advocate for every student to have an equal opportunity to become a competent, productive and self-directed citizen. The Board acts as an advocate for every school to have the resources to assist all its students to be the best that they can be.

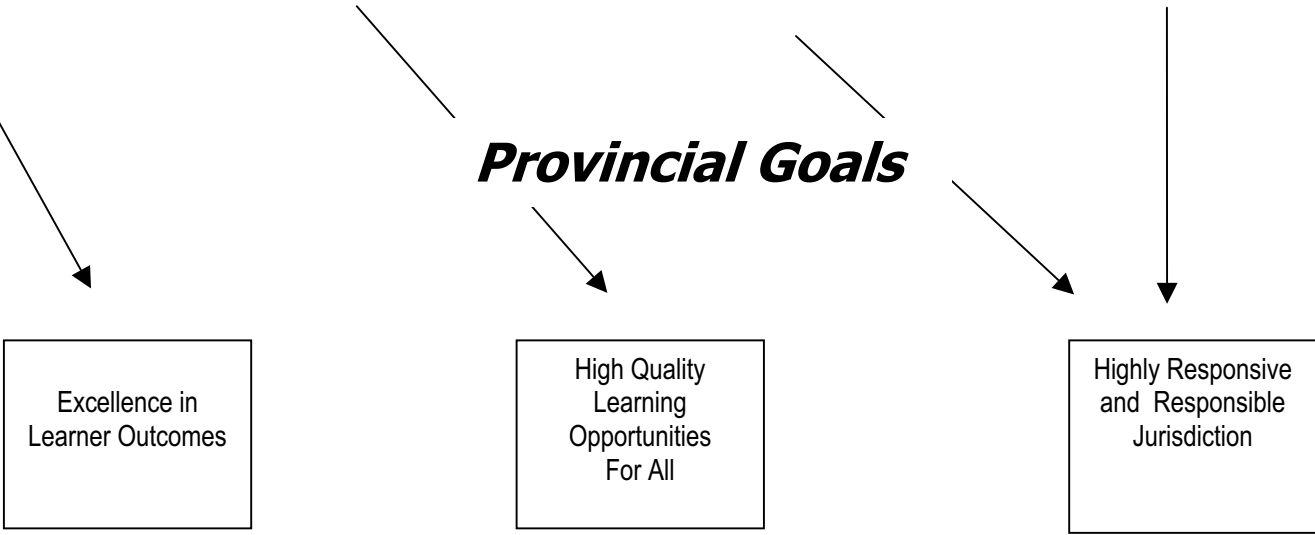
The Board shares information about its work and the system's performance with Calgarians. The knowledge, skills and attitudes of its students, and their commitment to lifelong learning are the primary measures of the Calgary Board of Education's effectiveness.

# Linkages

## *CBE Goals*

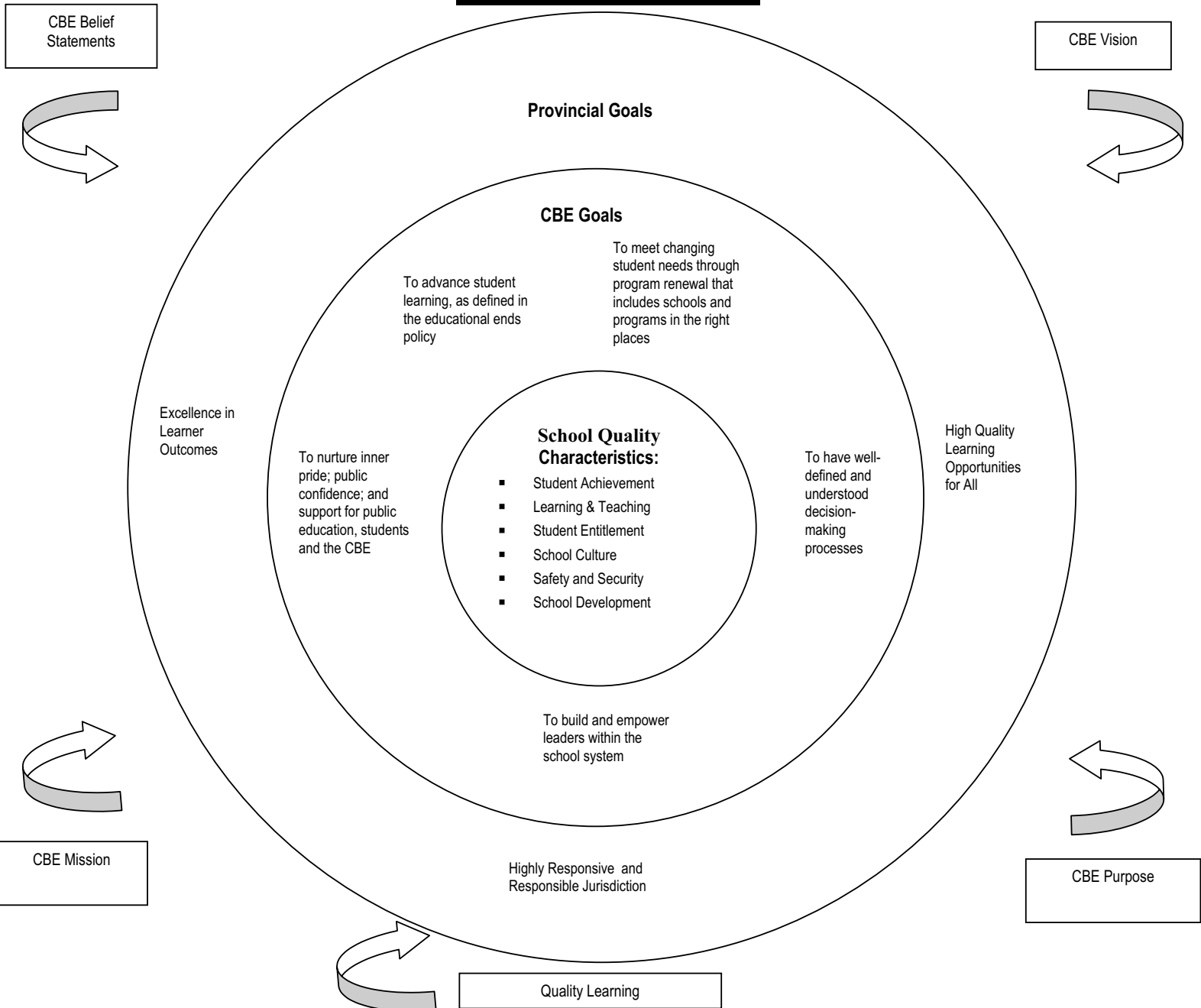


## *Provincial Goals*



<sup>1</sup> See Appendix 1

**Supporting School Quality**



*The overall result of the Three-Year Plan must be renewed and enriched learning experiences for students and the advancement of their achievement. Thus, the adjacent chart shows the work of schools, as represented by the School Quality Review Process, at the heart of systemic planning that occurs on behalf of student learning.*

**CBE Goal 1: To advance student learning, as defined in the educational ends policy.<sup>1</sup>**

Related Outcomes and Provincial Goals	Performance Measures	Strategies/Actions
<p>Provincial Goal: Excellence in Learner Outcomes.*</p> <ul style="list-style-type: none"> <li>• Learners demonstrate high standards.*                             <ul style="list-style-type: none"> <li>▪ <i>Improving early literacy and numeracy.**</i></li> <li>▪ <i>Improving secondary student achievement in mathematics.**</i></li> <li>▪ <i>Improving programs, results and reporting for First Nations, Metis and Inuit learners (new).**</i></li> </ul> </li> <li>• Learners complete programs.*                             <ul style="list-style-type: none"> <li>▪ <i>Increasing high school completion rates.**</i></li> <li>▪ High school completion rates increase by at least 2% to meet or exceed provincial rates.</li> </ul> </li> <li>• Learners are well prepared for lifelong learning, employment and citizenship.*                             <ul style="list-style-type: none"> <li>▪ <i>Improving learning through effective use of information and communication technology.**</i></li> </ul> </li> </ul> <p><b>CBE Targets*</b></p> <ul style="list-style-type: none"> <li>• Percentage of students achieving:                             <ul style="list-style-type: none"> <li>▪ Both standards for grades 3 and 9 ELA and acceptable standard in grade 6 Mathematics will continue to equal or exceed provincial expectations.</li> <li>▪ Acceptable standard in grade 6 ELA Part B, Reading; grade 6 Science; and grade 9 Social Studies and Mathematics will continue to improve over the next three years until they equal or exceed provincial expectations.</li> <li>▪ Acceptable standard in grade 9 Science will continue to meet provincial results during implementation of the new curriculum.</li> <li>▪ Excellence standard in grade 6 and 9 Social Studies will increase, and in English 33 will improve, to equal provincial expectations, over the next three years.</li> </ul> </li> <li>• Participation rates in all achievement tests will continue to exceed provincial percentages.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rates and percentages of students achieving the acceptable standard and percentages achieving the standard of excellence in achievement tests and diploma exams, in relation to jurisdiction targets, provincial standards and provincial results*</li> <li>• Number of students identified through the Aboriginal identification and tracking process</li> <li>• Results from Piitoayis Family School's annual development and reporting process</li> <li>• High school completion rates, as determined by Alberta Learning*</li> <li>• Number of High School Diplomas and Certificates of Achievement earned</li> <li>• Number of students and employers involved in Work Experience and RAP</li> <li>• Number of Career Pathways offered</li> <li>• Student/Parent Satisfaction Survey Results</li> <li>• Results from School Development and Renewal Planning Reviews</li> </ul> <ul style="list-style-type: none"> <li>• Relevant measures within CLC Directors' Accountability Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Through the School Quality Review (SQR) process, every school will engage in school development and renewal that focuses on advancing student learning and includes such features as:                             <ul style="list-style-type: none"> <li>▪ Alignment with provincial and CBE goals;*</li> <li>▪ Assessment of student progress through broadbased means;</li> <li>▪ Staff analysis of provincial achievement or diploma exam results and related targets for each year of the plan, with particular emphasis on:                                     <ul style="list-style-type: none"> <li>a) provincially required priorities for improvement (i.e., early literacy and numeracy; secondary mathematics),</li> <li>b) improvement priorities unique to the school,</li> </ul> </li> <li>▪ Attention to student entitlement (e.g., Special Education, ESL, First Nations, Metis and Inuit [FNMI]);</li> <li>▪ Attention to alignment of instruction with the Program of Studies;</li> <li>▪ Annual review of the renewal process with CLC Director;</li> <li>▪ Capturing highlights of the renewal process and results in an annual documented plan and report.</li> </ul> </li>   <li>• Every CLC will engage in a renewal process that focuses on advancing student learning and that includes:                             <ul style="list-style-type: none"> <li>▪ Support of schools' renewal efforts;</li> <li>▪ Facilitating articulation of student development across divisions (e.g., analysis of provincial test results with feeder schools);</li> <li>▪ Improving high school completion rates through working with schools on relevant contributing factors (e.g., literacy development, learning styles, affective experiences);</li> <li>▪ Attention to entitlement through program placement (e.g., providing for choice, alternatives, special needs; addressing needs of ESL, Special Education and FNMI learners).</li> <li>▪ Supporting schools' attention to alignment of instruction to the Program of Studies.</li> </ul> </li> </ul>

<sup>1</sup> See Appendix 1

***CBE Goal 1 continued (To advance student learning, as defined in the educational ends policy.)***

Related Outcomes and Provincial Goals	Performance Measures	Strategies/Actions
	<ul style="list-style-type: none"> <li>• Relevant measures within senior administrators' Accountability Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• The system will support the CLCs' and schools' renewal efforts by           <ul style="list-style-type: none"> <li>▪ Tracking and communicating system trends in achievement test and diploma exam results and participation rates.</li> <li>▪ Supporting CLCs' and schools' attention to alignment of instruction with the Program of Studies (e.g., Investigate the Phi Delta Kappan [PDK] Curriculum Audit concept for the purposes of adaptation and implementation in the CBE; develop an assistive technology plan to support and improve access for special needs students to the Program of Studies).</li> <li>▪ Supporting CLCs' student entitlement efforts by developing strategies for responding to a range of diverse student needs and interests (e.g., the System Resource Team will enhance accountability for special needs student programming through support, monitoring and provision of professional development; will develop guiding principles for special education program placement).</li> <li>▪ Distributing AISI funds in accordance with provincial guidelines to support a broad conception of literacy development and providing support through consultative teams and resources.</li> <li>▪ Expanding strategic recruitment of teaching staff with expertise in areas of need identified through CLC renewal efforts;</li> <li>▪ Implementing additional new initiatives and innovative approaches to Career Pathways that align and integrate schooling with industry and post-secondary opportunities;</li> <li>▪ Identifying and tracking First Nations, Metis and Inuit (FNMI) learners through the Student Information Record System (SIRS);</li> <li>▪ Providing administration, access and support to system initiatives (e.g., Innovative Learning Systems [ILS], AISI, Curriculum Audit, Principals' Academy, On-line Professional Development opportunities).</li> <li>▪ Developing and maintaining Internet and Intranet environments as tools for communicating and educating.</li> </ul> </li> </ul>

\*These goals, outcomes and performance measures are required by Alberta Learning.

\*\*Required Provincial Priority Areas for Improvement.



***CBE Goal 3: To nurture inner pride; public confidence; and support for public education, students and the CBE.***

Related Outcomes and Provincial Goals	Performance Measures	Strategies/Actions
<p>Provincial Goal: Highly Responsive and Responsible Jurisdiction.*</p> <ul style="list-style-type: none"> <li>• Improved results through effective working relationships with partners and stakeholders.*                             <ul style="list-style-type: none"> <li>▪ Improving community satisfaction with education.**</li> </ul> </li> <li>• The image of the Calgary Board of Education is enhanced.</li> <li>• The CBE is the learning community of choice for Calgary families.</li> <li>• Public education is valued by the broader community.</li>   <li>• Educational partnerships continue to increase and existing partnerships are sustained.</li>   <li>• Employee contributions in support of student learning are affirmed, recognized and valued.</li>   <li>• A culture of safety, caring and security exists within the CBE.</li> </ul>	<ul style="list-style-type: none"> <li>• Student/parent satisfaction survey</li> <li>• Percentage of enrolment change in the CBE each September compared to percentage of school-aged population change in each civic census</li> <li>• Support provided to the CBE Foundation</li>   <li>• Number of partnerships compared to previous years</li>   <li>• Staff survey results</li> <li>• Successful resolution of collective agreements</li> <li>• Increase in the number of days employees are healthy and present in their worksites</li> <li>• A suitable recognition program identified for use</li>   <li>• Satisfaction with safety, caring and security, as determined through informal monitoring and student/parent/staff surveys</li> </ul>	<ul style="list-style-type: none"> <li>• The CBE will develop a direct marketing plan to enhance its image with the community.</li> <li>• The CBE will connect with non-parental taxpayers through formal outreach efforts into the community.</li> <li>• The CBE will support programs that increase community involvement in schools (e.g., partnerships, grandparents program, etc.).</li> <li>• The CBE Foundation will engage in initiatives that increase support for public education.</li>   <li>• The CBE will actively seek out and develop sustainable additional partnerships with corporate, government, not-for-profit, community and post-secondary organizations that support and supplement existing programs, learning opportunities and resources.</li>   <li>• The CBE will value and enhance relationships with all employee groups through a variety of means, including:                             <ul style="list-style-type: none"> <li>▪ rigorous implementation of policy and procedures to support the values of the Working Relationships Commitment (WRC);</li> <li>▪ raising awareness about the relationship between quality working relationships and the attraction, recruitment and retention of staff;</li> <li>▪ design and delivery of employee development programs that support the skills required to put the WRC into practice, system-wide.</li> </ul> </li> <li>• The CBE will review its recognition/celebration program, identify and compare to programs offered within the public sector, and investigate implementation of strategies for tracking and collecting information about recognition and rewards received by staff.</li>   <li>• The CBE will offer a Coordinated Assistance and Rehabilitation for Employee Support (C.A.R.E.S.) Program to support ill or injured employees and facilitate their safe and timely return to work.</li> <li>• The CBE will rigorously implement regulations and procedures governing on-site and off-site activities.</li> </ul>

\*These goals, outcomes and performance measures are required by Alberta Learning.

\*\*Required Provincial Priority Areas for Improvement.

***CBE Goal 4: To have well-defined and understood decision-making processes.***

Related Outcomes and Provincial Goals	Performance Measures	Strategies/Actions
<p>Provincial Goal: Highly Responsive and Responsible Jurisdiction.*</p> <ul style="list-style-type: none"> <li>• Guiding principles for decision-making are applied system-wide.</li> <li>• Decision-making is responsive and responsible to community and stakeholder needs and interests.</li> <li>• Clearly defined processes for public participation, decision-making and communication of decisions made are in use.</li> <li>• An internal Communication Plan for decision-making is in use.</li> <li>• Valid decision-making processes ensure decisions are made by those who have the knowledge, skills, information and responsibility and accountability for results.</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding principles for decision-making developed and disseminated</li> <li>• Satisfaction with decision-making processes and communication of decisions made, as assessed by parent, student and staff surveys</li> <li>• Professional development opportunities relative to such leadership matters as public participation, decision-making strategies and communication of decisions available for current and prospective leaders</li> <li>• Degree of satisfaction with decision making as determined through monitoring component of Communication Plan</li> <li>• Percentage of staff satisfied with their opportunities to be involved in decisions</li> <li>• Number of grievances resolved without third party interventions</li> </ul>	<ul style="list-style-type: none"> <li>• The CBE will create a representative committee to develop and disseminate appropriate principles for guiding decision-making within the CBE.</li> <li>• The CBE will identify decision-making models and processes that adhere to the guiding principles (e.g., Clarifying Decision Making Processes adapted from “Walking the Empowerment Tightrope”).</li> <li>• The CBE will provide professional development opportunities for current and prospective leaders to develop, learn and share different decision-making processes, public participation strategies and other administrative procedures.</li> <li>• The CBE will develop a comprehensive Communication Plan protocol for dissemination of information regarding decision-making that addresses What? Who? When? Why? and includes feedback and monitoring mechanisms, in order to evaluate and improve decision-making processes.</li> <li>• The CBE will document and widely publish all change/appeal processes.</li> <li>• The CBE will implement appropriate boundary and transportation policy, regulations and procedures, and ensure redesignation processes are well documented.</li> </ul>

\*These goals, outcomes and performance measures are required by Alberta Learning.

***CBE Goal 5: To build and empower leaders within the school system.***

Related Outcomes and Provincial Goals	Performance Measures	Strategies/Actions
<p>Provincial Goal: Highly Responsive and Responsible Jurisdiction.*</p> <ul style="list-style-type: none"> <li>• The jurisdiction demonstrates leadership and continuous improvement.*</li> <li>• A shared understanding of the nature of leadership and its contributions to student learning exists.</li> <li>• Leadership is manifested throughout all levels of the CBE, thereby distinguishing opportunities for leadership from role, person and traditional authority.</li> <li>• The CBE is moving in the direction of a more orthodox model for the identification, screening and selection of school-based administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant measures within senior administrators' Accountability Agreements.</li> <li>• Opportunities provided for developing shared understandings</li> <li>• A number of key understandings developed regarding the nature of leadership</li> <li>• Staff satisfaction survey</li> <li>• CBE procedures aligned with best practice</li> <li>• CBE procedures aligned with the professional literature</li> </ul>	<ul style="list-style-type: none"> <li>• The CBE will implement formal Accountability Agreements with senior administrators.</li> <li>• The CBE will identify a number of critical characteristics of leadership.</li> <li>• The CBE will build consensus on the critical characteristics of leadership.</li> <li>• The CBE will invite the development of additional characteristics of leadership.</li> <li>• The CBE will distinguish leadership from positional authority.</li> <li>• The CBE will incorporate its declared understandings of leadership characteristics into operational activity.</li> <li>• The CBE will support and nurture potential leadership candidates within all employee groups.</li> <li>• The CBE will place the administrative staffing function under the jurisdiction of the Superintendents' Team.</li> <li>• Opportunities will be developed to recognize and enhance the capacity of non-certificated leaders.</li> <li>• Leadership development activities will be informed by best practice and current research.</li> <li>• The CBE will take inventory of current and potential leadership development strategies.</li> </ul>

\*These goals, outcomes and performance measures are required by Alberta Learning.

## Financial Reporting

### Calgary Board of Education

#### 2003-2004 APPROVED OPERATING BUDGET

On May 20, 2003, the Board of Trustees approved the CBE's 2003/04 Operating Budget of \$701.1 million, and the non-Alberta Infrastructure funded Capital Budget of \$13.7 million. These approved budgets were prepared in accordance with the Purpose of CBE, the Guiding Principles established by the Board of Trustees, the Board of Trustees' Goals for 2001-2004, the service levels determined by Superintendents, and the requirements of Alberta Learning. In addition, discussions were held with employee group representatives and other stakeholders. The focus of the 2003/04 Operating Budget is to attempt to maintain services to our students through a comprehensive resource allocation method for schools, which provides schools with a greater degree of decision making and flexibility in the use of allocated resources. The approved operating budget was submitted to Alberta Learning in June 2003.

The approved operating budget reflects the general directions of the CBE's Three-Year Education Plan and will form the basis of the 2003/04 work plans for each of the CBE's Service Units.

## REVENUE SUMMARY

	2003/04		2002/03	
	Preliminary Budget 2003/04 (\$000)	% of Total	Approved Budget 2002/03 (\$000)	% of Total
<b>Provincial Funding</b>				
Instruction (Grades 1 -12)	502,637	71.7%	487,012	71.9%
Kindergarten	18,892	2.7%	17,252	2.5%
Student Transportation	22,496	3.2%	21,217	3.1%
Plant Operations & Maintenance	57,947	8.3%	56,916	8.4%
Capital Support	29,467	4.2%	28,139	4.2%
Board Governance/System Administration	22,430	3.2%	20,790	3.1%
External Services (REACH)	1,575	0.2%	1,811	0.3%
	655,444	93.5%	633,137	93.5%
<b>Other Revenue</b>				
School Generated Funds	10,867	1.5%	14,486	2.1%
Other	33,423	4.8%	27,762	4.1%
Operating Reserves	1,371	0.2%	2,352	0.3%
	<u>701,105</u>	<u>100.0%</u>	<u>677,737</u>	<u>100.0%</u>

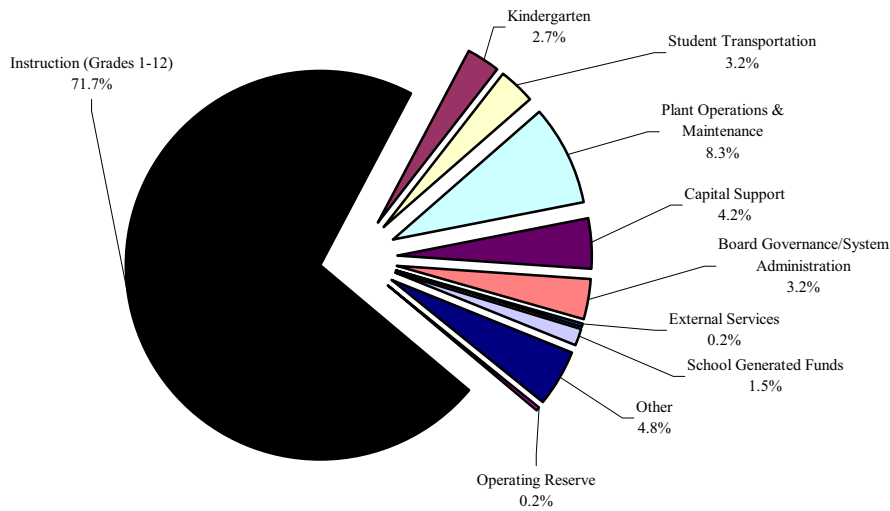
## EXPENSE SUMMARY

	2003/04		2002/03	
	Preliminary Budget 2003/04 (\$000)	% of Total	Approved Budget 2002/03 (\$000)	% of Total
Permanent Salaries and Benefits	525,534	74.9%	506,334	74.7%
Temporary Salaries and Benefits	20,246	2.9%	18,721	2.8%
Services Purchased:				
Interest	7,578	1.1%	8,634	1.3%
Student Transportation	27,534	3.9%	25,273	3.7%
Utilities (net of provincial rebates)	19,544	2.8%	18,293	2.7%
Miscellaneous Services Purchased	35,503	5.1%	30,602	4.5%
Supplies	9,678	1.4%	8,407	1.2%
School Decentralized Allocations:	23,175	3.3%	25,698	3.8%
School Generated Funds:				
Elementary Lunch Supervision	3,005	0.4%	6,000	0.9%
Other	7,862	1.1%	8,486	1.3%
Amortization	21,446	3.1%	21,289	3.1%
	<u>701,105</u>	<u>100.0%</u>	<u>677,737</u>	<u>100.0%</u>

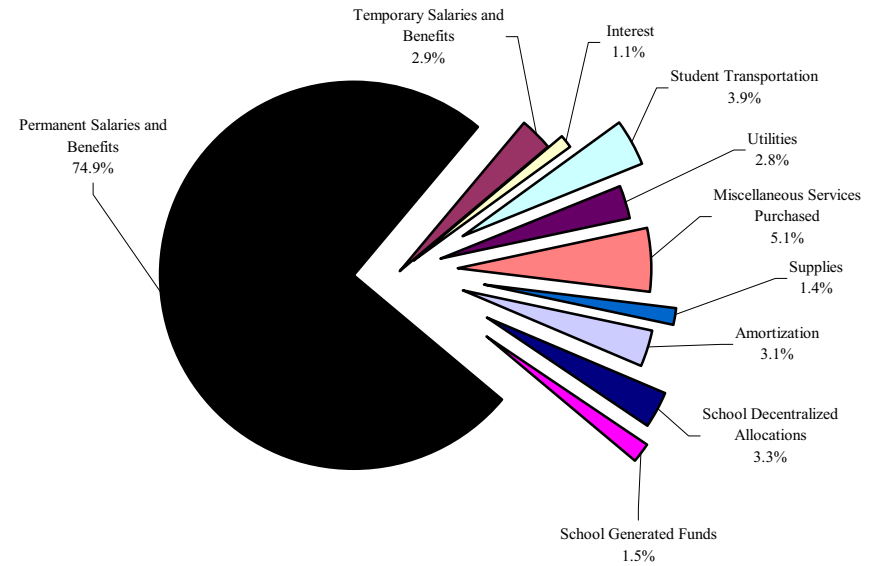
# Financial Reporting

## Calgary Board of Education 2003-2004 APPROVED OPERATING BUDGET

### REVENUE SUMMARY



### EXPENSE SUMMARY



**Financial Reporting**  
**Calgary Board of Education**  
**2003–2006 APPROVED CAPITAL BUDGET AND ESTIMATES**  
**Non-Alberta Infrastructure Funded Assets**

**Budget Information**

The approved capital budget of \$13.7 million was based on recommendations by the Capital Budget Steering Committee and was developed through information received from schools and departments within the various Service Units. The initial amount of requested budget items was \$17.2 million; however, a number of these requested items were either deferred or deleted. The Capital Budget Steering Committee also addressed the replacement of the CBE's existing Integrated Media System to support school library resources. The current Human Resources Information System clearly does not meet the long-term needs of the CBE in managing and providing service to its approximately 10,000 employees. Initial work has been commenced by the Human Resources Service Unit to identify its operational needs over the next several years. Over the past year, a business process review of the Human Resources Service Unit's work has been conducted and the results of this review will form the basis for a Request for Information or Request for Proposal during 2003/04. While not provided for in 2003/04, provision has been made for a new Human Resources Information System in the Capital Estimates for both 2004/05 and 2005/06. The major challenge faced by the CBE will be to adequately finance this much needed system.

**2003/04 Capital Budget Summary**  
**Non-Alberta Infrastructure Funded Assets**

	(\$000)
<b>Expenditures</b>	
Central Technology Systems and Infrastructure	6,277
Schools' Technology, Equipment and Furniture	6,315
Facilities – Vehicles and Equipment	740
Administrative Equipment – Non-Technology	<u>406</u>
	<u>13,738</u>
<b>Funding Sources</b>	
Amortization provision for the year	7,877
Self Funded by school or departmental resources	1,342
Receivable related to Supernet Implementation	1,343
Additional contributions from CBE operations	2,676
Capital Reserve	<u>500</u>
	<u>13,738</u>

Copies of the Board's 2003-2004 Approved Budget can be obtained from:

**Business Operations and Environmental Services**  
**4<sup>th</sup> Floor, Education Centre Building**  
**515 Macleod Trail S.E.**  
**Calgary, AB T2G 2L**

## Highlights of School Facilities Plans

May 15, 2003

**Capital Projects in Progress:** The following CBE projects are currently in progress and to be completed during 2003.

- ✓ **New School Construction:** New school construction projects are approved by Trustees and submitted to the provincial government in accordance with the annual School Capital Plan process. The following projects were approved by the provincial government in the 2001-2002 school year and will accommodate enrolment growth in Calgary's new and developing communities. The Calgary Board of Education is in the process of designing and constructing the following schools:
  1. **Hidden Valley Elementary (K-4) and Somerset Elementary (K-4) Schools**  
New core schools to open in the 2003-2004 school year.
  2. **Monterey Park Elementary School (K-6)**  
A core school addition to the existing modular school, to open for the 2003-2004 school year.
  3. **Valley Creek Middle School (5-9)**  
A permanent construction core school addition to the existing modular school in Hidden Valley, to open for the 2003-2004 school year.
  4. **South Senior High School (10-12)**  
Permanent construction core school in Sundance scheduled to open for the 2005-2006 school year.
- ✓ **Modernization Projects from 2001-2002 Block Modernization Funding:** School modernization projects provide for the renovation of whole, or part of, a school building to address physical obsolescence and/or improve functional adequacy and suitability for present and future educational programs. The following projects are in progress:
 

1. Ian Bazalgette Junior High Modernization Phase 1 (of 3 phases);	5. Bowness Senior High Barrier Free Accessibility Project;
2. Sir Wilfrid Laurier Junior High CTS Modernization;	6. A.E. Cross Junior High Barrier Free Accessibility Project;
3. F.E. Osborne Junior High CTS Modernization;	7. Woodman Junior High Barrier Free Accessibility Project;
4. R.T. Alderman Junior High CTS Modernization;	8. Ethel M. Johnson Barrier Free Accessibility Project.

### **Recently Announced Capital Projects (April 11, 2003)**

- ✓ **New School Construction:** The provincial government has announced approval of the following new school construction projects contained in the Year 1 priorities of the CBE School Capital Plan 2002-2005. These projects will proceed upon official notification from Alberta Infrastructure; current opening dates are preliminary. (As of writing, there has not yet been formal confirmation of these approvals, which will allow planning to commence.) These projects will accommodate enrolment growth in the new and developing communities of Calgary.
  1. **McKenzie Lake Middle School (5-9)**  
A new core middle school to open for the 2005-2006 school year.
  2. **Coventry Hills Elementary (K-4) and Douglasdale/Douglasglen Elementary (K-4) Schools**  
A core school addition to each of these existing modular schools, to open for the 2005-2006 school year.
  3. **Crossing Park Junior High School (7-9)**  
A core school junior high addition to existing school, to open for the 2005-2006 school year.
  4. **Citadel Elementary (K-4) and Chaparral Elementary (K-4) Schools**  
New core schools to open for the 2005-2006 school year.

Details of these projects can be reviewed in the CBE School Capital Plan 2002-2005, which is available from Student Accommodation Services, Calgary Board of Education.

**POLICY TYPE: ENDS**  
**POLICY TITLE: EDUCATIONAL ENDS**

*Appendix 1*

## **BACKGROUND**

Our purpose as a public education system is to provide the promise and the hope that all children will learn to the best of their ability and that they will learn how to take part fully in a democratic society. We accept our shared responsibility with parents and community to work towards our expected results. Our commitment is to ensure that quality learning is available to each and every one of our students.

## **EXPECTED RESULTS**

The mission of the Calgary Board of Education is to ensure individual student development through effective education. Each student, in keeping with his or her individual abilities, will:

- acquire a foundation of learning that enables him or her to function effectively in life, work and further learning;
- develop his or her individual potential and gifts;
- demonstrate growing mastery of the knowledge, skills and attitude outcomes delineated in the provincially approved curriculum;
- become a responsible citizen, a self-directed learner, an effective communicator, a collaborative team player, a critical and creative thinker;
- become an informed and involved member in his or her local and global communities; and
- develop character to do what is right, act morally, follow one's conscience and balance his or her individual concerns with the rights of other people. Each student will demonstrate decency, civility, integrity, courage, caring and respect for justice, freedom and the common good.

## **MEASUREMENT OF RESULTS**

Results will be measured utilizing a variety of quantitative and qualitative assessment methodologies, including but not limited to the following:

- Continuous classroom assessment of students
- Provincial Achievement Tests and Diploma Exams
- Longitudinal Studies
- Satisfaction Surveys
- Quality Learning Outcomes Assessment Tool
- School Quality Reviews
- School Development Plans
- Individual Program Plans
- Annual Education Results Report



**Calgary Board of Education**

Prepared by Accountability Services  
Produced with the assistance of Media Services