



Calgary Board of Education

Three-Year

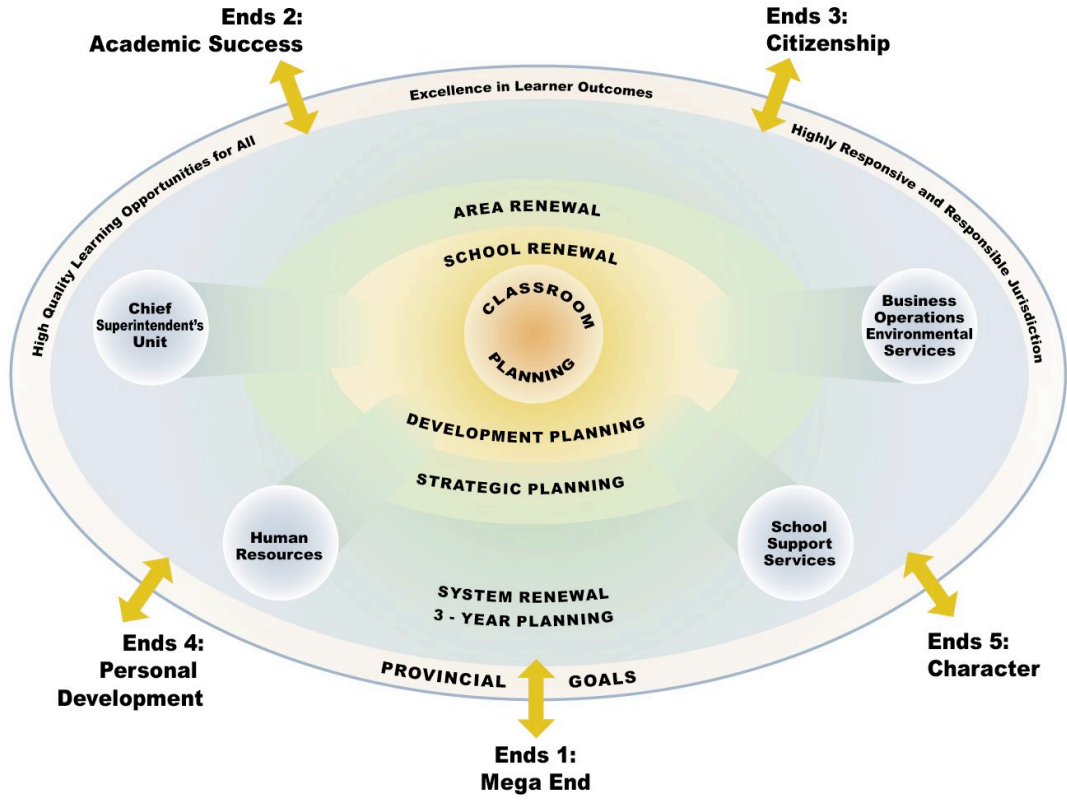
EDUCATION PLAN:

2005-2008

for submission to
ALBERTA EDUCATION

June 2005

Alignment of the Planning Units for Change



Board of Trustees' Policy - Ends

E-1: Mega End
 Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

E-2: Academic
 Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

E-3: Citizenship
 Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

E-4: Personal Development
 Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

E-5: Character
 Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

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Planning Environment

Calgary Board of Education (CBE) planning takes place within a context of enormous organizational and social complexity: The jurisdiction has become a magnet for an extremely diverse population of students, while the forces of globalization are felt in pressure to prepare students to compete in a globally competitive market place. In addition, the informed citizenry of Calgary's increasingly cosmopolitan population, with its differing and often conflicting values of education, demand choices in programming congruent with their values. Planning is further complicated by the long-standing facilities utilization problem, in which the system is experiencing low enrolments in many inner city schools while lacking schools in new communities, resulting in the need to make difficult school closures.

The Three-Year Planning process is an important vehicle for integrating the planning of the organization in response to these organizational and social complexities. The major planning units of change are the five Areas within which schools are administratively organized. Areas' planning is driven by data related to the unique needs, styles, values and demographics of the students, schools and community they encompass. Each Area plan is closely aligned with the jurisdiction's core values and directions, and provincial requirements. A compilation of Areas' major work forms the basis upon which the 3-Year Plan is developed.

Four Service Units – Office of the Chief Superintendent, School Support Services, Human Resources, and Business Operations and Environmental Services – support the work of Areas and schools. Service Units develop their plans based on identification of: the means by which their expertise can best support Area plans, and the ways they will utilize their specialized expertise and responsibility to provide guidance systemically. The work of the Areas and Service Units is connected through the senior leadership group, and framed in the Three-Year Plan within the *Board of Trustees' Policy – Ends* (Appendix 2). The Ends reflect what the Trustees envision for CBE students, student achievement and accountability.

Core Values

MISSION: Educating tomorrow's citizens today

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.

VALUES:

Students come first.

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

Learning is our central purpose.

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.

Public education serves the common good.

Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

Accountability

The Education Plan for the Calgary Board of Education for the three years commencing September 1, 2005 was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this plan.

Accountability is a natural by-product of open, participatory systemic assessment, planning and action. An important aspect of accountability is communication of educational results to parents, community and government. Accordingly, the Three-Year Education Plan 2005-2008 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, Areas for school community access, Service Unit Superintendents and Directors, Alberta Education, and Members of the Legislative Assembly

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

Enrolment and Program Overview

The Calgary Board of Education provides programs and services in 213 school programs, addressing the complexity and diversity of its 99,043 students.

NUMBER OF SCHOOL PROGRAMS

Elementary	133
Elem./Jr. High	9
Junior High	35
Junior/Senior High	2
Senior High	19
Speciality Programs	<u>15</u>
Total	213

ENROLMENT (September 30, 2004)

Kindergarten	6,153
Elementary	39,474
Special Ed. (Severe only)	1,230
Junior High	21,918
Special Ed. (Severe only)	694
Senior High	24,381
Special Ed. (Severe only)	732
Speciality Programs	1,226
Adult Academic Pgms.	<u>3,235</u>
Total	99,043

EMPLOYEES (November 30, 2004)*

Teaching (full-time equivalent)	5,723.3
Non-Teaching (full- time equivalent)	3,039.9
Temporary Teachers & Substitutes (approx.)	<u>1,030.5</u>
Total	9,793.7

*Due to class size initiative, figures accurately reflecting staffing were not available September 30.

SOURCES

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

SPECIAL EDUCATION SCHOOLS and PROGRAMS

- Christine Meikle (severe developmental disabilities – secondary)
- Salvation Army Children's Village (mild cognitive, and severe social/emotional needs or disabilities)
- Dr. Gordon Townsend School in Alberta Children's Hospital
- The Eating Disorders Program at Dr. Gordon Townsend School
- Dr. Oakley School (literacy development)
- Emily Follensbee School (severe and profound disabilities)
- William Roper Hull (severe social/emotional disabilities)
- George Wood Learning Centre
- Adolescent Day Treatment Program – Holy Cross Centre (severe mental health)
- A.I.M. Program (severe mental health disabilities)
- HERA Program (adolescent girls)
- Class I, II and III (severe mental health disabilities)
- William Taylor Learning Centre (severe mental health)
- The Forensic Adolescent Program (for students in the Justice System)
- Stabilization Educational Services
- Young Adult Program (Foothills Hospital)
- The Challenge Program
- New Directions
- New Opportunities
- Project Trust
- START Program
- 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)
- Paced Learning/Connection Program (early identification for complex learners with mild cognitive disabilities)
- Paced Learning / Behaviour Adaptation Program
- Connection Classes (early identification programs for complex learners)

- Adapted Learning Program (mild to moderate cognitive disabilities)
- Junior High Cluster program for students with high functioning Autism Spectrum Disorder
- The Ready Program (students with high functioning Autism Spectrum Disorder)
- Transitions Mental Health Program (students with severe mental health disabilities)

SPECIALIZED PROGRAMS

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

PROGRAM CHOICES

- Advanced Placement
- Alice Jamieson Girls' Academy
- Alternative High School
- CBe-learn Online Learning
- Chinese (Mandarin) Bilingual
- Discovering Choices (I & II)
- Dynastars Hockey and Life Skills Development
- French Immersion
- German Bilingual
- International Baccalaureate
- Spanish Bilingual
- Juno Beach, Academy of Canadian Studies
- Learning through the Arts
- Louise Dean Centre
- Medicine Wheel Kindergarten
- Montessori
- National Sport Academy - Hockey
- National Sport School
- National Synchronized Swimming Program
- Piitoyais Family School (Aboriginal Culture Program)
- School of Alberta Ballet
- Science School
- Traditional Learning Centre
- Workplace School, W. H. Cushing

Description of Students and Community Served

“Calgary is expected to experience population and employment growth over the 2005-2015 period, but at a slower rate than the previous decade. (City of Calgary, 2005)

SOURCES
 Alberta Education
 Calgary Board of
 Education Web
 Site
 City of Calgary Web Site
 Statistics Canada
 Alberta Human
 Resources &
 Employment
 *2003 Report Card on
 Child and Family
 Poverty in
 Canada

The April 2004 population of Calgary was 933,495, an increase of 11,180 persons (or 1.2%) from April 2003. This 1.2% growth rate is lower than the 1.9% rate from 2002 to 2003 and the 3.3% rate from 2001 to 2002. The population growth rate is forecasted to average 1.7% annually, with total population increasing to 1.0 million by 2009.

In 2004, the 0-4 and 5-19 age groups made up 5.7% (or 53,137 persons) and 19.5% (or 181,524 persons), respectively, of the city's population. Between 2001 and 2004, these groups increased by 4.1% and 3.3%, respectively, while the city's population grew by 6.5%. The population aged 0-4 is predicted to increase to 70,800 persons by 2009 while those aged 5-19 may decrease to 173,800 persons.

The Conference Board of Canada predicted that Calgary would have the country's fastest growing metropolitan economy in 2005. The city's economy (real gross domestic product) is forecasted to expand by 4.6% in 2005, due in part to increased investment in the energy sector. Between 2006-2009, Calgary's economy is expected to remain strong and grow by an average of 3.4% per year.

The 2001 Census data show that Calgary leads the nation and province in education and income. The average Calgarian earned \$36,493 in 2000, compared to \$31,757 nationally and \$32,603 provincially. Among the working-age population, 61.1% had post-secondary education in Calgary, compared to 53.4% in Canada and 55.5% in Alberta.

Despite economic growth and wage gains, some Calgarians continue to face disproportionate levels of poverty. The highest-earning 10% of families in the Calgary Census Metropolitan Area (CMA) had an income of \$19 for every \$1 of income among the lowest-earning 10% of families. In Calgary, 12.5% of the city's population and 11.7% of children lived below the low-income cutoffs in 2000, the most recent data available.

In 2003, Calgary ranked first in population-adjusted corporate headquarters concentration among major Canadian cities. Calgary had 5.0 of Canada's top corporate headquarters per 100,000 people, compared to the second-ranked Toronto with 3.7 corporate headquarters per 100,000 people.

Calgary's internet use rate in 2003 was 77.5%, higher than the provincial rate of 68.8% and the national rate of 64.2% and the city's own rate of 68.2% in 2002. The city ranked third in internet use among Canadian cities in 2003, behind Ottawa-Gatineau (78.9%) and Halifax (77.7%).

In 2003, the Calgary CMA accepted 9,266 immigrants, an increase of 2.5% (or 228 persons) over 2002. The Calgary CMA share of national immigration in 2003 was 4.2%. China, India and the Philippines were the top source countries for immigrants to Calgary (17.7%, 12.3% and 9.9% respectively of total landings).

Visible minority as a share of the population in Calgary was 18.7% in 2001. Their share is expected to increase to 21% by 2006 and 23% by 2011. The largest visible minority groups were Chinese (5.9%) and South Asian (4.2%). Data from the 2001 Census show that 77.3% of Calgarians were born in Canada, 21.8% were foreign-born and 0.8% were non-permanent residents.

Calgary Board of Education enrolment in 2004-2005, excluding adult academic students, was 95,808, a decrease of 540 from 96,348 in 2003-2004. Preliminary count of the city's ECS to grade 12 student population indicates that 60.9% were enrolled in CBE schools, 27.1% in separate schools, 2.3% in charter schools and 6.6% in private schools.

For the current 2004-2005 school year, 15,348 CBE students (or 16.0% of the CBE's student population) qualify for English as a Second Language (ESL) funding. The same figure for 2003-2004 was 12,542 students (or 13.0%).

Students with special needs make up 18.5% (or 17,675 students) of the CBE's student population, including 3.4% (or 3,231 students) who are severely disabled, 12.8% (or 12,263 students) who are mildly or moderately disabled, and 2.3% (or 2,181 students) who are identified as gifted and talented.

International students attending CBE schools in 2004-2005 totalled 367, which is an increase of 31% from the previous year's 280 students. International students came from 29 countries, with South Korea being the top source country.

For the 2003-2004 grades 3, 6 and 9 achievement tests, based on all enrolled students, CBE results were higher than or equal to provincial results in 11 of the 12 tests at the acceptable standard and 8 of the 12 tests at the standard of excellence. CBE participation rates exceeded provincial rates in all 12 tests.

For diploma examinations, compared to provincial results, a higher percentage of CBE students achieved the acceptable standard in 8 of the 11 examinations and 10 of the 11 examinations at the standard of excellence. On 7 of the 11 examinations, the CBE participation rates were higher than the province.

Board of Trustees' Policy Ends: E-1: Mega End

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

Outcomes	Performance Measures
1.1 Learners complete programs and are prepared for lifelong learning and employment.**	1.1.1 High school completion rate of students within 3, 4 and 5 years of entering Grade 10** <i>See Targets 1.1.1, page 14</i>
	1.1.2 High school to post-secondary transition rate within four and six years of entering Grade 10** <i>See Targets 1.1.2, page 14</i>
	1.1.3 Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school** <i>See Targets 1.1.3, page 15</i>
	1.1.4 Dropout and return rates of high school students
	1.1.5 Attendance rate of high school students
	1.1.6 Number of High School Diplomas and Certificates of Achievement earned
	1.1.7 Number of High School credits earned compared to possible credits to be earned
	1.1.8 Number of International Baccalaureate (IB) students and results
	1.1.9 Number of Advanced Placement (AP) students and results
	1.1.10 Number of high school students involved in Career Pathways
	1.1.11 Number of students involved in Summer Work Experience
	1.1.12 Number of students and employers involved in Registered Apprenticeship Placement (RAP), Summer Work Experience and Career Pathway work-related opportunities
	1.1.13 Percentage of special population students who earn High School Diplomas and Certificates of Achievement including ESL, Special Education
	1.1.14 Number of students enrolled in Chinook Learning Services Continuing Education Junior Careers Courses

*See Appendix 1 for full Ends statements.

Strategies/Actions 2005-2006

Schools will

- Work together to facilitate transitions between programs and divisions.
- Customize expansion of Career Pathways to identified needs.
- Expand implementation of Personal Learning Plans and Portfolios for secondary students.

Areas will

- Develop Career Pathways that focus on meeting the needs of learners, society and the economy.
- Establish Career Pathways in all high schools with links to elementary and middle/junior high schools, the community and post-secondary institutions.
- Customize expansion of Chinook Learning Services, Outreach and Integrated Occupational (I.O.) programs to Area needs.
- Foster transition from high school to post-secondary through Chinook Learning Services.
- Coordinate and facilitate schools working collaboratively to provide continuity of learning experiences and programs, especially between divisions.
- Restructure high school programs to include grade 9 programming.
- Renew secondary programming, including I.O. and Traditional Learning Centres (TLC).
- Work with Student Services in development of a long-term plan for special education programming across the district, including Gifted and Talented Education (GATE).
- Work with Curriculum Support in restructuring programs for Aboriginal students.
- Work with Curriculum Support in development of a long-term plan for English as a Second Language (ESL) programming across the district, based on best practice and including ESL Centers and transition/reception classes for beginning ESL learners in Division II, III, IV.

Service Units will

- Create opportunities for student transitions from high school to post-secondary education and/or world of work.
- Support Area renewal plans in Career Pathways development and implementation.
- Support school models in the implementation of the Career Pathways pillars, curriculum integration, work-based learning and career development.
- Implement recruitment strategies to address staffing requirements of Career Pathway offerings.

****These outcomes and performance measures are required by Alberta Education.**

Board of Trustees' Policy Ends: E-1: Mega End (continued)

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

Outcomes	Performance Measures
1.2 Grade 12 students participate in courses that increase post-secondary options.	1.2.1 Participation rates of Grade 12 students in diploma Examination courses
1.3 The education system meets the needs of all learners, society and the economy.**	1.3.1 Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education** <i>See Targets 1.3.1, page 15</i>
	1.3.2 Percentages of teachers, parents and students satisfied with the overall quality of education in Alberta** <i>See Targets 1.3.2, page 15</i>
	1.3.3 Teacher, parent and student satisfaction with services for children in schools**
	1.3.4 Adult learner satisfaction with Continuing Education courses offered by Chinook Learning Services

*See Appendix 1 for full Ends statements.

**These outcomes and performance measures are required by Alberta Education.

Strategies/Actions 2005-2006
<p>Service Units will (cont'd)</p> <ul style="list-style-type: none"> • Provide support to Areas and schools in the development of Career Pathways, Career and Technology Studies (CTS) and the establishment of suitable facilities. • Provide diploma examination preparation courses and bridges to post-secondary education for continuers and completers. • Provide online professional development opportunities (Communities of Practice) as well as expand e-PD courses and connections. • Provide academic support classes and adult courses to serve learners across the city through Chinook Learning Services Continuing Education. • Provide Chinook Learning Services' registrations concurrent with high school and post-secondary institutions' registrations. • Support summer off-campus work and year round adult ESL. • Support Areas and schools in customizing programming to respond to the needs of special education students.

Board of Trustees' Policy Ends: E-1: Mega End (continued)

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

Outcomes	Performance Measures
1.4 The jurisdiction demonstrates leadership and continuous improvement.**	1.4.1 Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years** <i>See Targets 1.4.1, page 15</i>
	1.4.2 Teacher agreement that in-services received from the school authority effectively addressed teachers' professional development needs and have contributed significantly to teachers' ongoing professional development**
	1.4.3 Extent of compliance with the Occupational Health and Safety legislation as evidenced by the securing of a Certificate of Recognition and response time for identified issues
	1.4.4 Number of international students enrolled in CBE
1.5 Decision-making is responsive and responsible to CBE, community, and stakeholder interests.	1.5.1 Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education
	1.5.2 Extent to which stakeholder priorities are recognized and attended to within expected timelines and within established planning parameters of the CBE, as determined by internal assessment.
	1.5.3 Satisfaction of internal and external stakeholders when building new schools or modernizing and replacing existing schools, as determined by informal feedback.

Strategies/Actions 2005-2006
<p>Schools will</p> <ul style="list-style-type: none"> • Inform school communities of enrollment trends, community profiles and Area renewal plans in an ongoing and timely manner. • Connect their work to the priorities of the community within which they are situated. <p>Areas will</p> <ul style="list-style-type: none"> • Provide leadership and set expectations for principals in analysis of school development planning relative to achievement results, community needs, planning processes and target setting. <p>Service Units will</p> <ul style="list-style-type: none"> • Implement new school priorities and school closures or consolidations to better meet student needs. • Provide leadership and support to schools in the areas of resiliency and school engagement. • Work with internal and external stakeholders to develop and implement strategies for undertaking special needs facility modifications (washrooms, wheelchair). • Actively recruit teachers with demonstrated experience and expertise in Special Education. • Operate 9 ESL Transition classes to ESL Level 1 learners, grades 4-12, to support their unique learning needs for 1-2 years. • Provide an appropriate range of qualified staff in response to defined needs. • Expand community partnerships (Law Society, Victorian Order of Nurses [VON], SAIT, NAIT) through Chinook Learning Services. • Work with internal and external stakeholders to develop a clearly defined partnership model relative to Student Services. • Align Professional Improvement Fellowship opportunities with identified system priorities. • Develop career ladders and refine the associated in-service for the facility caretaking employment stream • Leverage existing technologies (Intranet learning communities, online professional development) in support of leadership capacity building. • Implement safety management programs in compliance with Occupational Health and Safety legislation/regulations. • Support the initiatives to increase the effectiveness of the claims management process and adherence to the Workers' Compensation Board requirements. • Expand international students' summer school program. • Provide opportunities for staff, students and the community to be involved in international programs. • Review internal processes with a view to enhancing responsiveness to community and stakeholder interests. • Prepare coordinated medium to long-term plans that clearly identify criteria and planning principles for addressing system needs and stakeholder interests.

*See Appendix 1 for full Ends statements.

**These outcomes and performance measures are required by Alberta Education.

Board of Trustees' Policy Ends: E-2: Academic Success

*Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.**

Outcomes	Performance Measures
2.1 Learners demonstrate high standards.**	2.1.1 Percentage of students in Grades 3, 6 and 9 who achieve the acceptable standard and the standard of excellence on provincial achievement tests** <i>See Targets 2.1.1, page 13</i>
	2.1.2 Percentage of students who achieve the acceptable standard and the standard of excellence on diploma examinations** <i>See Targets 2.1.2, page 14</i>
	2.1.3 Participation rates of Grade 12 students in diploma examination courses.** <i>See Targets 2.1.3, page 14</i>
	2.1.4 Percentage of Aboriginal learners performing at or above acceptable levels of achievement; with increased attendance averages; qualifying for high school graduation; identified through the Aboriginal Data Collection Initiative
	2.1.5 Percentage of Grade 12 students eligible for Rutherford Scholarships** <i>See Targets 2.1.5, page 14</i>
	2.1.6 Number of scholarships awarded to Grade 12 graduates
2.2 All students develop literacy early.	2.2.1 Survey results of Language Arts pilot project
2.3 Accountabilities of principals and all directors are clear.	2.3.1 Results from Principals', Directors' and Superintendents' Accountability Agreements

*See Appendix 1 for full Ends statements.

**These outcomes and performance measures are required by Alberta Education.

Strategies/Actions 2005-2006
<p>Schools will</p> <ul style="list-style-type: none"> Analyze outcomes, including Provincial Achievement Test and Diploma Examination results, (PAT/DIP), set targets, and implement relevant strategies for improvement. Align School Development and Renewal Plans (SDRP) with Area Renewal Plans, the jurisdiction Three-Year Education Plan and provincial goals. Align professional development and professional learning time with the SDRP. Implement Alberta Initiative for School Improvement (AIS) projects focused on the improved student outcomes identified in the School Development and Renewal Plans. Align teaching practice with student strengths, interests and needs. <p>Areas will</p> <ul style="list-style-type: none"> Coach and mentor principals in the work of instructional leadership, including increasing their capacity to analyze goal achievement and provincial testing results. Collaborate with School Support Services to offer professional development that builds staff capacity and understanding of diverse learning needs, including English as a Second Language (ESL), Kindergarten, special education, core programs, Aboriginal education, cultural literacy and resilience. Set Area-based targets for improving student achievement. Strengthen core programs. Use data relative to special populations to determine program and professional development needs. Structure technology education plans to include school libraries as key supports for learning and teaching with technology and that connects the collaborative work of AISI Library Consultants, administrators, teachers and teacher librarians in using technology to enhance students' thinking, research, communication and productivity. Facilitate implementation of Assistive Technology to support learners. Inform school principals of enrolment trends, community profiles and Area renewal plans. Implement full-day Kindergartens in selected schools having students with high-risk, complex learning needs. Establish early development centers in selected schools to address developmental delays in preschoolers. Restructure the educational delivery system, where possible, according to the following grade configurations: Kindergarten to grade 4, grades 5 to 8, grades 9 to 12. Establish clear expectations regarding roles, responsibilities, accountabilities. Pilot Accountability Agreements for principals. <p>Service Units will</p> <ul style="list-style-type: none"> Make meaning of broadly applicable data through in-depth analysis and identification of implications, with disaggregation according to Areas.

Board of Trustees' Policy Ends: E-2: Academic Success (continued)

*Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.**

Outcomes	Performance Measures	Strategies/Actions 2005-2006
		<p>Service Units will (cont'd)</p> <ul style="list-style-type: none"> • Provide professional development in the analysis of broad-based data and in making meaning of results of analysis in response to Area and school needs. • Continue to implement an integrated service delivery model responsive to the changing needs and complexity of students. • Provide professional development on current and new programs of studies and on meeting needs of student diversity. • Allocate resources so that principals have greater decision-making authority and accountability around deployment of resources. • Liaise with Alberta Education to facilitate and implement the Grade Level of Achievement (GLA) Reporting project that focuses on reporting student achievement of the Program of Studies through ongoing classroom assessment. • Provide professional development on current and new initiatives in meeting the needs of special education students. • Conduct annual internal special education reviews in selected schools in each Area. • Launch the Educational Technology Strategy to support system planning that addresses diverse learning needs and builds teacher capacity. • Provide professional development on: technology enhanced learning opportunities, current and new programs of studies and meeting needs of student diversity. • Develop appropriate life cycle management strategies for equipment and technology needs of students. • Develop and document the strategic view of technology designs and solutions that directly impact student achievement and that align with Area, district and provincial goals and initiatives. Develop cost-effective plans for their implementation. • Provide suitable facilities and technology environments to enhance the learning opportunities for identified student needs in each Area. • Establish effective communication and consultative practices to develop broad understanding across internal stakeholders regarding the planning and deployment of technology solutions. • Develop efficient and cost effective operational support models for services to schools within available funds and resources. • Work with parents and schools to identify and track Aboriginal students; identify opportunities and barriers to their successful school completion; initiate plans to eliminate barriers and increase opportunities; and support Aboriginal students, their families and their schools. • Create and pilot a support document for K-1 teachers focusing on Language Arts learning strategies. • Define Service Unit personnel accountabilities. • Conduct formative and summative evaluations of Directors' Accountability Agreements.

*See Appendix 1 for full Ends statements.

Board of Trustees' Policy Ends: E-3: Citizenship

*Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.**

Outcomes	Performance Measures
3.1 Learners are well prepared for citizenship.**	3.1.1 Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship** <i>See Targets 3.1.1, page 15</i> 3.1.2 Number of leadership and/or service programs offered in secondary schools 3.1.3 Percentage of schools utilizing community conferencing services 3.1.4 Number of students enrolled in Language Instruction for New Canadians (LINC) – Canadian Immigration and Citizenship benchmark
3.2 Grade 4 students learn a second language.	3.2.1 Percentage of schools with Grade 4 students offering a language in addition to English 3.2.2 Percentage of Grade 4 students enrolled in language classes in addition to English
3.3 Results improve through effective working relationships with partners and stakeholders.**	3.3.1 Percentages of teachers and parent satisfied with parental involvement in decisions about their child's education** <i>See Targets 3.3.1, page 15</i> 3.3.2 Percentage of enrolment change in the CBE compared to percentage of school-aged population change in each civic census 3.3.3 Number of partnerships with post-secondary institutions compared to previous years 3.3.4 Number of partnerships compared to previous years, number of new programs and initiatives undertaken, and the increase in size and scope of existing partnership programs 3.3.5 Percentage of partners who indicate understanding of our partnership process

*See Appendix 1 for full Ends statements.

**These outcomes and performance measures are required by Alberta Education.

Strategies/Actions 2005-2006

Schools will

- Involve students in citizenship and leadership development.
- Devise a communication plan to inform stakeholders of existing programs that develop care, respect and fair treatment of others, being explicit about the values and ideals they are promoting regarding interpersonal relationships and development of good citizenship.

Areas will

- Assist schools in analyzing the success of their citizenship development strategies.
- Develop French and/or International Language programs in all schools; initiate second language programs in all schools and feeder schools.
- Develop campuses of learning to expand program opportunities within communities and provide a range of off-campus applied learning experiences.
- Develop an effective communication process with stakeholders emphasizing transparency, timeliness, consistency and inclusiveness.
- Establish processes that invite community involvement in the development of programs.
- Design and implement comprehensive community consultation processes that include parents, community leaders and other key stakeholders in repatriating students in each Area's schools through meeting their needs and interests.
- Maintain and continually update Area and school websites for the purposes of promoting learning and teaching for all schools.

Service Units will

- Support Language Instruction for New Canadians (LINC) programs at three sites.
- Support Area renewal plans in the Languages Initiative area.
- Provide professional development to school administrators and teachers in the Languages Initiative area.
- Liaise with Alberta Education in ongoing languages curriculum development work.
- Liaise with the Calgary community and post-secondary institutions to effectively launch the 2006 Languages Initiative.
- Liaise with EducationMatters to facilitate the successful launch of school-based family literacy programs in high needs schools.
- Collaborate with Trustees, Areas and schools to conduct Patron Tours of schools.
- Seek out and develop sustainable additional partnerships with corporate, government, not-for-profit, community and post-secondary organizations that support and supplement existing and new programs, learning opportunities and resources.

Board of Trustees' Policy Ends: E-4: Personal Development

*Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.**

Outcomes	Performance Measures
4.1 Personalized learning opportunities that meet varying student needs and differing community values are offered in each Area.	4.1.1 Number of program choices in each Area to meet differing student needs and community values
4.2 Children at risk have their needs addressed through effective programs and supports.**	4.2.1 Annual Dropout Rate of High School Students age 14 to 18** <i>See Targets 4.2.1, page 14</i>
	4.2.2 Percentage of satisfaction of Collaborative Health Services' clients
	4.2.3 Number of Alternative and Special Education programs available, and number of students registered
	4.2.4 Percentage of Special Education students attending community schools
	4.2.5 Growth in proficiency levels of ESL students
	4.2.6 Number of students and families receiving waiver of fees
	4.2.7 Amount of equity funds distributed to schools identified as disadvantaged by virtue of socio-economic factors affecting either the school community or its student population
4.3 Student achievement in multiple literacies improves.	4.3.1 Results of student, parent, and teacher surveys and interviews.
	4.3.2 Results of project reviews; what is working, what is not, challenges and successes.

Strategies/Actions 2005-2006
<p>Schools will</p> <ul style="list-style-type: none"> Analyze data and implement appropriate actions to meet diverse learner needs as part of annual school development and renewal. Provide a range of off-campus applied learning experiences. <p>Areas will</p> <ul style="list-style-type: none"> Customize expansion of program choices that support student achievement, and offer a range of programs to accommodate Areas' unique student needs, styles and community educational values. Provide leadership to principals in understanding competing aims of education. Implement programs that respond appropriately to student needs. Collaborate with community and public service agencies to support student needs, especially those which may not be adequately met by schools acting alone. Expand pre-kindergarten opportunities through delivery models such as Chinook Learning Services, Medicine Wheel, Aboriginal Head Start and Early Development Centres. <p>Service Units will</p> <ul style="list-style-type: none"> Provide frameworks for language learning. Facilitate and support the continuous development and accountability of the 26 AISI system and Area projects initiated in Cycle 2 (2003-2006). Support Areas in the expansion of program options to accommodate each Area's special education population. Implement the CBE Educational Technology Strategy to engage all staff in working with educational technologies that enhance student learning and an Assistive Technologies plan to support and improve special needs students' access to learning. Distribute resources to ensure the most effective application in the maintenance of appropriate teaching space. Develop appropriate decision processes for the allocation and deployment of capital and operating funds to meet identified program needs. Expand and renew the Home Education Program. Provide suitable facilities to enhance learning opportunities of each Area's identified student needs. Support schools and community in conflict resolution and mediation related to special education issues. Develop, roll out and implement the ESL Benchmarks, grades 1-8, and Report Card, as well as other related support documents to assist teachers and schools in identification, assessment and instruction for ESL learners. Provide fourth-year courses for post-ESL students and remedial courses for grades 1-12 ESL students. Monitor the outcomes associated with equity allocation reflecting socio-economic factors and the waiver approval process based on objective criteria.

*See Appendix 1 for full Ends statements.

**These outcomes and performance measures are required by Alberta Education.

Board of Trustees' Policy Ends: E-4: Personal Development (continued)

*Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.**

Outcomes	Performance Measures
4.4 Clear and easily understood decision-making processes regarding student accommodation are in place.	4.4.1 Community understanding of the decision-making process for student accommodation, as determined by informal feedback
4.5 Clear and easily understood decision-making processes regarding resource allocation and deployment are in place.	4.5.1 Satisfaction of principals and service unit staff regarding clarity of decision-making related to school allocation decisions versus deployment decisions
4.6 Broad-based leadership is manifested throughout Facility Operations.	4.6.1 Responsiveness of BOES to the needs of schools in a changing environment, as internally assessed
	4.6.2 Completion of planned in-service
	4.6.3 Evidence of skill application on a day-to-day basis, as determined by notation, records and documentation of staff performance reviews.

Strategies/Actions 2005-2006
<p>Schools will</p> <ul style="list-style-type: none"> • Inform school councils of CBE processes in decision-making regarding student accommodation. <p>Areas will</p> <ul style="list-style-type: none"> • Inform school principals of CBE processes in decision-making regarding student accommodation in an ongoing and timely manner. <p>Service Units will</p> <ul style="list-style-type: none"> • Prepare a transparent new school construction process with input from internal and external stakeholders to ensure clarity in both information and involvement of all stakeholders. • Obtain stakeholder feedback on department performance. • Establish adequate professional development and training budgets to allow for participation in relevant developmental workshops, sessions and conferences for all levels of Business Operations and Environmental Services (BOES) staff. • Support full participation of BOES staff in the leadership academies and participate in the development and delivery of the academies as opportunities permit. • Foster and promote a work environment that engages all BOES staff completely in leadership development. • Actively support a working environment that encourages and rewards creative analysis and critical thinking of BOES staff. • Provide opportunities and challenges for all BOES staff to develop and apply the requisite skill set.

*See Appendix 1 for full Ends statements.

Board of Trustees' Policy Ends: E-5: Character

*Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.**

Outcomes	Performance Measures
5.1 Schools are safe and caring.**	5.1.1 Percentages of teachers, parents and students in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school** <i>See Targets 5.1.1, page 15</i> 5.1.2 Number of school facilities modernized or modified 5.1.3 Timely response to emergent and identified safety issues and concerns
5.2 Employees understand importance of and are committed to improving attendance at work.	5.2.1 Reduction in the number of days per FTE that employees are absent from work compared to previous years 5.2.2 Factors that impact employee attendance are addressed, as determined by internal monitoring

Strategies/Actions 2005-2006
<p>Schools will</p> <ul style="list-style-type: none"> • Articulate to their communities the strategies they employ to create safe and caring environments and assess whether their strategies are working. <p>Service Units will</p> <ul style="list-style-type: none"> • Support the activities/initiatives that lead to safe school environments. • Pursue innovative partnership models (p3s) for the modernization of existing facilities to improve student access to functional learning environments. • Establish effective processes to identify and address safety issues and concerns of staff, students and parents. • Provide safety-oriented services in a responsive and thorough manner, and ensure timely follow-up communication with affected site(s). • Initiate a decentralized transportation service delivery model for improved responsiveness and cost effectiveness. Clarify accountabilities, roles, and responsibilities for transportation services for schools, Areas and departments to improve public information services and response time to queries, concerns or complaints. • Recruit and retain the necessary staff to ensure teacher and parent satisfaction with the health and cleanliness of schools. • Establish and implement comprehensive processes for supervisors and principals to address problem staff attendance issues in order to have healthy employees who are consistently at work and to effectively manage employees in order to resolve their attendance issues.

*See Appendix 1 for full Ends statements.

**These outcomes and performance measures are required by Alberta Education.

CBE Results and Targets

Performance Measure

2.1.1 Students who achieved standards on Grades 3, 6 and 9 Provincial Achievement Tests

CBE Figures

		Results for All Students in Grade								Results for Students Who Wrote							
		Last Actual		Target		Target		Target		Last Actual		Target		Target		Target	
		2003-04		2005-06		2006-07		2007-08		2003-04		2005-06		2006-07		2007-08	
		A (%)	E (%)	A (%)	E (%)	A (%)	E (%)	A (%)	E (%)	A (%)	E (%)	A (%)	E (%)	A (%)	E (%)	A (%)	E (%)
Grade 3	Language Arts	85	15	86	16	86	17	86	18	91	17	91	18	92	19	93	20
	Mathematics	83	28	84	30	84	31	85	31	89	30	89	31	90	32	91	32
Grade 6	Language Arts	81	15	82	16	83	17	84	18	88	16	89	17	90	18	90	19
	Mathematics	80	23	81	23	82	24	82	24	87	24	88	24	88	24	89	25
	Science	81	26	82	26	83	26	84	27	88	28	89	28	90	28	90	28
	Social Studies	80	19	80	20	81	20	82	21	86	21	87	21	87	22	87	22
Grade 9	Language Arts	79	13	80	14	81	15	82	16	90	14	90	15	91	16	91	16
	Mathematics	68	21	69	22	69	22	70	23	77	24	78	25	79	25	80	25
	Science	68	14	N/A	N/A	<i>To be determined</i>				76	15	N/A	N/A	<i>To be determined</i>			
	Social Studies	75	20	76	20	77	21	78	21	83	22	84	22	85	22	86	23
Overall	All subjects and grades	78.0	19.4	80.0	20.8	<i>To be determined</i>											

Performance Measure

2.1.1 Students who achieved standards on Grades 3, 6 and 9 Provincial Achievement Tests

Provincial Figures

		Results for All Students in Grade							
		Last Actual		Target		Target		Target	
		2003-04		2005-06		2006-07		2007-08	
		A (%)	E (%)	A (%)	E (%)	A (%)	E (%)	A (%)	E (%)
Grade 3	Language Arts	82	15	84	18	84	19	85	19
	Mathematics	82	27	84	31	84	31	84	31
Grade 6	Language Arts	79	16	83	18	83	19	83	19
	Mathematics	79	21	80	21	81	21	81	22
	Science	81	26	82	26	82	26	83	27
	Social Studies	79	20	80	21	81	22	81	22
Grade 9	Language Arts	78	12	81	15	81	16	82	16
	Mathematics	66	19	69	19	70	20	71	20
	Science	67	12	N/A	N/A	<i>To be determined</i>			
	Social Studies	73	20	75	21	76	21	76	21
Overall	All subjects and grades	76.6	18.8	79.8	21.2	<i>To be determined</i>			

CBE Results

Performance Measure

2.1.2 Percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations.

	CBE		Province	
	Acc.	Std.	Acc.	Std.
	Std.	Exc.	Std.	Exc.
	(%)	(%)	(%)	(%)
English 30-1	92	20	92	19
English 30-2	84	9	85	7
Social Studies 30	89	26	86	24
Social Studies 33	84	18	83	15
Pure Math 30	85	38	84	32
Applied Math 30	87	15	86	14
Biology 30	86	34	82	27
Chemistry 30	90	36	86	28
Physics 30	89	38	87	30
Science 30	83	16	84	17

Performance Measure

2.1.3 Participation rates of Grade 12 students in diploma examination courses.

	Province	
	CBE	Prov.
	(%)	(%)
English 30-1	59	56
English 30-2	24	25
Social Studies 30	54	53
Social Studies 33	32	34
Pure Math 30	48	44
Applied Math 30	22	22
Biology 30	36	43
Chemistry 30	40	38
Physics 30	25	24
Science 30	10	8

Performance Measure

1.1.1 High school completion rate of students within 3, 4 and 5 years of entering grade 10

	Results 2003-04		Target 2005-06	Target 2006-07	Target 2007-08
	CBE (%)	PROV. (%)	CBE (%)	CBE (%)	CBE (%)
Within 3 years	68.3	68.9	-	-	-
Within 4 years	69.7	71.6	-	-	-
Within 5 years	73.9	75.4	75	76	77

Performance Measure

1.1.2 High school to post-secondary transition rate within 4 and 6 years of entering grade 10

Within 4 years	36.0	33.9	-	-	-
Within 6 years	54.8	54.4	56	57	59

Performance Measure

4.2.1 Annual Dropout rate of high school students

	5.7	5.3	5.5	5.3	5.1
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Performance Measure

2.1.5 Grade 12 Students Eligible for Rutherford Scholarships

	35.2	33.8	37	38	39
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CBE Results and Targets (continued)

	Results 2003-04		Results 2004-05	Target 2005-06	Target 2006-07**	Target 2007-08**
	CBE (%)	PROV (%)	CBE (%)	CBE (%)	CBE (%)	CBE (%)
1.1.3 Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school	68	72	72	73	-	-
3.1.1 Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	70	72	74	75	-	-
1.3.1 Percentages of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	76	76	78	79	-	-
1.3.3. Percentage of teachers, parents and students satisfied with services for students in schools.	-	-	66	-	-	-
1.3.2 Percentage of teachers, parents and students satisfied with the overall quality of education in Alberta	82	84	85	86	-	-
1.4.2 Percentages of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on priorities and effectively address their ongoing professional development needs.	-	-	72	-	-	-
5.1.1 Percentage of teachers, parents and students in agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	79	81	82	83	-	-
3.3.1 Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education	71	74	73	75	-	-
1.4.1 Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years	63	69	72	73	-	-

** Targets cannot be set until 3 years of results are available.

Financial Reporting

Calgary Board of Education 2005-2006 APPROVED OPERATING BUDGET

On June 14, 2005, the Board of Trustees approved the CBE's 2005/06 non-Alberta Infrastructure and transportation funded capital budget of \$13.0 million. On June 21, 2005, the Board of Trustees approved the CBE's 2005/06 operating budget of \$790.0 million. These approved budgets were prepared in accordance with the Board of Trustees' Ends policies, Calgary Board of Education Goals, the Three-Year Education Plan for the Calgary Board of Education, the service levels determined by Superintendents, and the requirements of Alberta Education and Alberta Infrastructure and Transportation. In addition, discussions were held with employee group representatives and other stakeholders. The focus of the 2005/06 operating budget is to maintain and, where appropriate and affordable, enhance services to our students. This is accomplished, in part, 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 to address priorities for each School or Area. The approved operating budget was submitted to Alberta Education on June 24, 2005.

The approved operating budget reflects the general directions of the CBE's Three-Year Education Plan and will form the basis of the 2005/06 work plans for each of the CBE's Service Units.

The following is a brief summary of the Calgary Board of Education's 2005/06 approved operating budget. More detailed budget information can be obtained from the Calgary Board of Education's 2005/06 approved operating budget document, available on the <http://www.cbe.ab.ca/trustees/budget.asp>

REVENUE SUMMARY

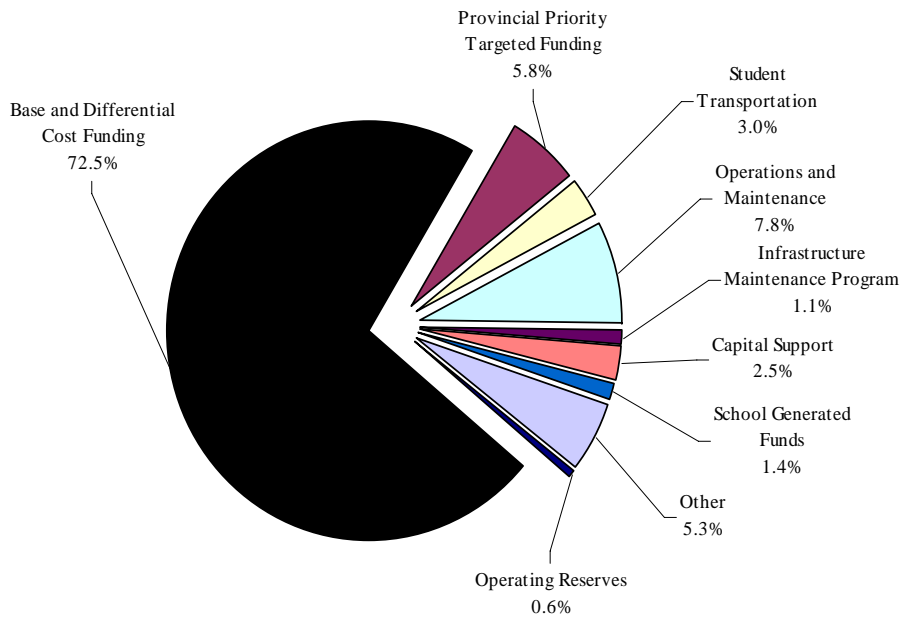
	2005/06		2004/05	
	Approved Budget (\$000)	% of Total	Approved Budget (\$000)	% of Total
Province of Alberta Funding				
Base and Differential Cost Funding	573,523	72.5	561,149	75.8
Provincial Priority Targeted Funding	45,812	5.8	18,491	2.5
Transportation Grants	23,555	3.0	23,102	3.1
Operations and Maintenance	61,348	7.8	59,515	8.0
Infrastructure Maintenance Program	8,728	1.1	7,173	1.0
Other Capital Support	20,066	2.5	20,022	2.7
Total Provincial Funding	733,032	92.7	689,452	93.1
Other Revenue				
School Generated Funds	10,706	1.4	9,958	1.3
Other	41,826	5.3	40,100	5.4
Operating Reserves	4,435	0.6	1,503	0.2
	789,999	100	741,013	100.0

EXPENSE SUMMARY

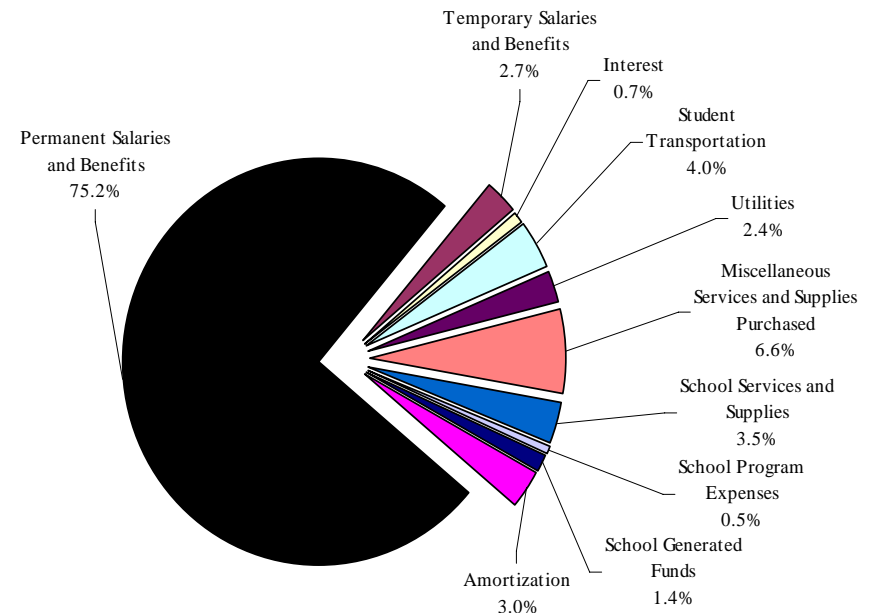
	2005/06		2004/05	
	Approved Budget (\$000)	% of Total	Approved Budget (\$000)	% of Total
Permanent Salaries and Benefits	593,460	75.2	555,566	75.0
Temporary Salaries and Benefits	21,681	2.7	20,597	2.8
Central Services and Supplies:				
Interest	5,680	0.7	6,665	0.9
Student Transportation	31,473	4.0	28,087	3.8
Utilities	19,262	2.4	19,262	2.6
Miscellaneous Services and Supplies Purchased	52,281	6.6	48,674	6.6
School Services and Supplies	27,629	3.5	26,277	3.5
School Program Expenses	4,000	0.5	4,000	0.5
School Generated Funds	10,706	1.4	9,958	1.3
Amortization	23,827	3.0	21,927	3.0
	789,999	100.0	741,013	100.0

Calgary Board of Education
2005-2006 Approved Operating Budget

REVENUE SUMMARY



EXPENSE SUMMARY



Financial Reporting

Calgary Board of Education

2005-2008 APPROVED CAPITAL BUDGET AND ESTIMATES

Non-Alberta Infrastructure and Transportation Funded Assets

Budget Information

The approved capital budget of \$13.0 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 budget requests was \$21.1 million, however a number of items were either deferred or deleted. Decisions were made by applying filters to each request, including the asset or project category and priority. The Committee focused on the Assistive Technology Initiative, lighting upgrades for junior high gymnasiums and senior high theatres, the internet gateway expansion, the implementation of Citrix Enterprise licensing and the school network infrastructure upgrade. In addition, a long-term capital technology planning model was developed by the Information Management Technology Council, which prioritizes both instructional and administrative requirements for technology within the Calgary Board of Education on a three-year renewal cycle.

2005/06 Capital Budget Summary

Non-Alberta Infrastructure and Transportation Funded Assets

(\$000)

Expenditures

Central Technology Systems and Infrastructure	6,277
Schools' Technology, Equipment and Furniture	5,470
Facilities – Vehicles and Equipment	739
Administrative Equipment – Non-Technology	484
	<u>12,970</u>

Funding Sources

Amortization provision for the year	9,282
Self Funded by school or departmental resources	1,324
Additional contributions from CBE operations	2,297
Operations and Maintenance Capital Asset	
Replacement Reserve	<u>67</u>
	<u>12,970</u>

Highlights of School Capital Plan 2005-2008

Calgary is a city with a young and diverse population with one of the most prosperous economies in Canada. The population of Calgary is increasing by an average of 22, 898 persons per year. There are approximately 40 actively developing communities in varying stages of development in Calgary. The large number of new and developing communities puts ongoing pressure on the Calgary Board of Education to meet expectations of residents for school construction projects in their community.

A goal of the CBE Board of Trustees is to meet changing student needs through program renewal that includes schools and programs in the right places. New school construction is necessary to help achieve this goal. New school construction priorities are approved by the Board of Trustees using criteria that include factors such as community growth factors and median travel times. These priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's *School Capital Plan 2005-2008* can be found on the CBE Website at www.cbe.ab.ca.

School Openings

Centennial High School is the first high school to be built by the Calgary Board of Education in more than a decade. Centennial High School is located in the southeast community of Sundance and serves the nine communities of Bridlewood, Chaparral, Evergreen Estates, Midnapore, Millrise, Shawnee Slopes, Shawnessy, Somerset and Sundance. The school opened for Grade 10 students for the 2004/2005 school year. The school will expand by one grade per year as follows: Grade 11 in the 2005/2006 school year and Grade 12 in the 2006/2007 school year.

The opening of Centennial High School allows students to be educated closer to home.

Schools Under Development

The following projects have been approved by the Provincial government to accommodate enrolment growth in Calgary's new and developing communities and are all either under construction or will begin construction in the summer of 2005:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. McKenzie Lake Middle School <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year 2. Coventry Hills Core School Addition <ul style="list-style-type: none"> • Opening in the 2005/2006 School Year 3. Citadel Elementary School <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year 4. Crossing Park Junior High School Addition <ul style="list-style-type: none"> • Opening in the 2005/2006 School Year 5. Douglasdale/Douglasglen Core School Addition <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year | <ol style="list-style-type: none"> 6. Chaparral Elementary School <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year 7. Tuscany Elementary School (Grades K-4) <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year 8. Arbour Lake Middle School <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year 9. Signal Hill Elementary School <ul style="list-style-type: none"> • Opening in the 2006/2007 School Year |
|---|---|

Using an alternative funding model approach, the provincial government has approved the construction of a replacement school for students who attend David D. Oughton and Albert Park. The K-4 replacement school will be built on the Sir Wilfrid Laurier site and is projected to open in the 2006/2007 school year.

Modernizations

A major renovation was completed at Willow Park School to accommodate the relocation of the Arts program from Milton Williams School.

A partial modernization was undertaken at R.T. Alderman Junior High school to convert the facility to a middle school for students from the local community as well as for students from Douglasdale/Douglasglen starting in the 2006/2007 school year.

Phase I of the modernization at Ian Bazalgette Junior High school (modernization of the academic wing) was completed during the summer of 2004 and Phase II of the project (the CTS wing) is currently in the planning phase.

F.E. Osborne Junior High School and Sir Wilfrid Laurier Junior High School are currently undergoing modernization of CTS spaces.

A major renovation is underway to Sir John Franklin School to accommodate the requirements of an Arts learning environment.



CALGARY BOARD OF EDUCATION

Appendix 1

Board of Trustees' Policy – Ends
Monitoring Method: Internal
Monitoring Frequency: Annually

Adopted: May 3, 2005

E-1: Mega End

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

E-2: Academic Success

Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

Accordingly, each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

1. Language Arts
 - (a) Read for information, understanding and enjoyment.
 - (b) Write and speak clearly, accurately and appropriately for the context.
 - (c) Understand and appreciate literature.
 - (d) Have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment.
2. Mathematics
 - (a) Understand and use knowledge of mathematics to solve problems in business, science and daily life.
3. Science
 - (a) Understand the physical world, ecology, and the diversity of life.
 - (b) Understand the scientific method, the nature of science and technology, and their application to daily life.
4. Social Studies
 - (a) Know the history and geography of Alberta and Canada and have a general understanding of world history and geography.
 - (b) Understand Canada's political, legal, economic and social systems within a global context.
5. Arts
 - (a) Understand and appreciate the arts and the creative process.
6. Information Technologies
 - (a) Understand and demonstrate competence in using information technologies.

E-3: Citizenship

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

E-4: Personal Development

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

Accordingly, each student will:

1. Identify and actively develop individual gifts, talents and interests;
2. Love learning;
3. Be a critical and creative thinker;
4. Be a confident and autonomous individual;
5. Demonstrate the ability to adapt to changing environments;
6. Develop the resiliency to overcome failure;
7. Self-evaluate, set goals and strive to continuously improve;
8. Demonstrate commitment to make a difference based upon personal convictions;
9. Develop and maintain a healthy, active lifestyle.

E-5: Character

Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

Accordingly, each student will demonstrate:

1. Integrity;
2. Compassion;
3. Decency;
4. Civility;
5. Fairness;
6. Courage;
7. Initiative;
8. Perseverance;
9. Respect;
10. Optimism;
11. Responsibility.

Alignment: Calgary Board of Education Ends and Provincial Goals

Appendix 2

<i>Ends</i>	CBE and Provincial Outcomes	Provincial Goals
E-1: Mega End	<ul style="list-style-type: none"> • Learners complete programs and are prepared for lifelong learning and employment.** (1.1, p.4) • Grade 12 students participate in courses that increase post-secondary options. (1.2, p.5) • The education system meets the needs of all learners, society and the economy.** (1.3, p.5) • The jurisdiction demonstrates leadership and continuous improvement.** (1.4, p.6) • Decision-making is responsive and responsible to the CBE, community and stakeholder interests. (1.5, p. 6) 	<p>Goal 2 Excellence in Learner Outcomes</p> <p>Goal 1 High Quality Learning Opportunities for All</p> <p>Goal 3 Highly Responsive and Responsible Jurisdiction</p>
E-2: Academic Achievement	<ul style="list-style-type: none"> • Learners demonstrate high standards.** (2.1, p. 7) • All students develop literacy early. (2.2, p.7) • Accountabilities of principals and all directors are clear. (2.3, p.7) 	<p>Goal 2 Excellence in Learner Outcomes</p> <p>Goal 1 High Quality Learning Opportunities for All</p> <p>Goal 3 Highly Responsive and Responsible Jurisdiction</p>
E-3: Citizenship	<ul style="list-style-type: none"> • Learners are well prepared for citizenship.** (3.1, p. 9) • Grade 4 students learn a second language. (3.2, p.9) • Results improve through effective working relationships with partners and stakeholders.** (3.3, p.9) 	<p>Goal 2 Excellence in Learner Outcomes</p> <p>Goal 3 Highly Responsive and Responsible Jurisdiction</p>
E-4: Personal Development	<ul style="list-style-type: none"> • Personalized learning opportunities that meet varying student needs and differing community values are offered in each Area. (4.1, p.10) • Children at risk have their needs addressed through effective programs and supports.** (4.2, p.10) • Student achievement in multiple literacies improves. (4.3, p.10) • Clear and easily understood decision-making processes regarding student accommodation are in place. (4.4, p.11) • Clear and easily understood decision-making processes regarding resource allocation and deployment are in place. (4.5, p.11) • Broad-based leadership is manifested throughout Facility Operations. (4.6, p.11) 	<p>Goal 1 High Quality Learning Opportunities for All</p> <p>Goal 2 Excellence in Learner Outcomes</p> <p>Goal 3 Highly Responsive and Responsible Jurisdiction</p>
E-5: Character	<ul style="list-style-type: none"> • Schools are safe and caring.** (5.1, p.12) • Employees understand importance of and are committed to improving attendance at work. (5.2, p.12) 	<p>Goal 1 High Quality Learning Opportunities for All</p>

“Ends” refers to *Board of Trustees’ Policy – Ends*, which reflects what the Trustees envision for CBE students, student achievement and accountability. See Appendix 1 for more details.

***Provincial Outcomes*