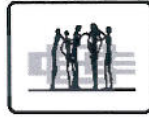


*Please join us on the Plaza at 4:55 p.m. as the Youth Summit Group
leads in the singing of O' Canada*



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, JUNE 14, 2011

5:00 P.M. – 8:00 P.M.

Board Room, Plaza Level (2nd Floor), Education Centre
515 Macleod Trail SE, Calgary, Alberta

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

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	3.1 Global Learning Presentation - Macau and Beijing Trip	D. Stevenson	15 min.
	4.0 HONOURS AND RECOGNITIONS		
	4.1 Lighthouse Award	M. Levy	10 min.
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
P. 6-1	6.1 Presentation of Preliminary Operating Budget <i>(THAT the 2011-2012 Preliminary Operating Budget be received for information and for consideration at the June 28, 2011 Public Board Meeting.)</i>	D. Meyers	30 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring of EL-1: General Executive Constraint	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-88	9.1.1 Approval of Minutes • Regular Meeting held May 24, 2011 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held May 24, 2011)</i>		
P. 9-86	9.1.2 Correspondence <i>(THAT the Board of Trustees receives the correspondence for information and for the record, in the form as submitted.)</i>		
P. 9-1	9.1.3 ASBA Liaison Report <i>(THAT the Board of Trustees receives the report for information.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-76	9.2.1 Chief Superintendent's Monthly Update <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-14	9.2.2 Three-Year System Student Accommodation Plan <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-4	9.2.3 Interim Three-Year Education Plan, 2011-2014 <i>(THAT the Board of Trustees receives the report for information.)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA
June 14, 2011

To: BOARD OF TRUSTEES
From: Naomi E. Johnson, Chief Superintendent of Schools
Re: 2011/12 Preliminary Operating Budget
Purpose: For Information

Governance Policy Reference: EL-3: Information, Counsel and Support to the Board of Trustees
EL-10: Budgeting Process
EL-11: Financial Condition

Originator: Deborah L. Meyers, Superintendent, Chief Financial Officer, Corporate Treasurer

Resource Persons: Wayne T. Braun, Director, Corporate Financial Services
Superintendents' Team
Budget and Corporate Reporting Staff

I. RECOMMENDATION

It is recommended:

1. THAT budgetary information regarding the 2011/12 Instructional Supplies and Materials fee, as outlined in Attachment I (Item A1.), reflecting planned revenues of \$6.35 million and corresponding expenses of \$6.35 million be received for information;
2. THAT budgetary information regarding the 2011/12 Noon Supervision program, as outlined in Attachment I (Item A2.), reflecting planned revenues of \$5.32 million and corresponding expenses of \$5.32 million be received for information;
3. THAT budgetary information regarding the 2011/12 Elementary and Junior Incidental Activity Fees, as outlined in Attachment I (Item A3.), reflecting planned revenues of \$0.72 million and corresponding expenses of \$0.72 million be received for information;
4. THAT budgetary information regarding the 2011/12 Student Transportation Fees, as outlined in Attachment I (Item A4.), reflecting planned revenues of \$8.32 million and corresponding partial expenses of \$8.32 million of this report be received for information;

5. THAT budgetary information regarding the 2011/12 Other Parent and Independent Student fees related to Chinook Learning Services Fees, CBe-learn Fees, Non-Resident Student Fees, Music Instrument Registration Fees, and Parking Fees, as outlined in Attachment I (Item A5.), reflecting planned revenues of \$9.62 million and corresponding partial expenses of \$9.62 million be received for information;
6. THAT budgetary information regarding the 2011/12 non-fee based components, as outlined in Attachment I (Item A6.), reflecting revenues of \$1,069.92 million and corresponding expenses of \$1,089.22 million, with the difference being covered by Operating and Amortization Reserves, School and Service Unit Designated Funds and Unrestricted Net Assets be received for information; and
7. THAT the 2011/12 Preliminary Operating Budget as presented in Attachment II, of this report, reflecting total planned spending of \$1,119.6 million be received for information.

II. ISSUE

Section 147(2) of the *School Act* requires that the Calgary Board of Education submit to Alberta Education, by May 31st in each year, a balanced budget approved by the Board of Trustees for the fiscal year beginning on the following September 1st. For the 2011/12 fiscal year, the Minister of Education has extended this deadline to June 30, 2011 for all Alberta School Jurisdictions.

III. BACKGROUND

In accordance with the *School Act* and the intent of EL-10: Budgeting Process, the Chief Superintendent of Schools is required to prepare and submit to the Board of Trustees, for review and approval, an operating budget which is balanced, so that the proposed expenses do not exceed the projected revenues to be received by the Calgary Board of Education or from other identified funding sources.

In order to develop the 2011/12 Preliminary Operating Budget, Superintendents' Team was tasked to formulate and lead all operating budget work including:

- Providing full executive oversight of the operating budget process,
- Considering service delivery model changes,
- Providing succinct and direct stakeholder engagement, and
- Making final recommendations to the Board of Trustees concerning all aspects of the 2011/12 Preliminary Operating Budget.

The Calgary Board of Education Ends Policies and Executive Limitations, and the Interim CBE Three-Year Education Plan 2011-2014 were the foundational documents

used by Superintendents' Team in formulating strategies in support of the personalization of student learning.

Superintendents' Team was further tasked with formulating and developing organizational service delivery model changes in service units (instructional and non-instructional) and all schools' resourcing including budgetary allocations under the Resource Allocation Method (RAM) for CBE schools.

The Superintendents' Team reviewed and discussed the draft Preliminary Operating budget at every Superintendent's Team meeting as a standing agenda item between February 24th (provincial budget date) and May 30, 2011. In its efforts to balance the Operating Budget for 2011/12, the Superintendents' Team considered all communication from the Ministry and all relevant information and data in its deliberations.

In consideration of the overall operating budget planning process, Superintendents' Team had last communicated to the Board of Trustees a considered use of up to \$18.5 million of Operating Reserves, Schools and Service Units Designated Funds and the Amortization Reserve, to support the planned expenses of the 2011/12 Preliminary Operating Budget and as articulated in Attachment II, page 22. Additional refinements to the planned use of Operating Reserves/Schools Designated Funds have been made including \$1.0 million from the System Transformation Reserve and a reduction of \$(0.2) million reflecting schools' projected use of their designated funds (decentralized year-end planned carryforward) for an overall support of \$19.3 million (details on page 6).

When the provincial budget was announced February 24th, the CBE estimated that the budget shortfall for 2011/12 would be \$61.7 million. Through the dynamic process of building a budget for next year and recording actuals for this school year, there have been negligible changes to line items that make up the estimated amount of the shortfall. In spite of these changes, the original estimate of \$61.7 million shortfall remains reasonable and the gap in the 2011/12 budget needed to close.

In broad terms, the budget shortfall has been closed through initiatives in three categories:

1. redesign of central services;
2. the application of the unused amortization reserve, designated funds and available operating reserves (i.e., reserves without restricted application); and,
3. keeping a commitment to keep students first by asking schools to contribute last, school-based reductions, including the depletion of school-based reserves.

It has been a challenge to close the budget shortfall for the 2011/12 school year. Looking to the future, the challenge will be even greater in subsequent years. There are two significant reasons for this.

First, the Calgary Board of Education has depleted reserves available to help close the budget gap in both 2010/11 and 2011/12. There are no reserves available beyond August, 2012.

Second, based on what we know from Alberta Education about its business plan, increases in funding for school boards are expected to be insufficient to cover our forecast costs. Consequently, the CBE estimates that the budget shortfall in 2012/13 and 2013/14 to be \$33.9 million and \$85.3 million respectively.

IV. UNION/ASSOCIATION/OTHER STAKEHOLDER ENGAGEMENT

A subcommittee of Superintendents' Team invited each Union and Association to provide conversation and feedback regarding the organization's operating budget as a whole. The March 2nd meeting included conversations on the provincial budget and associated operating budget challenges. The feedback was shared with all members of Superintendents' Team.

The Preliminary Operating Budget creation process has been undertaken with other Stakeholder engagement including:

- System and School-based Parent engagement including the Calgary Association of Parents and School Councils (CAPSC), and
- Employees and members of the public at large through a web-based survey posted on the CBE external website.

The engagement of the above stakeholders has been instrumental in providing direction at a strategic level and for general operational considerations into the Preliminary Operating Budget. The common theme from the process of public consultation delivers on two of our core messages:

- *Everyone has a part to play in public education.*
- *Each student, everyday – no exceptions.*

V. ANALYSIS AND FINANCIAL IMPACT

The 2011/12 Preliminary Operating Budget makes recommendations for program and related support service expenses for Kindergarten, Grades 1 to 12 and Chinook Learning Services Adult programs.

A summary of the organizations' financial plan is as follows
(Attachment II, page 9):

	2011/12	2010/11
	(\$ millions)	(\$ millions)
Planned Revenues	\$ 1,100.3	\$ 1,086.6
Planned Expenses	(1,119.6)	(1,103.0)
Use of Operating Reserves	16.3	14.4
Use of Amortization Reserve	3.0	2.0
Net Balanced Position	\$ -	\$ -

Highlights of the Preliminary Operating Budget for 2011/12 are as follows:

Revenues

Relevant budget assumptions and changes from 2010/11 related to revenues have been made in the following areas including:

(a) **Renewed Funding Framework and Other Revenues**

- The CBE anticipates a net increase of \$9.1 million in funding from the province primarily tied to enrolment changes and announced grant funding rate changes, \$4.5 million from other funding sources, and if approved by the Board of Trustees, a planned draw of \$19.3 million on available operating reserves, designated funds, unrestricted net assets, and the amortization reserve which provides a total source of funding to fully accommodate 2011/12 planned expenses.
- The Alberta Initiative for School Improvement (AIS) is continuing with the third year of the fourth three-year cycle of funding. Alberta Education reduced AISI funding with a reduction of 50% to \$6.9 million in 2011/12 from 2010/11 levels.
- At this time the Superintendents' Team is not aware of any further changes to grants arising from the renewed funding framework. A provincial allotment of \$12.0 million for special education is expected to be announced in June or July, 2011 to Alberta school jurisdictions.

(b) Fee Information (Attachment II, Appendix 3)

i) Student Fees

This Preliminary Budget includes projections for all student fees including those received by the Board of Trustees at its Public meeting April 19th with planned revenue changes under:

- Non-Resident of Alberta tuition fees (specialized individual student costs),
- Student and staff parking fees, and
- Noon Supervision elective annual fee increase of \$15.00 (\$10.00 for a four-day program) to the non-bus eligible students and to students who are bus eligible and choose to get to school by other means.

ii) Transportation Fees

This Preliminary Operating Budget fully reflects the June 7, 2011 Transportation Fee schedule decision by the Board of Trustees.

(c) Enrolment (Attachment II, Appendix 1)

Overall student enrolment is expected to be 103,332 which is an increase over 2010/11 budgeted levels by 658 students or 0.6% (415 students or 0.4% from 2010/11 actuals) and are fully reflected in budgeted revenue. The final September 30, 2011 fall enrolment count will drive actual funding allocations to the CBE from Alberta Education for 2011/12 for grants other than Special Education. In addition, there will be no increase in the severe student profile funding to be received from Alberta Education again in 2011/12.

(d) Operating Reserves/Designated Funds/Unrestricted Net Assets/Amortization Reserve

The recommended use of \$19.3 million of available year-end projected operating reserves, Designated Funds, Unrestricted Net Assets and Amortization to mitigate the Operating shortfall is consistent with the approved terms of reference in the following amounts:

	<u>\$ million</u>
Operating Reserves	
Utility Expense Stabilization	3.352
Snow Removal	0.200
General Instruction	1.000
Fiscal Stability	2.000
Administrative Systems Renewal	2.248
System Transformation	1.500
Designated Funds	
Schools Designated Funds	2.500
Service Unit Designated Funds	2.500
Contribution from Capital Amortization Reserve	3.000
Unrestricted Net Assets	1.000
Total	<u>19.300</u> *

* This number has been refined during the budget process from the original estimate provided to the Board of Trustees of \$12.0 million. This refinement and increase are

the result of the following:

- \$1.8 million in expected available reserves at August 31, 2011
- \$3.0 million in unused amortization reserve in 2011/12
- \$2.5 million in expected drawdowns of school-based designated funds in 2011/12

Expenses

Relevant budget assumptions and changes from 2010/11, related to expenses, have been made in the following areas:

(a) Employee Salaries and Benefits

- Continuous staff salary and benefit costs are projected to increase by 1.4%, as a result of anticipated salary and benefit rate increases, and staffing level changes at schools and service units.
- Actuarial assumptions for future Post-Employment benefit entitlements have also been updated and reflected.

(b) Targeted Services

Where funding has been targeted to specific program initiatives (Alberta Initiative for School Improvement, Student Health, High Speed Networking and Infrastructure Maintenance Renewal, etc.) expenditures have been matched to available funding.

(c) Planning Assumptions

As in prior years, programs and services supported in the 2011/12 Preliminary Operating Budget have been reviewed in the context of School development plans, Area Renewal plans and the strategies articulated in the Interim Three-Year Education Plan 2011-2014. Where appropriate, resource reallocations consistent with these plans for 2011/12 have been made, which include regular programs, alternative programs, and unique schools and programs.

(d) Governance Relationship

The Preliminary Operating Budget has been informed by and is consistent with Administration's reasonable interpretations, outcomes, measures and data sources as articulated in the Board of Trustees' Ends and related Executive Limitations and Alberta Education outcomes.

(e) Service Unit Reductions

Service units on average overall reduced their base budgets by approximately (2.3)%, after accounting for projected salary adjustments, to significantly mitigate the overall CBE budget shortfall and maximize a 3.0% funding increase year-over-year to support school based resourcing (insufficient to maintain current services).

Overall Balanced Position

The CBE will realize a balanced position for this Preliminary Operating Budget for 2011/12 after taking into account the projected revenues identified above for 2011/12 and the approved planned use of available operating reserves, designated funds and unrestricted net assets, and the planned use of the unused amortization reserve against the planned projected expenses for 2011/12.

VI. IMPLEMENTATION CONSEQUENCES

When approved and implemented, the 2011/12 Preliminary Operating Budget will enable the CBE to continue to provide quality, differentiated teaching and learning services, as well as related administrative and support services required to meet the personalized learning needs of the CBE's K-12 students and adult learners taking programs at Chinook Learning Services.

VII. CONCLUSION

The 2011/12 Preliminary Operating Budget is presented to the Board of Trustees for review and information at this time. Consideration of the Operating Budget for approval by the Board is scheduled for the June 28, 2011, Public Board Meeting. The proposed budget complies with the requirements of the provisions of the Alberta Education Funding Framework, and the *School Act*, and the Board of Trustees' Policy - Executive Limitation EL-10: Budgeting Process which calls for a balanced budget.

A separate report to the Board of Trustees, regarding compliance with Executive Limitations for the 2011/12 Operating Budget, will also be presented by Administration in accordance with the Executive Limitation monitoring schedule.

In conclusion, it has been a formidable and challenging task to attempt to balance the 2011/12 Preliminary Operating Budget, while at the same time considering initiatives to maintain school-based and central supports to students. The fact that administration is able to bring forward a proposal for a balanced budget does not mean this has been without pain for our employees, and ultimately our students. We remain focused on providing excellent public education – in spite of the funding shortfall – and hopeful that funding in future will be more sustainable given the value of public education.



Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

Attachment I – Calgary Board of Education
Bridge of Motions to the Operating Budget Summary
Attachment II – Preliminary Operating Budget 2011/12

Calgary Board of Education
Bridge of Motions to the Operating Budget Summary
2011/12 Preliminary Operating Budget
(\$millions)

Item	Motions	Motion Amount	Preliminary Operating Budget - Revenue Page 13	Budgeted Expenses	Preliminary Operating Budget - Expense Page 16
Mandatory and Elective Fees: *					
A1.	Instructional Supplies and Materials (ISM)	6.35		6.35	D
A2.	Noon Supervision Fee	5.32		5.32	A,B
A3.	Elementary and Junior Incidental Activity Fees	0.72		0.72	A,B,D
A4.	Student Transportation Fee	8.32		8.32	C
A5.	Other Parent and Independent student fees**	9.62		9.62	All Objects, not C & E
	Sub-total	30.33	A	30.33	
A6.	Non-fee revenues and planned spending ***	1,069.92		1,089.22	
	Total Revenues and Expenses	1,100.25	B	1,119.55	F

* As articulated in 2011/2012 Fees Report to the Board of Trustees' Public meeting April 19, 2011, and 2011/12 Transportation Fee Schedule report June 7, 2011.

** Primarily reflects Chinook Learning Services Fees, CBe-learn Fees, Non-Resident Student Fees, Music Instrument Registration Fees, Parking Fees

*** Primarily reflects Provincial and Federal grant funding, Leasing, Rentals, other jurisdictions, secondments, other sales and services revenues and School Generated Funds



Calgary Board of Education

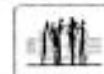
PRELIMINARY OPERATING BUDGET 2011/12



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EXECUTIVE SUMMARY



Calgary Board of Education

The Calgary Board of Education (CBE) has provided quality differentiated educational opportunities to its students for over 125 years. The CBE is the largest public school district in Alberta and for 2011/12 will serve an expected 103,332 students in 221 schools. The CBE provides an inclusive learning environment and values the uniqueness of all learners. The organization employs for 2011/12 an overall total of 8,782.9 Full-Time Equivalents (FTE) reflecting 5,656.7 FTE certificated staff and 3,126.2 non-certificated FTE staff in schools and service units who work together in "Educating Tomorrow's Citizens Today".

In the 2011/12 school year, the CBE will focus on maintaining services to students and meeting priority needs. This will be achieved through investments in the personalization of student learning, and other strategic initiatives embedded in the Interim Three-Year Education Plan. In the preparation of the 2011/12 budget, the CBE was faced with the projected revenues not keeping pace with virtually all anticipated cost increases. In a Provincial fiscal environment of negligible resource increases, emphasis has been placed on reducing, redeploying or reallocating resources and associated supports in regard to programs and services, and examining all areas of the organization for synergies and operational efficiencies particularly at service units. The CBE has identified considerable changes to both staffing and service levels through service delivery redesign to ensure a long-term financially sustainable, fiscal position while honouring the Board of Trustees' Values influencing the budget process, namely:

- **Students come first**
- **Learning is our central purpose**
- **Public education serves the common good**

6-12

The Preliminary Operating Budget planned spending of \$1,119.6 million, presented to the Board of Trustees for their consideration and approval, represent the CBE's plan for the allocation of resources for the 2011/12 school year. In developing this budget, CBE Administration considered the relationship between the proposed budget and the Board of Trustees' Ends policies, Executive Limitations and prescribed Alberta Education outcomes for the 2011/12 school year.

The Board-funded capital budget of \$19.75 million was approved by the Board of Trustees at their public meeting May 17, 2011.

REVENUES – Total Planned Revenues \$1,100.3 million

The organization is expecting the following revenue changes for 2011/12:

- The student enrolment growth projection and all expected student complexity changes are fully reflected in revenues.
- Base Instruction grant rates and associated Kindergarten to Grade 3 and identified high school Career Technology Studies (CTS) class-size funding have a confirmed increase of 4.54% over the previous year.
- Discontinued grant funding for Grades 4-6 class size, Enrolment Growth/Decline, Enhanced English as a Second Language (ESL) and Intra-Jurisdiction Distance.
- Reduction of 50% in funding for the three Relative Cost of Purchasing Adjustment (RCPA) grant funding line items (Regular, Transportation, and Plant Operations and Maintenance (PO&M)) and the Alberta Initiative for School Improvement (AISi).
- All other Provincial grant funding rates are unchanged, or 0% increase.
- Other revenues include all approved fee increases and other non-Provincially based revenues such as leases, rentals and investment income.
- Total Other revenues increased by \$4.5 million or 5.3% for 2011/12.

**EXPENSES – Total Planned Expenses \$1,119.6 million**

The following expenditure considerations are included for 2011/12:

- Provisions for salaries and associated benefits costs have been made for the upcoming year.
- This Budget makes provision for the costs of services, contracts and supplies, including reasonable expense projections for utilities, maintenance and repair services, insurance costs, amortization and supplies, materials and equipment.
- This Budget reflects total planned expenses of \$42.8 million or 3.8% of total costs for System Administration and therefore respects the Provincially-prescribed limit of 4.0% under this expenditure block.
- Embedded in this 2011/12 Preliminary Operating Budget is a \$0.75 million provision for EducationMatters.

OPERATING RESERVES, DESIGNATED FUNDS, UNRESTRICTED NET ASSETS (UNA), AMORTIZATION RESERVE**– Total Planned use of \$19.3 million**

The CBE, through Board of Trustees' approval, has designated funds and operating reserves which function as savings for one-time use for specified initiatives. The use of these operating reserves is solely at the discretion of the Board of Trustees. In addition, the organization has modest amounts under Unrestricted Net Assets (UNA) in which there is no specific encumbrance, and is available to support operational expenses on a one-time basis.

6-13

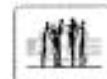
In support of 2011/12 organizational expenses, a general strategy of under-spending Board funded capital additions through the amortization reserve will be employed in 2011/12 to support the operating needs of the organization. Since the Reserves were last communicated to the Board of Trustees of \$18.5 million, additional refinements have been made for \$1.0 million in support from the System Transformation Reserve and a reduction of \$(0.2) million reflecting schools' projected designated funds to be used to support staffing at schools at August 31, 2011.

The August 31, 2011 expected available reserve amounts in support of 2011/12 operating expenses are as follows:

	(\$ millions)
Utility Expense Stabilization Reserve	\$ 3.352
Snow Removal Budget Stabilization Reserve	\$ 0.200
General Instruction Reserve	\$ 1.000
Fiscal Stability Reserve	\$ 2.000
Administrative Systems Renewal Reserve	\$ 2.248
System Transformation Reserve	\$ 1.500
Schools Designated Funds	\$ 2.500
Service Unit Designated Funds	\$ 2.500
Unrestricted Net Assets (UNA)	\$ 1.000
Sub-total	\$ 16.300
Amortization Reserve	\$ 3.000
TOTAL	\$ 19.300 *

* This number has been refined during the budget process from the original estimate provided to the Board of Trustees of \$12.0 million. This refinement and increase are the result of the following:

- \$1.8 million in expected available reserves at August 31, 2011
- \$3.0 million in unused amortization reserve in 2011/12
- \$2.5 million in expected drawdowns of school-based designated funds in 2011/12 to mitigate staff reductions



OVERARCHING BUDGET CONSIDERATIONS

Provincial Funding Increase - Announced increases in only the base instruction grants and class size grants. In order to address the needs of students with complex needs, the CBE is placed in a position of having to support specific enhancements in these areas under the teaching and learning budget solely through a redeployment and alignment of some resources.

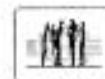
Specified Provincial Funding Eliminated – The Provincial budget eliminated class-size funding for Grades 4-6 (Division II). This will likely increase class sizes slightly in all divisions with a higher increase in Division I for 2011/12. The reason for this increase is that some funding for Division II was directed to Division I for the 2010/11 school year. Considerable cost pressures will impact the Regular program, English Language Learners (ELL), Special Education, and First Nations, Métis, Inuit (FNMI) learners.

Realigning and Redeploying Resources to Support Programs - 2011/12 Provincial funding allocation to school districts does not permit the CBE to resource schools optimally in order to maintain the same service level as 2010/11. The overarching strategy to contain costs principally involved redesigning and redeploying resources at CBE service units to maximize school resourcing. Administration, nonetheless, still anticipates and predicts significant challenges to school resource allocations for 2011/12. This Budget accommodates and provides for continued and minor-enhanced support for those learners who require complex instructional supports.

Resource Allocation to Schools - All schools received additional funding in an attempt to address a portion of the inflationary costs. This was modeled around average teacher and support staff total compensation levels. This additional funding, year-over-year, amounts to approximately \$113.00 or a 3.0% increase per student in base instruction grants for every school. However, the amount of this additional funding is insufficient to deal with every estimated inflationary cost pressure experienced by most CBE schools, falling short by approximately 2.6%.

Resourcing Equity – Equity application in the CBE requires some differentiation between the resource allocations for elementary schools, junior high schools, senior high schools and unique settings. An example of equity in practice at the CBE includes Full-day kindergarten programming; although not funded by the Province, this program will continue to be supported in 16 schools reflecting 37 classes for students who are at risk and would benefit the most from this program. As in the past, support for neighborhood schools will continue, and in response to stakeholder engagement, the CBE will continue to support programs of choice.

Service Impact - Facilities and Environmental Services (FES) Service Unit continues to experience unfunded cost increases for caretaking and maintenance, utilities and material costs. In light of these pressures, FES is unable to maintain current service delivery levels in all areas. The organization is expecting considerable medium-term pressures in this area where external leasing revenues are being significantly reduced commencing September 2012, as communicated by the Province.



OVERARCHING BUDGET CONSIDERATIONS, (Cont.)

Student Transportation Impact - Student Transportation funding rates have not kept pace with all inflationary cost increases, particularly diesel fuel costs. This has resulted in increased charter fee rates and some reduction in routes. As well, to mitigate any unfunded cost increases, the organization will co-ordinate its non-instructional days resulting in a decrease in carrier costs for those specified days. 2011/12 is forecasted to be in a balanced position overall, but it is imperative that a revised and enhanced funding model be provided in the immediate future to maintain appropriate service levels. A new metro transportation funding formula is not expected from the Province until at least 2012/13.

Fiscal Responsibility and Accountability - The 2011/12 Preliminary Operating Budget continues to address the important long-term goal of responsibly managing public resources with a commitment to meet the personalized learning needs of our students.

BUDGET PLANNING PROCESS



Calgary Board of Education

I. GUIDANCE/PROCESS

Superintendents' Team Direction

The 2011/12 Preliminary Operating Budget was proposed by the Superintendents' Team and with significant input from the CBE's internal and external community. The Superintendents' Team is responsible for presenting a balanced budget proposal to the Board of Trustees for their consideration and approval. The proposal includes a prudent expenditure plan for the organization under all prescribed programs including:

- Teaching and Learning
- Plant Operations and Maintenance (PO&M)
- Student Transportation
- Board and System Administrative Expenses
- External services including the Adult Program at Chinook Learning Services

The Superintendents' Team is comprised of individuals with responsibilities and accountabilities encompassing every operational area of the Calgary Board of Education and includes the five Area Directors, who manage the operation of schools and programs across the city.

In developing the 2011/12 Preliminary Operating Budget, Superintendents' Team considered the Board of Trustees' Governance Policies and Administrative Regulations, and the Interim Three-Year Education Plan 2011-2014 for the Calgary Board of Education. The Superintendents' Team also considered the Board of Trustees' Executive Limitations in creation of the Preliminary Operating Budget.

Once the magnitude of the funding shortfall for 2011/12 was known, Superintendents' Team confirmed that a more succinct, genuine and thoughtful engagement of the organization's stakeholders would be required before any proposed changes to the Operating Budget would be considered. This strategy is in full alignment with the Board of Trustees' Executive Limitation 10, which requires the appropriate participation of stakeholders. A multitude of stakeholder engagement strategies were employed including a survey facilitated through the CBE external website, numerous engagements with CAPSC and engaging the CBE's Unions and Associations. In addition, at the System Leadership meeting in April, where schools' resources and spring staffing was the key topic, Principals were reminded of the requirement for school-based stakeholder engagement. The Superintendents' Team believes that the feedback received through the engagement has been embedded in whole or in part in this Preliminary Operating Budget within the financial constraints of the general budget itself.

Based on the success of the engagement strategies over the past few months, and the interest received regarding the sustainability of public education by our external stakeholders over the long term, it suggests the strategy of enhanced engagement itself was well received and that further engagement strategies are warranted to continue the facilitation of open and transparent dialogue regarding public education between the CBE and all its stakeholders.

The Interim Three-Year Education Plan 2011-2014 will be placed before the Board of Trustees on June 14, 2011 for information. The 2011/12 Preliminary Operating Budget will be presented at the same board meeting to clearly demonstrate that the Preliminary Operating Budget aligns with and fully supports the Board of Trustees' Ends Statements and the Interim Three-Year Education Plan. In this regard, the Board of Trustees' Policy - Ends can be found in Appendix 6, The Interim Three-Year Education Plan 2011-2014 and Executive Limitations are presented, with examples of associated resourcing in Appendices 7 and 8.

Provincial Initiative - Action on Inclusion

The organization is awaiting specific direction in implementing the Action on Inclusion. Any new initiatives may have an impact on this proposed budget.

2. ASSUMPTIONS

Student Enrolment Projections (Appendix 1)

The Calgary Board of Education's funding and corresponding expenditures are determined primarily by 2011/12 planned student enrolments. These student enrolment projections have been utilized in revenue and expenditure planning including school resourcing under the Resource Allocation Method for CBE schools.

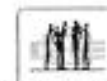
Provincial Budget

The Province of Alberta delivered its budget for 2011/12 on February 24, 2011 and announced grant funding increases solely on base instruction grants (including class size) tied to the Alberta Average Weekly Earnings Index and specific reductions or elimination of other identified grant funding categories. The planned revenues in this Preliminary Operating Budget fully reflect all provincially-announced funding changes known to date.

General Uncertainties

As is the case with any financial planning exercise, some of the underlying assumptions used in the preparation of this budget may not occur exactly as predicted once the school year has commenced. Some of the factors that may change include:

- The student count projection at the system level and the actual school by school count may differ at the September 30th enrolment count date.
- Actual fall allocation and deployment decisions of schools, between the numbers of certificated and non-certificated staff, may differ somewhat from the labour distribution planning at the school level made in this budget.
- Provincial and Board decisions about the number and/or location of CBE schools and programs may change associated budget allocations.
- Funding requirements for Board-funded capital projects may change as a result of scope, timing or tender pricing differences that may be outside the control of CBE Administration.
- The actual amount of operating reserves available at August 31, 2011 to support 2011/12 operating expenses may be different than the estimate embedded in this budget as a result of finalized expenditures. The organization will continue to monitor current year expenses against budget and report variances to the Board of Trustees in a timely manner.
- Finalization of Collective Agreements.



3. RAM PROCESS

Equitable Allocations and Deployment of Resources

The CBE employs a model for allocating school instructional resources called the Resource Allocation Method (RAM) for CBE Schools. The fundamental purpose of the Resource Allocation Method is to provide a decentralized and equitable rationale for resource allocations to schools.

Administration has devoted considerable time and effort to building an equitable RAM model through the Superintendents' Team. A fundamental assumption of the work in this area is that the concept of equity must be differentiated from the concept of equality. In short, a classic principle of Western philosophy is that in order to treat all people with equity, you may have to treat some unequally (in the province of Alberta, for example, children with special learning needs are funded at a much higher level than children within the "normal" spectrum of learning abilities). Equitable treatment of schools, therefore, contemplates some standardization of resource allocations along with some differentiation of budgetary allocations for those educational areas that require a higher level of resourcing¹. A well developed and thoughtful allocation model provides Principals with flexibility to respond to specific needs and circumstances and supports the concept of equity which is of great importance to the organization and its external stakeholders.

Schools are provided resources through the RAM to meet student learning outcomes articulated in their School Development Plans. Superintendents' Team, through Board of Trustees' approval, releases the allocations to schools. After Principal decisions are received, it informs the development of the instructional component of the CBE's budget. Accountability for the CBE's overall financial condition and budgeting processes resides at the system level.

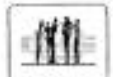
Resource Deployment

Once resources have been allocated to individual schools, the Principal, in consultation with the school community, will decide how those resources will be best deployed for optimal student learning outcomes. After engagement of staff and school-based stakeholders, such as school councils, accountability for final deployment decisions rests with the Principals.

Principals must adhere to statutory and contractual requirements but are afforded some discretion and flexibility when making resource deployment decisions and must fully consider the following:

- Student entitlement, including instructional hours and personalized learning;
- Program requirements outlined by Alberta Education in The Program of Studies and the Guide to Education;
- Entitlement of Special Needs students (meeting the Standards of Special Education);
- Support for students who are English Language Learners;
- Staffing guidelines;
- Contractual agreements between the Calgary Board of Education and various employee groups;
- CBE Governance Policies and Administrative Regulations;
- Alberta Education mandates and guidelines (e.g., Infrastructure, Maintenance and Renewal).

¹ Stone, Deborah A. (2001). *Policy Paradox: The Art of Political Decision Making*, Revised Edition, Norton



The centralized resource allocations of the system to schools are balanced by the decentralized deployment decisions of individual schools. The level of school-based educational services therefore is a function not only of the resource allocation by the system to that school, but also of the effectiveness of that school's deployment logic to facilitate student learning. In this regard, this Preliminary Operating Budget reflects returned Principal spring staffing decisions.

4. PRESENTATION

Comparative Figures

Throughout this document, budget comparisons are made between the 2011/12 Preliminary Operating Budget with the 2010/11 Modified Approved Budget. This comparison base for the prior year reflects revenues and expenditures at November 30, 2010 that are deemed to be sustainable into the future.

Alberta Education Prescribed Budget Changes

Embedded in all budgetary numbers are two new prescribed requirements from Alberta Education:

- School Generated Funds (SGF), under this Preliminary Operating Budget, is now broken down into fees, fundraising, gifts and donations, and other sales and services.
- Reporting for teacher pension contributions, which are funded by the Province, are shown within this Preliminary Operating Budget as Corporate Revenues with an expenditure offset to certificated benefits (flow-through funds).

2011/12 PRELIMINARY OPERATING BUDGET SUMMARY



	2011/12 Preliminary Operating Budget		2010/11 Modified * Approved Budget	
	(\$000)	(%)	(\$000)	(%)
REVENUE				
Provincial Funding	1,011,720	90.4	1,002,597	90.9
Other Revenue	88,532	7.9	84,045	7.6
Total Revenue	1,100,252	98.3	1,086,642	98.5
Operating Reserves				
Utility Expense Stabilization	3,352	0.3	2,300	0.2
Snow Removal Stabilization	200	0.0	-	0.0
General Instruction	1,000	0.1	2,000	0.2
Fiscal Stability	2,000	0.2	3,000	0.3
Administrative Systems Renewal	2,248	0.2	3,074	0.3
System Transformation	1,500	0.1	-	0.0
Designated Funds				
Schools Designated Funds	2,500	0.2	1,500	0.1
Service Unit Designated Funds	2,500	0.2	-	0.0
Contribution from Amortization Reserve	3,000	0.3	2,009	0.2
Unrestricted Net Assets	1,000	0.1	2,500	0.2
Total Revenue and Other Funding Source	1,119,552	100.0	1,103,025	100.0
EXPENSE				
School and Area Instruction	854,382	76.3	840,934	76.2
System Instructional Support	26,401	2.4	28,727	2.6
Environmental Services (Operations & Maintenance)	134,285	12.0	136,973	12.4
Student Transportation	37,688	3.4	37,164	3.4
Board of Trustees	1,791	0.1	1,744	0.2
Administration	41,022	3.7	37,538	3.4
Other (Chinook Learning, External Services)	23,983	2.1	19,945	1.8
Total Expense	1,119,552	100.0	1,103,025	100.0
OPERATING DEFICIT	-	0.0		

* Restated to reflect the flowthrough revenues and associated expenses tied to the requirement to now commence reporting related to the Province's contribution to the Alberta Teacher Retirement Fund on behalf of teachers for 2011/12. This provides for comparability between 2010/11 and the 2011/12 fiscal years.

BUDGETED REVENUES



Calgary Board of Education

Overall planned operating revenues are planned to be \$1,100.3 million reflecting a \$13.6 million or 1.3% increase over 2010/11 levels.

The Calgary Board of Education is financially dependent on the Province of Alberta and Provincial grants are approximately 90% of the organization's total revenue. Funding allocations from Alberta Education are distributed in categories such as base funding, differential cost funding, Provincially-targeted and other Provincial support. The base and differential cost funding is simply a method of allocating funds to the CBE. The CBE, in turn, is delegated authority to address local needs with the flexibility to determine where these funds are best spent in support of student learning. Conversely, Provincially-targeted funding is provided for specified initiatives, and the related allocations must be spent on the priority programs for which the allocations were provided. The CBE receives Provincially-targeted funding for three programs: the Alberta Initiative for School Improvement (AISi), Student Health Initiative and High Speed Networking (Supernet). The Southern Alberta Regional Educational Assessment & Consultation Services (REACH) program, and Institutional Programs fall under Other Provincial Support but must be fully spent on those programs.

The revenues portion of the 2011/12 Preliminary Operating Budget have been prepared using known information such as the February 24, 2011 Provincial Budget and by making reasonable and prudent assumptions for other revenues. These are fully described as follows:

ANNOUNCED PROVINCIAL GRANT FUNDING CHANGES

- Per student rates for base instruction (K-12) and class size (ECS, grades 1-3 and grades 10-12 CTS Tier 2 & 3 courses) is planned to increase by 4.54%,
- All other Provincial grant funding rates are unchanged from the 2010/11 school year.

PROVINCIAL FUNDING ALLOCATION REVENUE CHANGES

The following allocations have been discontinued effective September 1, 2011:

	<u>\$ millions</u>	
• Grades 4-6 Class Size Funding loss of	\$ 5.900	
• Enhanced ESL loss of	\$ 4.800	
• Intra-Jurisdiction Distance Funding loss of	\$ 0.015	
• Enrolment Growth Funding loss of	\$ 2.200	
• Enrolment Decline Funding loss of	\$ 1.000	
Sub-total		\$13.915

The following funding allocations have been reduced by 50% effective September 1, 2011:

	<u>\$ millions</u>	
• Relative Cost of Purchasing Adjustment (RCPA)	\$ 4.100	
• RCPA Transportation loss of	\$ 0.400	
• RCPA Plant Operation & Maintenance loss of	\$ 1.600	
• Per student rates for the Alberta Initiative for Student Improvement (AISi) loss of	\$ 6.900	
Sub-total		\$13.000
Total		\$26.915

A budget is a dynamic document that evolves as the actuals from one year are recorded and the estimated costs for the subsequent year are refined. As part of the overall \$61.7 million shortfall, Administration initially calculated the reduction of Provincial funding to be \$25.3 million. As we finalize the Preliminary Operating Budget, the refined estimate is \$26.915 million, which is \$1.615 million worse than originally forecast. All budgets are finalized September 30th when enrolment is final.

**Severe Disabilities Profile Funding:**

- No announced funding rate increase and no change to the severe profile disability (eligible students)
- The CBE is awaiting an announcement regarding the distribution of \$12.0 million in funding for students requiring these supports

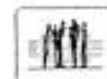
PROVINCIAL GRANT REVENUE

The 2011/12 Preliminary Operating Budget revenues from Alberta Education, under the Renewed Funding Framework (including transportation grants), are projected to be \$1,011.7 million. This is an increase of \$9.1 million, or 0.9% from the 2010/11 Modified Approved Budget. The majority of this increase is primarily the result of:

- \$29.5 million, or 4.5%, representing a 4.54% announced increase in the Base Instruction grant rates and tied to a 0.4% increase in the projected student enrolment, and fully reflects the loss of Division II class size funding, in the amount of \$5.9 million,
- \$(10.8) million, or (9.3)%, reflecting no announced increase in grant rates for Differential Cost Factors and to reflect modest expected increases in enrolments of English Language Learners (ELL) and First Nations, Métis, Inuit (FNMI) learners. It also fully reflects the loss of Enhanced English as a Second Language (ESL) funding and Enrolment Growth and Decline grant funding and an announced reduction of 50.0% in Relative Cost of Purchasing Adjustment (RCPA) funding,
- \$(0.1) million, or (0.4)%, under Student Transportation primarily due to an announced 50.0% reduction in Student Transportation RCPA grant funding,
- \$(1.6) million, or (2.0)%, in Plant Operations and Maintenance (PO&M) funding, and fully reflecting an announced 50.0% reduction in PO&M RCPA funding,
- \$(0.4) million, or (1.6)%, tied to reduced interest support on debenture debt as a result of corresponding reduced expenses,
- \$(6.9) million, or (49.9)%, for a 50.0% announced reduction in grant funding for the Alberta Initiative for School Improvement (AISi),
- \$(0.2) million, or (4.6)%, to reflect expected reduced revenues under the Regional Assessment (REACH) program,
- \$0.2 million, or 5.1%, to reflect expected increased revenues for Institutional Programs,
- \$0.8 million, or 26.8%, to reflect expected increased revenues under the Student Health Initiative,
- \$(5.1) million, or (100.0)%, in one-time revenues concluding for Career and Technologies Evergreening funding of \$(1.7) million and Innovative Classroom Technology Funding of \$(3.4) million (ending of 3-year program), and
- \$3.7 million, or 7.4%, in flow-through grant funding reflecting the Province's contribution towards the Alberta Teacher Retirement Fund (ATRF).

PLANT OPERATIONS AND MAINTENANCE (PO&M)

Funding from the Province in support of expenditures in Facilities and Environmental Services includes two components: for Plant Operations and Maintenance, the CBE will receive approximately \$81.3 million which is a \$1.6 million decrease over 2010/11 to operate, maintain and repair all buildings owned by the CBE. The CBE is again expecting \$18.2 million for Infrastructure Maintenance Renewal (IMR) funding (third year with no increase) to facilitate large planned projects to assist in addressing the CBE's \$798.0 million backlog of deferred maintenance. Funding allocations totaling \$25.1 million are also budgeted to provide financial support for debenture interest of \$1.5 million (to fund the repayment for Provincially-supported debt on school buildings) and amortization of \$23.6 million for these capital building assets.



OTHER REVENUE

All other revenues (including all board mandated fees, school generated funds and elective fees, discretionary program collections, investment income and rental and leasing revenues) have been budgeted at \$88.5 million, an increase of \$4.5 million, or 5.3% as follows:

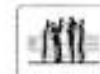
	\$ million	%
• Increase in School Generated Fund Revenues due to change in services provided	0.4	0.5
• Net investment income increase due to interest earned on retrofit lease	0.5	0.6
• Increase in Noon Supervision fee revenue	0.5	0.6
• Charter Transportation Fee revenue increase	2.0	2.3
• Increase in sales and services revenue reflecting activity	1.0	1.2
• Increase in staff parking revenues tied to the move to the new Education Centre	0.4	0.5
• Increase in Chinook Learning Services mainly in Credit-Free program	0.4	0.5
• Aboriginal Pride Program (end of program)	(0.5)	(0.6)
• Other net revenue decreases	(0.2)	(0.3)
	<u>\$ 4.5</u>	<u>5.3%</u>



REVENUE SUMMARY

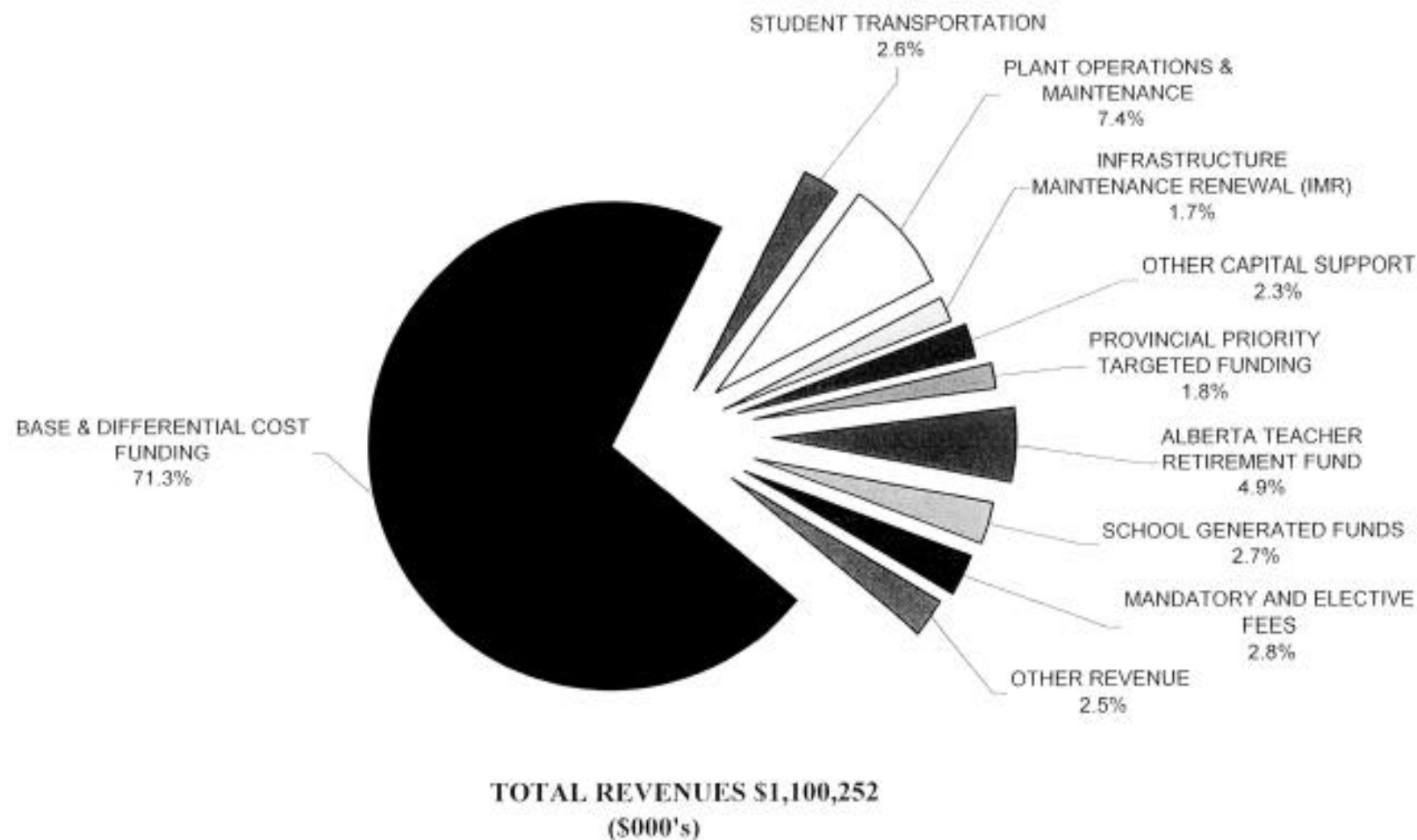
Reference	Percentage of Total	Preliminary Operating Budget 2011/12	Modified Approved Budget 2010/11	Increase/ (Decrease)	Increase/ (Decrease)
	%	(\$000)	(\$000)	(\$000)	%
Alberta Education Funding					
Base Instruction	61.7	678,760	649,267	29,493	4.5
Differential Cost Factors	9.6	105,592	116,374	(10,782)	(9.3)
Student Transportation	2.6	28,893	29,013	(120)	(0.4)
Plant Operations and Maintenance	7.4	81,342	82,986	(1,644)	(2.0)
Infrastructure Maintenance Renewal (IMR)	1.7	18,248	18,248	-	-
Other Capital Support	2.3	25,127	25,538	(411)	(1.6)
Provincial Priority Targeted / Other Support					
Alberta Initiative for School Improvement (AISi)	0.6	6,912	13,788	(6,876)	(49.9)
Regional Educational Assessment & Consultation Services (REACH)	0.3	3,228	3,384	(156)	(4.6)
Institutional Programs	0.5	4,801	4,566	235	5.1
Student Health Initiative (SHI)	0.3	3,673	2,896	777	26.8
Innovative Classroom Technology	0.0	-	3,410	(3,410)	(100.0)
CTS Evergreening	0.0	-	1,679	(1,679)	(100.0)
High Speed Networking (Supernet)	0.1	1,419	1,419	-	-
Other Ministry Support					
Alberta Teacher Retirement Fund (ATRF) - flow through	4.9	53,725	50,029	3,696	7.4
Total Alberta Education Funding	92.0	1,011,720	1,002,597	9,123	0.9
Other Revenue					
School Generated Funds	2.7	30,170	29,795	375	1.3
A Mandatory and Elective Fees	2.8	30,330	27,442	2,888	10.5
Other *	2.5	28,032	26,808	1,224	4.6
Total Other Revenue	8.0	88,532	84,045	4,487	5.3
B TOTAL REVENUE	100.0	1,100,252	1,086,642	13,610	1.3

* Primarily reflects Provincial and Federal grant funding, Leasing, Rentals, other jurisdictions, secondments, other sales and services revenues.



2011/12 REVENUES

6-25



BUDGETED EXPENSES



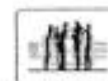
Calgary Board of Education

Overall planned operating expenses are projected to increase by \$16.5 million (or 1.5%) as compared to the 2010/11 Modified Approved Budget. This budget reflects employee salaries and benefits.

The organization's flexibility is somewhat constrained as approximately 77% of the CBE's Preliminary Operating Budget provides for salaries and benefits. The salary and benefit cost information presented in the 2011/12 Preliminary Operating Budget is based on certain assumptions, on past experience and on the preliminary allocation and deployment decisions made within CBE schools. It is anticipated that, overall, actual staffing decisions will not vary significantly from the budgeted information, based on past experience.

After salaries and benefits, the remaining 23% of the budget includes: services 11%; supplies and materials 8%; and amortization charges 4%.

Specific operating expenses are rising, but the economic environment has caused these increases to moderate. The CBE has limited discretion, for example, with respect to the market-driven increases in costs for utilities, construction materials, transportation diesel fuel, technology maintenance, licenses and operating supplies. As well, the organization is committed to fully fund its collective agreement obligations and to remain competitive to facilitate the attraction and retention of staff. The CBE has attempted to mitigate these cost increases through redeployment of resources, exploring internal efficiencies such as strategic sourcing, contracting to guarantee prices or implementing service level changes. Also impacting the CBE in 2011/12 is the finalization of the move into the new Education Centre and the associated capital lease costs and operational expenses which are fully accommodated in this budget.

**EXPENSE SUMMARY BY OBJECT**

		Preliminary Operating Budget 2011/12	Modified Approved Budget 2010/11	Increase/ (Decrease)	Increase/ (Decrease)
	Percentage of Total				
	(%)	(\$000)	(\$000)	(\$000)	(%)
Continuous Salaries and Benefits					
	55.9	625,229	614,834	10,395	1.7
A	Non-certificated	212,730	211,355	1,375	0.7
	Sub-total Continuous Salaries and Benefits	837,959	826,189	11,770	1.4
Temporary Salaries and Benefits					
	0.6	6,475	7,292	(817)	(11.2)
B	Non-certificated	20,247	19,688	559	2.8
	Sub-total Temporary Salaries and Benefits	26,722	26,980	(258)	(1.0)
Central Services and Supplies:					
	0.9	10,544	6,092	4,452	73.1
C	Student Transportation	35,662	34,191	1,471	4.3
	Utilities	20,483	23,052	(2,569)	(11.1)
	Miscellaneous Services and Supplies	72,822	75,212	(2,390)	(3.2)
D	School Services and Supplies	35,063	34,526	537	1.6
	School Program Expenses	5,000	4,000	1,000	25.0
E	School Generated Funds	30,170	29,795	375	1.3
	Amortization	45,127	42,988	2,139	5.0
F	100.0	1,119,552	1,103,025	16,527	1.5

FULL-TIME EQUIVALENT (FTE) CHANGES

As a result of the funding increases anticipated for the CBE in 2011/12 and staff deployment decisions made by school Principals, the 2011/12 Teaching and Learning Budget projects a decrease in both the numbers of certificated staff and non-certificated staff within the CBE in the next school year as compared to the 2010/11 Modified Approved Budget. A decrease of 170.7 full-time equivalents (FTE) certificated positions (3.1)% and a decrease of 3.5 FTE non-certificated staff positions (0.2%) in schools from the 2010/11 Modified Approved Budget is currently projected. These changes primarily reflect lower staff levels tied to a lower resource allocation increase to schools than required to maintain positions beyond the projected enrolment growth and a reduction of \$5.9 million in support for the grades 4-6 small class size initiative funding.

Continuous staff salary and benefit costs are projected to increase by 1.4%, as a result of anticipated salary and benefit rate increases, and staffing level changes at schools and service units.

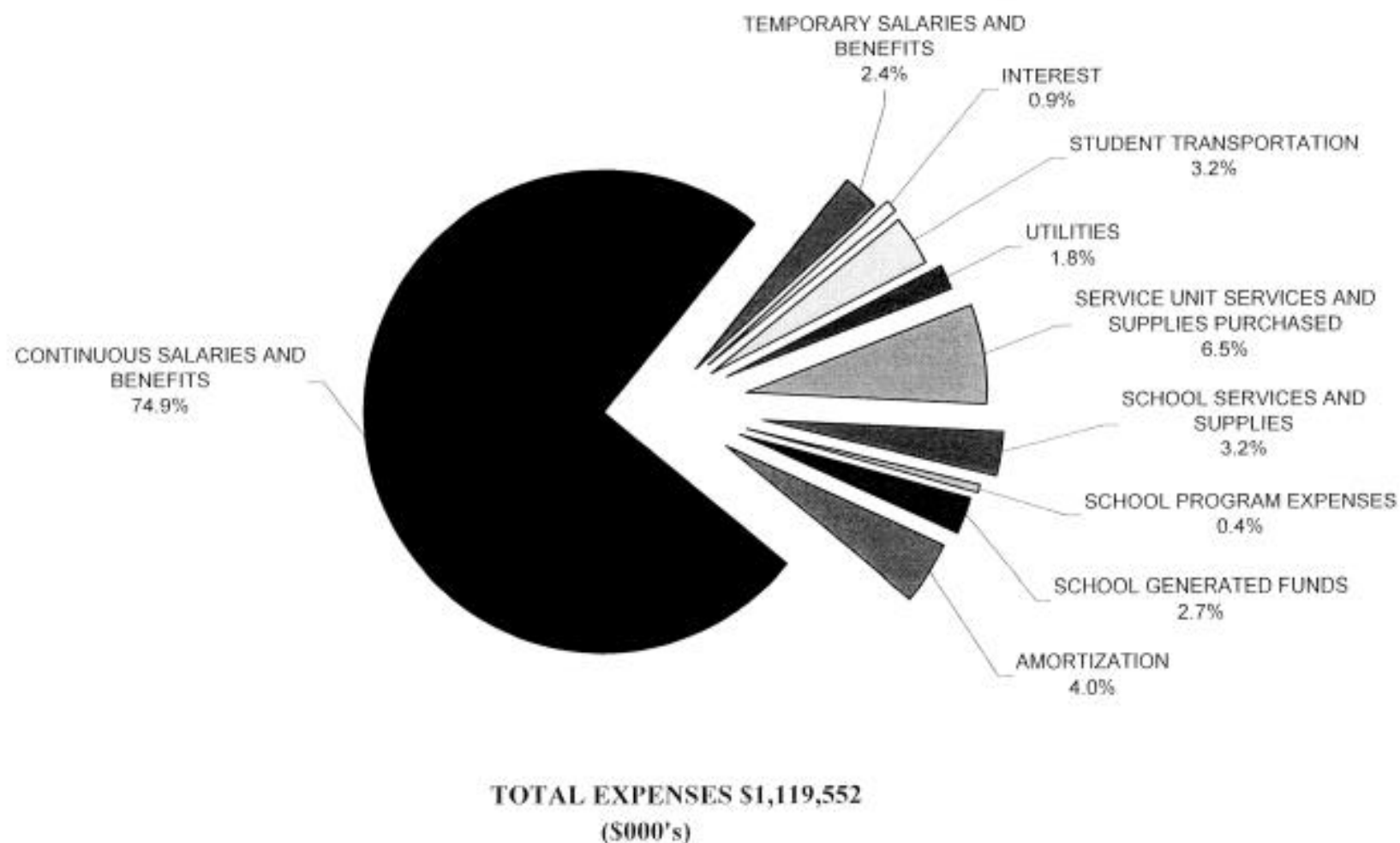
	Increase (decrease) in Full Time Equivalents		
	Certificated Staff	Non-certificated Staff	Total
Educational Programs	(170.7)	(3.5)	(174.2)
Alberta Initiative for School Improvement	(69.2)	-	(69.2)
Service Units	(38.9)	(48.7)	(87.6)
	<u>(278.8)</u>	<u>(52.2)</u>	<u>(331.0)</u>

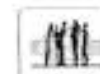
- Other major expense changes include:

	\$ million	
Increases/(decreases) in miscellaneous supplies and services purchased:		
• decrease in miscellaneous supplies and services	(0.1)	
• increase in school-based supplies and services tied to school budget deployment decisions	<u>(0.2)</u>	(0.3)
Decrease in temporary salaries and benefits		(0.3)
Increase in interest and operating expenses for CBE-owned and leased sites		6.3
Decrease in utilities		(2.6)
Net decrease in planned expenses in Facilities and Environmental Services		(1.5)
Increase in transportation costs due to increase in fuel price and planned service offering		1.5
Decrease in Alberta Education funded debt interest tied to expense reduction		(0.4)
Amortization expense changes (both supported and Board-funded)		<u>2.1</u>
		<u>4.8</u>



2011/12 EXPENSES

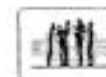




EXPENSE SUMMARY BY SERVICE UNIT AND EDUCATIONAL SERVICES

Staff Complement 2011/12 (FTEs)	Staff Complement 2010/11 (FTEs)	Service Unit	Percentage of Total (%)	Preliminary Operating Budget 2011/12 (\$000)	Modified Approved Budget 2010/11 (\$000)	Increase/ (Decrease) (\$000)	Increase/ (Decrease) (%)
		Office of the Chief Superintendent:					
7.0	8.8	Office of the Chief Superintendent	0.1	1,500	1,712	(212)	(12.4)
18.5	19.5	Legal Affairs	0.6	6,480	6,359	121	1.9
19.9	21.1	Communications	0.2	2,254	2,266	(12)	(0.5)
164.4	227.7	AREA Offices (includes AISI)	2.4	26,706	31,618	(4,912)	(15.5)
7.3	7.3	Corporate Responsibilities (includes Global Learning)	0.3	2,912	1,855	1,057	57.0
2.0	2.0	Board of Trustees	0.2	1,791	1,744	47	2.7
810.3	819.2	Facilities and Environmental Services	11.3	126,984	127,786	(802)	(0.6)
6.0	6.0	Facilities and Environmental Services: Corporate Responsibilities	3.9	43,465	43,820	(355)	(0.8)
80.5	88.5	Finance & Business Services	0.8	9,374	9,870	(496)	(5.0)
-	-	Finance & Business Services: Corporate Responsibilities	2.2	24,228	19,158	5,070	26.5
73.9	75.9	Human Resources (includes Chinook Adult Learning)	1.7	19,074	18,937	137	0.7
52.9	46.0	Human Resources: Corporate Responsibilities *	0.5	5,223	5,347	(124)	(2.3)
112.8	164.2	Learning Services	1.6	17,662	23,330	(5,668)	(24.3)
-	-	Learning Services: Corporate Responsibilities	0.0	64	64	-	-
186.6	212.7	Learning Innovation	2.5	28,343	31,413	(3,070)	(9.8)
-	-	Learning Innovation: Corporate Responsibilities	1.4	15,566	14,079	1,487	10.6
7240.8	7415.0	Educational Services (Schools and Programs)	70.3	787,926	763,667	24,259	3.2
8,762.9	9,113.9		100.0	1,119,552	1,103,025	16,527	1.5
(331.0)		Increase (Decrease)		16,527			
(3.6)%		Percentage		1.5%			

* Includes Professional Improvement Fellowships and Secondments.

**Total Expenses**

	FTE's	(\$000)
Preliminary Operating Budget 2011/12	8,782.9	1,119,552
Modified Approved Budget 2010/11	9,113.9	1,103,025
Net increase(decrease) to be explained	(331.0)	16,527
Represented by:		
a) Continuous salaries and benefits increase (decrease)		
Certificated staff decrease at schools	(170.7)	(16,649)
Alberta Teacher's Retirement Fund flow-through	-	3,695
Non-Certificated staff decrease at schools	(3.5)	(202)
AISI-certificated staff reductions	(69.2)	(6,398)
Certificated staff at service units	(38.9)	(5,165)
Non-Certificated staff at service units	(48.7)	(5,146)
Salary increases, grid increments and miscellaneous for all service units and schools	-	41,635
	(331.0)	11,770
b) Temporary salaries and benefits and other expenses increase(decrease)		
Changes in deployment decisions under supplies and services made by principals		(181)
REACH - transfers to support projected salary cost increases		(307)
Student Health Initiative - increase to reflect the planned level of activities		885
Corporate responsibility related to transportation shortfall tied to the fee schedule		(475)
Cbe-learn - transfers to support increase in staffing costs		(683)
Fees, donations, fundraising, other sales & services - increase to reflect the current level of activities		375
Learning Centre annual contract not renewed		(190)
Aboriginal Pride program ended (end of 3 year initiative)		(117)
Schools temporary staff salary increase		482
CTS Evergreening initiative (end of 3 year initiative)		(1,679)
Software and maintenance agreements and contracts increase		1,855
Chinook Learning Services- Adult program expense increase		312
System transformation provision (contingency)		1,000
Net decrease in Human Resources for projects and programs		(320)
Debenture interest decrease		(411)
Net reduction in utilities		(2,569)
Leasing expenses reduced at schools		(180)
Transportation - increase in costs to reflect the Student Transportation service offer		1,471
Facilities and Environmental Services - Service delivery changes		(1,683)
New Education Centre incremental operating costs		1,375
Incremental Capital lease interest expense for new Education Centre		3,670
Safran Centre operating costs		353
Provision for non-collection (Noon supervision fees)		200
Interest expense increase on retrofit lease		933
Interest expense increase on performance contracts		251
Innovative Classroom Technology Funding (Smartboards) completed (end of 3 year initiative)		(3,410)
Use of anticipated carryforward surplus amounts in schools in support of staff retention		2,500
Amortization expense increase		2,139
Miscellaneous line item amounts in Service Units		(452)
Other		(387)
		4,757
TOTAL	(331.0)	16,527

USE OF OPERATING RESERVES, UNRESTRICTED NET ASSETS (UNA) AND DESIGNATED FUNDS

In previous fiscal years, the organization, through the Board of Trustees' approval, had been able to transfer surplus operating funds into specified Operating Reserves. The terms and conditions of these reserves allow for the utilization of these reserves by the Board of Trustees, including mitigating a planned operating deficit. The organization is responding to the shortfall of revenues against planned expenses for the 2011/12 school year by utilizing all available operating reserves, school and service unit designated funds and unrestricted net assets (UNA). The anticipated August 31, 2011 balance of all available operating reserves, designated funds and UNA is expected to amount to approximately \$16.3 million and will be applied in its entirety to support expenses in the 2011/12 Preliminary Operating Budget. The use of any operating reserves to support expenses is solely a one-time, non-sustainable funding source. Administration predicts that there will be no available operating reserves at August 31, 2012, which will place the organization at risk to address any unknown or emergent matters going forward.

USE OF BOARD CAPITAL AMORTIZATION

The organization will further support general operational expenses through a reduced expenditure plan in the CBE's approved Board-funded Capital budget. The Capital budget, which was approved by the Board of Trustees on May 14, 2011, included a provision where an under-spend of \$3.0 million in Board-funded capital is utilized on a one-time basis to support 2011/12 general operating expenses.

In summary, it is expected that there will be a total of \$19.3 million in available operating reserves, unrestricted net assets (UNA), designated funds and the amortization reserve to support 2011/12 operating expenses.

OPERATING RESERVES NOT UTILIZED

This Preliminary Operating Budget excludes the following operating reserves to support 2011/12 planned operating expenditures:

- **Unrealized Investment Gains and Losses Reserve Fund.** Exclusion of these amounts is based upon the absence of finalized and confirmed transactions tied to the actual realization of these gains.
- **Continuing Education Fee Stabilization Reserve Fund.** This is a restricted operating reserve for Adult Education purposes at Chinook Learning Services and, in accordance with Alberta Education reporting guidelines, cannot be used in support of K-12 educational programs.
- **Music Funds at Schools.** These are restricted funds kept at the school level to support this program, raised entirely from fees.

OTHER FUNDING SOURCES

The following operating reserves, designated funds, contribution from the capital amortization reserve and unrestricted net assets, are proposed to be utilized in the operating budget to support budget balancing:

	Preliminary Operating Budget 2011/12 (\$000)	Modified Approved Budget 2010/11 (\$000)	Increase/ (Decrease) (\$000)	Increase/ (Decrease) %
Operating Reserves				
Utility Expense Stabilization	3,352	2,300	1,052	45.7
Snow Removal Stabilization	200	-	200	100.0
General Instruction	1,000	2,000	(1,000)	(50.0)
Fiscal Stability	2,000	3,000	(1,000)	(33.3)
Administrative Systems Renewal	2,248	3,074	(826)	(26.9)
System Transformation	1,500	-	1,500	100.0
Designated Funds				
Schools Designated Funds	2,500	1,500	1,000	66.7
Service Unit Designated Funds	2,500	-	2,500	100.0
Contribution from Amortization Reserve	3,000	2,009	991	49.3
Unrestricted Net Assets	1,000	2,500	(1,500)	(60.0)
TOTAL OTHER FUNDING SOURCES	19,300	16,383	2,917	17.8

APPENDIX 1: STUDENT COUNTS



Calgary Board of Education

COMPARATIVE ENROLMENT SUMMARY

	Budget Projection 2011/12	Modified Approved Budget (Note 3) 2010/11	Projected Difference
Elementary	42,581	41,601	980
Junior High	20,801	20,923	(122)
Senior High	24,497	24,761	(264)
Severely Disabled Students (profile count) excluding Unique Schools	2,583	2,583	-
Unique Schools and Programs (Note 1)	1,853	1,898	(45)
Subtotal (Note 2)	92,315	91,766	549
Kindergarten	7,667	7,482	185
Chinook Learning Services (<20 years, head count)	2,700	2,789	(89)
Cbe-learn	650	637	13
Total	103,332	102,674	658

Note 1: Unique Schools and Programs include the following:

AADAC	Dr. Gordon Townsend	Westview
Christine Meikle	Emily Follensbee	William Roper Hall
Children's Village	Home Education	Wood's Homes (including Young Adult Program)
Discovering Choices	Nexus Trust	
Dr. Oakley		

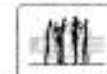
Note 2: Of the projected Grades 1 to 12 students, 603 are not Provincially funded since they are supported by Federal grants or non-resident student fees (foreign students).

Note 3: Based on September 30, 2010 student count which does not reflect the elimination of students who are registered in more than one district.

Information (a): English as a Second Language is considered a secondary coding by Alberta Education and, accordingly, English Language Learners are not identified separately in this schedule. Such students could be represented as part of any one of the above categories of students. The projected number of ESL-funded English Language Learners is 22,955, or +5.4% (21,774 for 2010/11).

(b): Self identified Aboriginal is considered a secondary coding by Alberta Education and, accordingly, students qualifying for such status are not separately identified in this schedule. Such students could be represented as part of any one of the above categories of students. The projected number of aboriginal students at the CBE in 2011/12 is 3,405, or +11.3%, based totally on self-identification (3,058 students for 2010/11).

APPENDIX 2: SCHOOLS & PROGRAMS



Calgary Board of Education

In 2011/12, the CBE will continue to address the need for public schools in the new and developing communities of the City of Calgary. In addition, the CBE will also address the need for major modernizations of identified schools in established communities in the City of Calgary.

In January 2008, the Provincial Government announced five new P3 schools for the CBE. There are four grades 5-9 schools for the communities of Coventry Hills, Taradale, Panorama Hills and Tuscany scheduled to open for the 2012/13 school year and a new high school for northwest Calgary, scheduled to open for the 2013/14 school year.

A new West Calgary High School (Ernest Manning replacement school) is scheduled to open for the 2011/12 school year.

Funding has been provided in the budget to implement or expand the following alternative programs or program renewal initiatives in 2011/12:

- Spanish Bilingual expansion at Westgate School, William Aberhart High School, Bishop Pinkham School and Dr. E.P. Scarlett High School
- German Bilingual expansion at Thomas B. Riley School
- Grade expansion at The Hamptons School
- Traditional Learning Centre expansion at Glamorgan School, Sir Wilfrid Laurier School and Dr. J.K. Mulloy School
- French Immersion expansion at Janet Johnstone School, Valley Creek School and Bishop Pinkham School
- Mandarin Bilingual expansion at Midnapore School and program move to Highwood School
- Montessori expansion at Captain John Palliser School
- All Boys' Alternative Program opening at Sir James Lougheed School

Note: See page 46 for Area map.

APPENDIX 3: FEE INFORMATION



Calgary Board of Education

The Preliminary Operating Budget incorporates revenues to be received from fees charged to students and parents. The most common of these fees are summarized below:

Instructional Supplies and Materials Fees (ISM):

- Kindergarten (half day)
- Kindergarten (full day program when offered)
- Elementary (Grades 1 to 6)
- Junior High (Grades 7 to 9)
- Senior High (Grades 10 to 12)
- Family Maximum*

*Established at two times the approved rate for Senior High School students.

CBe-learn

- 1 course
- 2 courses
- 3 or more courses

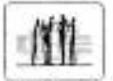
Senior High School Students Directed to Chinook Learning Services or CBe-learn:

- (a) non-refundable instructional resource fee (per course)
- (b) textbook rental fee, based on the total value of textbooks for courses taken (including a refundable caution fee of \$60.00)
- (c) performance bond of up to \$220.00 (2010/11 - \$220.00) for a five credit course will be required of students 19 years of age or younger for each course they are repeating in the Fall and Winter semesters. All students attending the Summer semester are required to pay a performance bond. The amount of the performance bond, minus the non-refundable instructional resource fee, will be refunded if the student achieves the requirements as set by Alberta Education.

Transportation Fees:

- Calgary Transit (net of annual rebate of \$150.00)
- Ineligible Transit (per year)
- Kindergarten Charter (per year)
- Elementary (Grades 1-6) Charter Transportation
- Junior High (Grades 7-9) Charter Transportation
- Junior High (Grades 7-9) Calgary Transit **
- Eligible Special Needs Students (Grades 10-12)

<u>2011/12</u>	<u>2010/11</u>
\$	\$
15.00	15.00
30.00	30.00
30.00	30.00
105.00	105.00
132.00	132.00
264.00	264.00
66.00	66.00
99.00	99.00
132.00	132.00
60.00	60.00
85.00	85.00
\$392.50	357.50
\$542.50	542.50
\$215.00	200.00
\$295.00	200.00
\$335.00	200.00
\$335.00	200.00
\$295.00	200.00

**Transportation Fees (Cont.):**

Family Maximum (established at two times the approved charter rates for eligible Charter Transportation students)
Conditional Charter

N/A
\$335.00 400.00
200.00

** The fees associated with Calgary Transit student monthly bus passes will be provided on an equitable basis with the fees for charter bus transportation for Junior High students. As a result, the CBE will continue to provide an approved rebate for the eligible Junior High students with Calgary Transit student monthly bus passes at \$20.75 per month for 2011/12 (\$34.25 per month for 2010/11).

Elective Elementary Noon Supervision Fees:Non bus eligible students ***

Kindergarten (full-day – Five day program)

295.00 280.00

Elementary (Grades 1 to 6 – Five day program)

295.00 280.00

Kindergarten (full-day – Four day program)

240.00 230.00

Elementary (Grades 1 to 6 – Four day program)

240.00 230.00

*** Non bus eligible students are those students who live within the school's designated walk zone or attend a school other than their designated school.

Bus eligible students****

Kindergarten (full-day – Five day program)

295.00 -

Elementary (Grades 1 to 6 – Five day program)

295.00 -

Kindergarten (full-day – Four day program)

240.00 -

Elementary (Grades 1 to 6 – Four day program)

240.00 -

**** Superintendents' Team approved a noon supervision fee for those bus-eligible students who choose not to access transportation and get to school by other means.

Elective Incidental Activity Fees for Students at Lunchtime:

Elementary (Grades 1 to 6)

10.00 10.00

Junior High (Grades 7 to 9)

30.00 30.00

Elective Musical Instrument Rental Fees:

Elementary Program

Annual

65.00 65.00

Summer

30.00 30.00

Junior High Program

Annual

65.00 65.00

Summer

30.00 30.00

Senior High Programs

Annual

85.00 85.00

Summer

30.00 30.00

Student Parking Fees:

Senior High Maximum Fee

30.00 25.00

APPENDIX 4: PROVINCIAL BUDGET/FUNDING FRAMEWORK



Calgary Board of Education

BUDGETED REVENUES

It should be noted that approximately 90% of the CBE's budgeted revenues come from Provincial grants. The amounts of these grants are determined, for the most part, by the number of students attending CBE schools and by the specific complex needs of some of these students. Accordingly, much of the information presented in the Preliminary Operating Budget is based on student enrolment projections and expected complexity for the 2011/12 school year.

In January 2008, a Memorandum of Agreement (MOA) was signed between the Province and the Alberta Teachers' Association which tied annual salary increases to the Alberta Average Weekly Earnings Index. The Province, in 2011/12 has increased solely the base instruction grants by 4.54%.

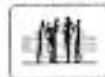
PROVINCIAL GRANTS

The Provincial grants incorporated in the 2011/12 Preliminary Operating Budget fully reflect all relevant and known information from Alberta Education and the Provincial budget announced February 24, 2011.

To better meet the needs of school boards and their students, Alberta Education introduced the Renewed Funding Framework beginning September 2004. Under this framework, Alberta Education allocates funding to school boards according to their unique circumstances and complexities recognized, in part, by the numbers of students with special needs, First Nations, Métis, Inuit (FNMI) students, and English Language Learners (ELL) students. As well, additional funding is allocated to those jurisdictions with small schools by necessity and a higher than average cost of living (applies to non-salary components only and is being phased out).

As part of Alberta Education's Renewed Funding Framework, funding allocations are provided with minimal conditions. School jurisdictions are provided with the flexibility to allocate funding based on local priorities and student needs. This gives the CBE the flexibility to decide how to spend its resources, with the exception of those grants related to the Alberta Initiative for School Improvement (AIS), High Speed Networking (Supernet), and the Student Health Initiative. In addition, resources provided to support Regional Educational Assessment & Consultation Services (REACH) and Institutional programs must all be deployed to support these programs. Guidelines are still maintained to establish a maximum allocation of total expenditures (4%) on Board Governance and System Administration, and this Preliminary Operating Budget is within the prescribed percentage.

With the increased flexibility provided by the renewed funding framework comes an increased emphasis on local accountability for results or outcomes. Accordingly, most of the inputs affecting reporting and expenditure directions have been removed and replaced by increased emphasis on outcome measurement. CBE performance will be measured by assessing current results against past performance and specific, well-defined outcomes and targets established by the CBE through its approved Three-Year Education Plan 2011-2014. These results will be reported in the Annual Education Results Report.



APPENDIX 5: CBE COMMITMENT

As a learning organization, the Calgary Board of Education is committed to ensuring success for each student, every day, no exceptions and to ensuring that 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.

As a responsible steward of the public trust, the Calgary Board of Education is committed to efficiently managing resources for organizational effectiveness and to prudently investing in the organization's strategic direction on behalf of student learning and the achievement of the Board of Trustees' Ends.

For our students

- Priority spending to maintain as many staff as possible in schools in recognition of their role as students' primary learning resources.
- Focused investment in providing students flexibility in their learning and a relevant and rigorous curriculum for every talent and interest.
- Continued support and investment in the resources and infrastructures that advance the personalization of learning within an inclusive educational system.
- Continued support for students with complex learning needs.
- Support for a broad spectrum of programming choices.

For our staff and schools

- Continued flexibility in resource deployment to allow schools and areas to address student learning needs and respond to local contexts.
- Organizational redesign to ensure principals and teachers can focus more directly on instructional design and leadership and to ensure access to specialized professional support networks.
- Continued support for job-embedded professional learning.
- Continued support for the development of an engaged workforce with an active role in professional learning and career development.
- Investment in technology and facility infrastructures that support trusted, safe, effective and innovative working and learning environments.

For our community

- Values-based decision making informed by public priorities and interests.
- Continued support for regular and alternative programming choices.
- Balance of short-term and long-term perspectives for cost management and asset management, modernization and renewal.
- Continued investment in engaging the public in the work of public education.

APPENDIX 6: BOARD OF TRUSTEES' POLICY- ENDS



Calgary Board of Education



CALGARY BOARD OF EDUCATION

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

Adopted: May 3, 2005

E-1: Mega End

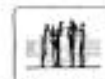
Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

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

APPENDIX 7: INTERIM THREE YEAR EDUCATION PLAN 2011-2014



Calgary Board of Education

The Three Year Education Plan supports the achievement of the Board of Trustees' Ends and provides examples of budgetary linkages between the strategies articulated in the Interim Three Year Education Plan 2011-2014 and planned resourcing of the organization for the 2011/12 school year:

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.

Outcome: Student Success

A. Personalize Learning

Examples of Organizational Resourcing to Implement Strategy	
1. Articulate and advance a coherent, system-wide vision of high quality teaching and learning.	<ul style="list-style-type: none"> Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans. The Office of the Chief Superintendent is resourced to implement and monitor personalized learning for each CBE student. Area Offices are resourced to provide operational assistance and instructional advice to principals in support of personalized educational delivery in their school. Learning Innovation is resourced to expand and enhance learning opportunities for students through digital technologies. Learning Services is resourced to develop and promote standards of practice that elevate student engagement and agency and the design and assessment of rigorous and relevant tasks.
2. Implement a well-articulated framework for system-wide inclusive practices.	<ul style="list-style-type: none"> Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans. Learning Innovation is resourced to facilitate access to anytime anyplace learning experiencing. Learning Services is resourced to promote accessible, rigorous and relevant programming that is responsive to the learning needs of all students.



A. Personalize Learning (Cont.)

Examples of Organizational Resourcing to Implement Strategy	
3. Support instructional practices that reflect Alberta Education's competency-based conceptions of literacy and numeracy.	<ul style="list-style-type: none">• Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans.• Learning Services and Learning Innovation are resourced to create opportunities for students to pursue a variety of learning pathways in alignment with Alberta Education's curriculum outcomes and competencies.• Area Offices are resourced to assist and monitor the implementation of Alberta Education policies.



B. Build Our Capacity

Examples of Organizational Resourcing to Implement Strategy	
1. Establish district-wide professional development in support of personalized learning and district coherence.	<ul style="list-style-type: none">• Schools are resourced through the Resource Allocation Method (RAM) to meet improvement goals as articulated in their School Development Plans.• The Office of the Chief Superintendent is resourced to implement and monitor personalized learning for each CBE student.• Learning Innovation is resourced to support schools in understanding, accessing and using digital learning resources to advance the personalization of student learning.• Learning Services is resourced to support schools in bridging research, theory and practice in relation to students, instructional content, assessment and professional development to advance the personalization of student learning.
2. Promote a workplace culture that ensures continuous improvement in program provision, service delivery, and professional learning across the system.	<ul style="list-style-type: none">• Schools are resourced through the Resource Allocation Method (RAM) to meet improvement goals as articulated in their School Development Plans.• Learning Services is resourced to design and implement consistent in-depth processes to support students through times of transition.• Human Resources is resourced to create and deliver professional development and learning opportunities to CBE employees.• The Office of the Chief Superintendent is resourced to enable a workplace culture that is adaptive and responsive.• Finance and Business Services is resourced to provide analytics and articulate opportunities in the organization for improvement opportunities.

6-44



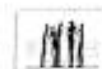
B. Build Our Capacity (Cont.)

Examples of Organizational Resourcing to Implement Strategy	
3. Develop integration strategies to maximize impact on student success across Calgary Board of Education Ends.	<ul style="list-style-type: none">• The Office of the Chief Superintendent is resourced to develop strategies to implement a system-wide intentional focus on the instructional core.• Learning Innovation is resourced that support the infusion of learning technologies and technical support into the instructional core.• Learning Services is resourced to develop and promote standards of practice that elevate student engagement and agency and the design and assessment of rigorous and relevant tasks.• Facilities and Environmental Services is resourced to ensure that CBE schools are well maintained to foster an educational environment that is safe, caring and is fully supports student achievement.



C. Engage Our Public

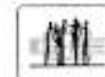
Examples of Organizational Resourcing to Implement Strategy	
1. Enhance understanding of and participation in public education through increased civic engagement.	<ul style="list-style-type: none">• The Office of the Chief Superintendent is resourced to articulate the organization's strategic goals and receive feedback from stakeholders regarding any commentary for improvement.• Communications Services is resourced to convey the purpose, core messages and success of the CBE with internal and external communities.• Community Engagement and Operational Planning is resourced to engage community members in articulating values and priorities in facility and programming decisions.• Community Engagement and operational planning is resourced to support the organization in a wide range of engagement strategies.
2. Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfillment.	<ul style="list-style-type: none">• The Office of the Chief Superintendent is resourced to engage staff and affirm and reinforce a positive and supportive workplace culture in all CBE Service Units and Schools.• Human Resources is resourced to orient new employees to the CBE, to articulate the mandate and desired outcomes of the organization.• Human Resources is resourced to create the Resource Allocation Method Staffing Companion to ensure sound and consistent spring and fall staffing practices at the school level.• Communications Services is resourced to ensure internal communications are strategic, timely and clear.
3. Engage community partners in collaborative ventures to support student learning.	<ul style="list-style-type: none">• Learning Services and Learning Innovation are resourced to promote and manage collaborations with external organizations in support of public education.



D. Steward Our Resources

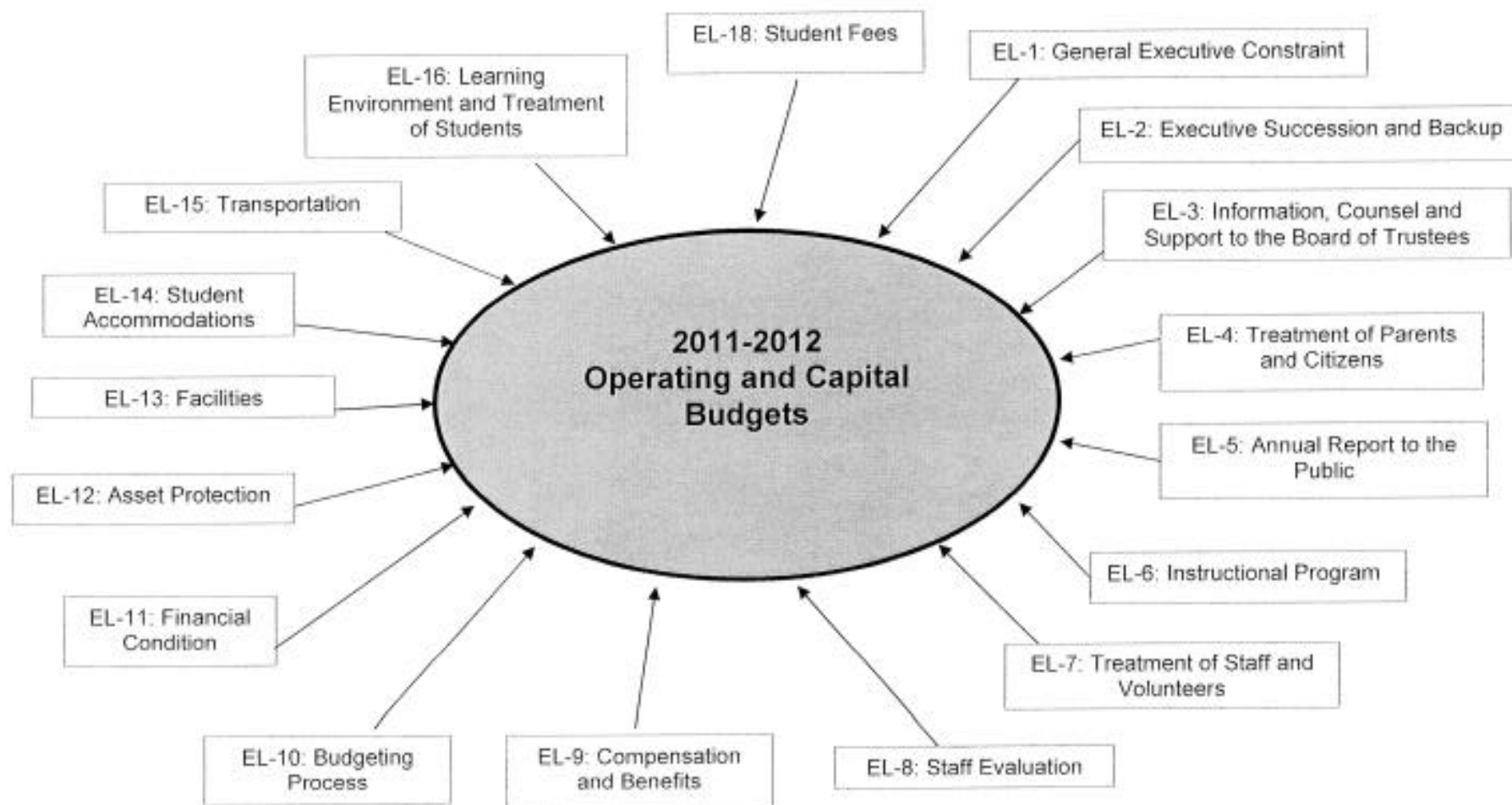
Examples of Organizational Resourcing to Implement Strategy	
1. Facilitate collective capacity for resource creation, coordination, and integration.	<ul style="list-style-type: none">• The Office of the Chief Superintendent is resourced to foster an innovative environment and create integration across all CBE service units and schools.• Facilities and Environmental Services is resourced to ensure full coordination with Alberta Education regarding the maintenance and modernization needs of CBE schools.• Corporate Financial Services is resourced to ensure full utilization of CBE financial resources in the school year.
2. Improve access to data that supports transparent decision making.	<ul style="list-style-type: none">• The Chief Financial Officer and Corporate Treasurer is resourced to ensure rigorous stewardship of the organization's financial and other resources.• Learning Innovation is resourced to create a framework for information management throughout the CBE and to enable CBE staff to access, analyze and interpret data related to students and their learning needs.• Learning Services is resourced to develop and implement system research initiatives to support evidence-based practices in the personalization of learning.
3. Increase alignment of business practices with external efficiency standards.	<ul style="list-style-type: none">• Finance and Business Services is resourced to provide analytics that benchmark and compare input and outputs against like organizations.• Finance and Business Services is resourced to analyze business processes and provide strategies and recommendations for improvement.• Facilities and Environmental Services are resourced to monitor and analyze utility use and provide recommendations to improve energy efficiency.

APPENDIX 8: BOARD OF TRUSTEES' POLICY-EXECUTIVE LIMITATIONS



Calgary Board of Education

CBE's Board of Trustees' Executive Limitations Policies provide the essential guidance for the development of the 2011/12 Operating and Capital budgets. These distinct policies are depicted as follows:





The Preliminary Operating Budget provides additional specific resources to support compliance to the Board of Trustees Executive Limitations:

EL-1: General Executive Constraint

- The Office of the Chief Superintendent is resourced to ensure all Schools and Service Units are in full compliance with the Board of Trustees' Executive Limitations.
- Communications Services and Community Engagement and Operational Planning (CEOP) are resourced to facilitate authentic and genuine stakeholder engagement.
- The Office of the Corporate Secretary is resourced to improve governance capacity.
- The Chief Financial Officer and Corporate Treasurer is resourced to ensure that business processes and procedures are in alignment with accepted business practices.

EL-2: Executive Succession and Backup

- The Office of the Chief Superintendent and Human Resources are resourced to ensure full continuity of certificated and non-certificated leadership capacity.

EL-3: Information, Counsel and Support to the Board of Trustees

- The Office of the Chief Superintendent is resourced to fully support the needs of the Board of Trustees.
- Legal Affairs is resourced to enable prudent and informed decision making regarding all statutory matters that impact the organization.
- Facilities and Environmental Services is resourced to report asset conditions and any required remediation plan for Board of Trustees' approval.
- Communications Services is resourced to assist the Board of Trustees in communicating with the public, highlighting academic or extra-curricular achievements by CBE students.
- Corporate Financial Services is resourced to ensure that any required financial advice to the Board of Trustees including options analysis and recommendations are readily available.



EL-4: Treatment of Parents and Citizens

- The Office of the Chief Superintendent and Area Offices are resourced to ensure all stakeholders are engaged in a thoughtful, tactful and respectful manner.
- Community Engagement and Operational Planning is resourced to provide forums to engage the community at large regarding student accommodation in a consistent manner and respecting the Board of Trustees' approved engagement process.
- Communications Services is resourced to articulate the CBE's personalised educational strategies to the community at large.
- Community Engagement and Operational Planning is resourced to consult with Parents and other interested stakeholders regarding any proposed changes to noon supervision and transportation fees.

EL-5: Annual Report to the Public

- Communications Services is resourced to publish in hard copy and to the CBE external website the Annual Report to the Public.
- Corporate Financial Services is resourced to ensure easily understood annual financial performance information is embedded within the Annual Report to the Public.

EL-6: Instructional Program

- Schools are resourced through the Resource Allocation Method (RAM) to meet student learning outcomes as articulated in their School Development Plans.
- Human Resources is resourced to ensure that the organization has highly qualified staff to work within and lead the instructional programs in CBE schools.
- Learning Services is resourced to ensure that contracted external services are responsive to the personalized instructional needs of students.
- Community Engagement and Operational Planning is resourced to develop and implement the System 3-Year Student Accommodation Plan and the 10-Year Long Range Student Accommodation Strategy.
- Learning Services is resourced to ensure that the instructional program meets all Alberta Education requirements.
- Learning Innovation is resourced to ensure technology is leveraged into instructional practices at CBE schools.



EL-7: Treatment of Staff and Volunteers

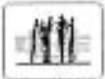
- Transportation Services is resourced to review with schools administrative strategies to support bus drivers and bus aids in facilitating the safe and effective transportation of students.
- Corporate Security is resourced to ensure the provision of safe working conditions for students, volunteers and staff.
- The Freedom of Information, Privacy and Protection (FOIPP) Office is resourced to ensure that all prescribed requirements under FOIPP Legislation are adhered to.
- Centres of Excellence is resourced to provide advice in the areas of recruitment and retention of staff.
- Human Resources is resourced to ensure that staff are provided updates pertinent to them through Human Resources e-bulletins.
- Communications Services is resourced to ensure internal communications are clearly articulated, primarily through e-mail or the Staffroom.

EL-8: Staff Evaluation

- Human Resources is resourced to design and build employee staff evaluation systems and processes to be used at the system and school level.
- Human Resources is resourced to develop staff evaluation processes that are fair, impartial and provide employees with constructive feedback.
- Human Resources is resourced to evaluate, audit and assess people practices to ensure alignment with organizational needs.

EL-9: Compensation and Benefits

- Human Resources is resourced to ensure that all position classification methodology is fair and transparent.
- Human Resources is resourced to assist employees who are considering retirement by offering pre-retirement planning sessions to participating employees.



EL-10: Budgeting Process

- Finance and Business Services is resourced to ensure that annual Capital and Operating Budgets are developed in full alignment with the Board of Trustees Ends.
- Community Engagement and Operational Planning is resourced to project system and school by school student enrolments for the following school year and in support of Spring staffing.
- Community Engagement and Operational Planning is resourced to project system enrolments to facilitate revenue planning regarding grant funding to be received from Alberta Education.
- Budget and Corporate Reporting is resourced to ensure that the Resource Allocation Method (RAM) to schools regarding allocations to schools are well documented, easily understood and in a format easily utilized by school Principals.
- School Financial Operations is resourced to ensure that Principals are supported regarding deployment decisions and position management concepts during Spring staffing through one-on-one sessions.

EL-11: Financial Condition

- Budget and Corporate Reporting is resourced to provide any required analysis of the CBE Operating Budget.
- Corporate Financial Services is resourced to upgrade and maintain key financial systems.
- Architectural & Engineering Services is resourced to ensure that capital expenditures are compliant with contractual terms and comply with Board and Ministerial approvals.
- The Chief Financial Officer and Corporate Treasurer is resourced to ensure that any excess cash is prudently invested in the short or long-term.
- Student Information Record System (SIRS) Department is resourced to capture certain fees information.
- Corporate Financial Services is resourced to ensure internal controls meet or exceed audit standards and to ensure that the CBE receives an unqualified audit opinion in the annual Audited Financial Statements.
- Corporate Financial Services is resourced to support the year-end audit including reports to the Board of Trustees and its Audit Committee.
- Corporate Financial Operations is resourced to ensure the accounting cycle is fully executed.
- Corporate Financial Operations is resourced to ensure the successful centralized collection of the noon supervision fee.



EL-12: Asset Protection

- Facilities and Environmental Services is resourced to ensure the timely provision of emergent maintenance needs through the work order and trades dispatch process and maintain operating records of work initiated, ongoing and completed.
- Purchasing Services is resourced to ensure ethical and transparent procurement practices and ensuring strategic procurement.
- Risk Management is resourced to ensure full risk mitigation for Board activities and preventing financial loss through ensuring adequate insurance coverage.
- Safety Services is resourced to develop work safe best practices and communicating to all CBE employees.
- Records Management is resourced to ensure compliance with all legislation and to ensure that disposals are performed in a fully secure manner.
- Legal Affairs is resourced to review contracts as resources permit.
- Corporate Security is resourced to advise on the protection of assets and to provide representation of interagency groups such as the Safer Calgary Coalition and the Calgary Emergency Management Agency.
- Central Facilities Services and Facility Operations are resourced for the upkeep and operational maintenance of facilities to ensure overall cleanliness.
- Energy and Environmental Services is resourced to implement energy savings strategies.
- Maintenance Projects are provided Infrastructure Maintenance and Renewal (IMR) funds to ensure that funds are fully utilized for repairs and maintenance.
- Facility Security is resourced to provide off-hours security for CBE properties, restricted entry control processes and overall maintenance of swipe cards, re-keying and alarm monitoring.

EL-13: Facilities

- Capital Planning and Development is resourced to ensure leading best practices for Capital and Urban Planning, Architectural and Engineering, Leasing and Property Management and Integrated Workplace Systems Services.
- Urban and Capital Planning is resourced to represent the CBE with respect to the identification of new school sites and facilities as well as maintaining an active presence on the Joint Use Coordinating Committee (JUCC) to promote CBE interests.
- Urban and Capital Planning is resourced to annually develop and create the Ten-Year Facility Plan and the Three-Year Capital Plan.
- Architectural and Engineering is resourced for the project delivery of new school projects and modernizations as well as to provide technical advice on long-term maintenance.
- Leasing and Property Management is resourced for the effective management of CBE properties, including rentals, leases and disposal of surplus space and facilities.
- Integrated Workplace Systems Services is resourced to implement the strategic facilities information technology plan and maintain and administer the Archibus applications software for space management and facilities maintenance management.

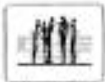
6-54

EL-13E: Facility Condition Report Information Requirements

- Central Facility Services is resourced to create and present the annual Facility Condition Report, manage central maintenance projects, maintain grounds, security and distribution services.

EL-14: Student Accommodation

- Community Engagement and Operational Planning is resourced to thoroughly research and predict demographic profile changes to the City of Calgary and perform situational and scenario analysis in support of long-term student enrolment projections.
- Community Engagement and Operational Planning is resourced to create the Three-Year System Student Accommodation Plan and the 10-Year System Student Accommodation Strategy.



EL-15: Transportation

- Community Engagement and Operational Planning is resourced to review walk zones, consider bus zones, optimize start and end times, and facilitate the safe and efficient transportation of all CBE students.
- Corporate Financial Services is resourced to ensure that collaborative efforts are utilized to create an annual transportation fee schedule.
- Student Transportation is resourced to engage carriers to ensure bussing standards meet Provincial standards and to maintain the Versa Trans student reporting system.

EL-16: Learning Environment and Treatment of Students

- Human Resources is resourced to ensure that there are opportunities for Professional Development to ensure seamless Administrator Succession.
- Corporate Security, Safety Services, and Corporate Risk Management are resourced to ensure the provision of safe working conditions.
- The Office of the Chief Superintendent is resourced to develop a corporate culture that affirms the value of respect.
- The Office of the Chief Superintendent is resourced to foster a continued culture of high student achievement.
- Area Offices are resourced to provide strategies to Principals to ensure safe learning conditions for students at all times.
- Schools are resourced through the Resource Allocation Method to meet student learning outcomes as articulated in the school development plans.

EL-17: Removed by the Board of Trustees on February 2, 2010

EL-18: Student Fees

- Corporate Financial Services is resourced to analyze financial information so that schools comply with fees charged to parents and students for Instructional Supplies and Materials and educational trips.
- Corporate Financial Services is resourced to ensure that the Fee waiver policy is adhered to in a consistent manner.
- Communications Services is resourced to ensure that Parents can easily find current fees and the fee waiver information on the CBE external website.

EL-18E: Student Fees – Student Fees Report

- Corporate Financial Services is resourced to ensure that the Student Fees report is written in a clear concise manner and is easily understood by the target audience.
- Student Information Record System (SIRS) Department is resourced to provide systems and associated technical support to allow schools to create and maintain fee records.
- Corporate Financial Services is resourced to ensure that the chart of accounts facilitates reporting of the Instructional Supplies and Materials fees.



APPENDIX 9: EL-10: BUDGETING PROCESS



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations

EL-10: Budgeting Process

Monitoring Method: Internal

Monitoring Frequency: Annual

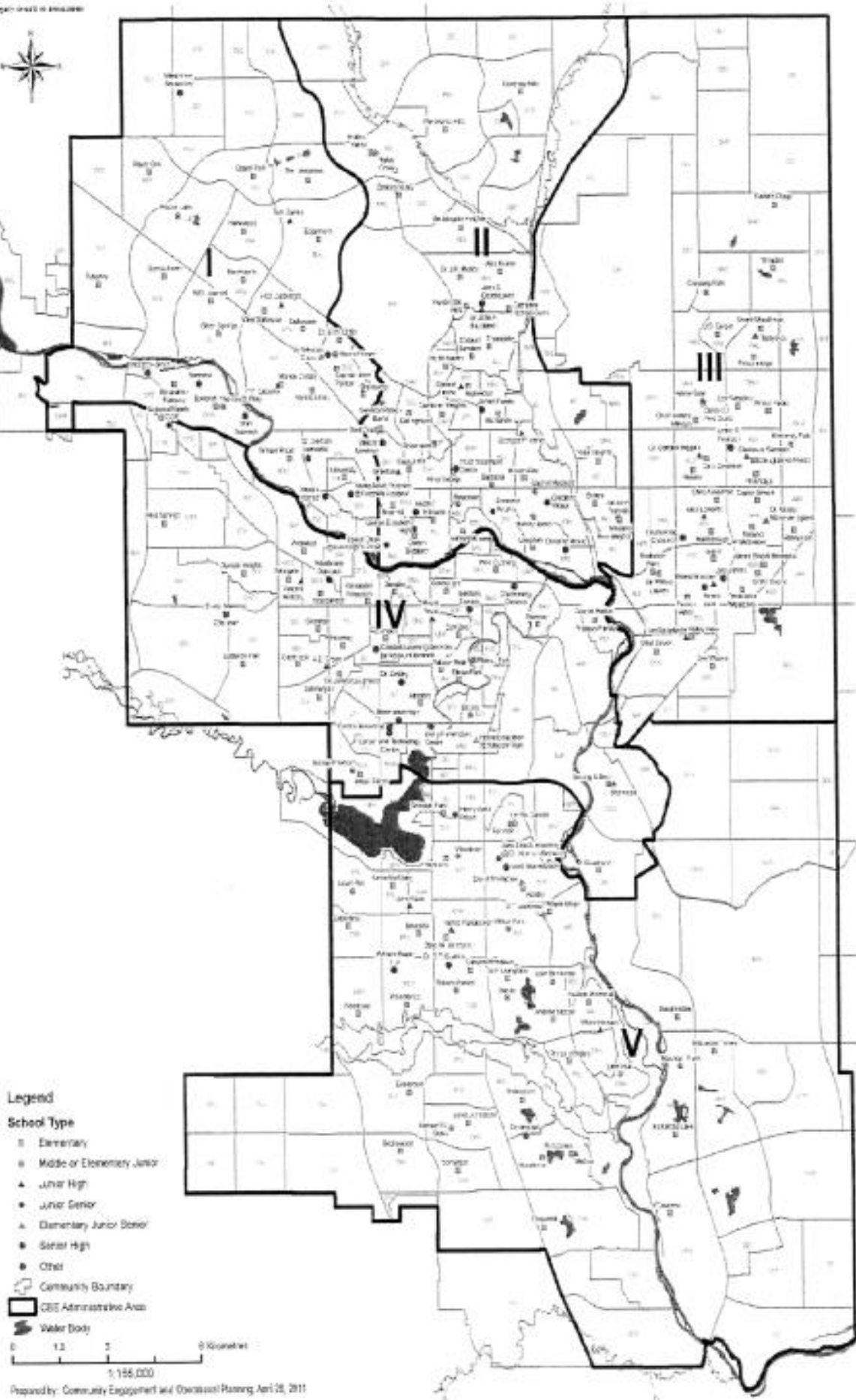
Adopted: June 19, 2007

Budgeting, which includes the operating and capital budgets and the resource allocation to schools for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board of Trustees' policies, risk fiscal jeopardy, or fail to be derived from the Three-Year Education Plan. Accordingly, the Chief Superintendent shall not cause or allow budgeting which:

1. is not provided in a summary format understandable to a reasonably informed layperson;
2. contains too little information to enable credible projection of revenues and expenses, cash flow, separation of capital and operating items, and disclosure of planning assumptions;
3. fails to demonstrate the relationship between the proposed budget and the Ends priorities for the year;
4. plans the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period;
5. endangers the fiscal or organizational capability sufficient to achieve Ends in future years;
6. does not provide for appropriate participation of stakeholders;
7. relies on fundraising/donations for the provision of basic education as provided by provincial grants and Goals and Standards applicable to the provision of basic education in Alberta, as described in Ministerial Order 004/98;
8. proceeds with the early release of resources for staffing at schools prior to receiving Board of Trustees' approval.

2011/12 AREA MAP

Scale: 1:100,000



Legend

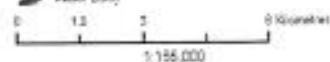
School Type

- Elementary
- Middle or Elementary Junior
- ▲ Junior High
- Junior Senior
- ▲ Elementary Junior Senior
- Senior High
- Other

Community Boundary

CBE Administrative Area

Water Body



Prepared by: Community Engagement and Outreach Planning April 28, 2011

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 14, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 1: General Executive Constraint**

Originator: Naomi E. Johnson, Chief Superintendent

Resource Persons: Ronna Mosher, Director, Office of the Chief Superintendent
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 1: General Executive Constraint. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complied with the Chief Superintendent's reasonable interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 1: GENERAL EXECUTIVE CONSTRAINT

Executive Limitation 1 states:

The Chief Superintendent shall not cause, allow or fail to take reasonable measures to prevent any practice, activity, decision or organizational circumstance which is imprudent, illegal, disrespectful, in violation of commonly accepted business and professional ethics, or is contrary to the Board of Trustees' Executive Limitations Policies, the *School Act*, or any other law, or will endanger the Calgary Board of Education's public image or credibility, or will compromise the Calgary Board of Education's ability to accomplish its Ends.

III. REASONABLE INTERPRETATION AND RESULTS

Chief Superintendent's Interpretation

The Chief Superintendent of Schools is the Chief Executive Officer of the Calgary Board of Education. As such she is required to supervise the operation of schools and to take reasonable measures to ensure that the school district is managed in accordance with legislation, sound business practice and high ethical standards. She is further required to take reasonable measures to safeguard the reputation, legal standing and financial resources of the Calgary

Board of Education. The Chief Superintendent is accountable for the fulfillment of any reasonable interpretation of the Board of Trustees' Ends and Executive Limitation policies.

Demonstration of compliance with EL-1 implies proper and timely steps are taken to prevent non-compliance in three areas:

- accomplishment of the Board of Trustees' Ends
- the Board of Trustees' Executive Limitations
- legislation, including statutes and regulations.

Administration has invested significant resources to promote understanding of the Board of Trustees' Ends and Executive Limitations. Our commitment to the Ends permeates professional learning communities, the development of innovative practices and the structures we build to support student learning. Foundation documents, such as the Three-Year Education Plan, and internal controls that underpin the organization, such as the operating budget, are directly and clearly linked to the Ends. In addition, there are approximately 250 measures with results represented in the monitoring reports for Executive Limitations and approximately 50 measures with results in the monitoring reports for Ends. The monitoring for EL-1 gathers up all of these measures and results into one big picture.

The Calgary Board of Education is established and operates pursuant to and in accordance with the *School Act* and the regulations passed thereunder, as well as other applicable legislation and regulations. The Calgary Board of Education, as an enterprise, operates through the Board of Trustees' policies, the Chief Superintendent's Administrative Regulations and by department-level processes and procedures. Oversight of internal controls and external business relationships is managed through superintendents and Superintendents' Team, and utilizes extensive communication and feedback loops.

The reasonable measures, or controls, to support compliance with EL-1 are numerous and evolving. Reasonable measures take new circumstances into account by making adequate provision in light of past experience to create standards of practice identified as beneficial to the organization. It is administration's duty to be vigilant and to take every reasonable step to address unforeseeable circumstances; it is not practical to attempt to build an impenetrable fortress. Taking every conceivable measure would require an over-investment in protection, potentially limiting the range of action to an ineffective level and shifting resources from other endeavours. A balance between vigilance and the recognition of practical realities must be maintained.

In addition, as monitoring is a look back at performance and the adjustment cycle begins with this evaluative step, there will be a lag between administration's past practices and actions based on present learned experiences. Measures deemed reasonable in the light of past experience will change over time.

In the context of Executive Limitation 1, reasonable measures are developed at a global level and provide a solid foundation for success. Resources are allocated to proactively address system needs associated with sound business and professional practice. Over the past months administration has invested in a stringent review of Calgary Board of Education practices in key areas and created a direction for enhancing our business culture. The Calgary Board of

Education retains the required professional expertise in finance; human resources; legal affairs; information technology; communications; and facilities, construction and maintenance to ensure sound business and professional practice. These service units and departments are responsible for developing sound business practices to advance the strategic direction of the organization. Internal controls include adopting key performance indicators and conducting periodic performance audits. Costs of these services fall within the area of administration.

Implementation of global reasonable measures is the responsibility of all employees of the Calgary Board of Education. The focus of this monitoring report is on systemic examples of the results of these reasonable measures.

Therefore, it is necessary to find the following.

Measure 1

100% of the monitoring reports for Ends policies demonstrated accomplishment of the reasonable interpretations of the Ends policies.

Rationale

The Chief Superintendent reasonably interprets both Executive Limitations and Ends and does not knowingly implement means to attain Ends that would be construed as unacceptable and would potentially put in jeopardy the accomplishment of the reasonable interpretation of the Ends policies and with it the Calgary Board of Education's public image or credibility.

Result

100% and this measure was achieved.

Measure 2

All 16 of the monitoring reports for the following 16 Executive Limitations demonstrated overall compliance:

Executive Limitations 2 to 16

Executive Limitations 18.

Rationale

The Chief Superintendent contends that the Board of Trustees has exhaustively defined Executive Limitation 1 through Executive Limitations 2 to 16 and 18. When the Chief Superintendent reasonably interprets and demonstrates compliance with the lower-level policies, she has in turn fulfilled the requirements of the higher policy, Executive Limitation 1. Evidence provided to the Board of Trustees to demonstrate overall compliance with each of the Executive Limitations (EL) demonstrates compliance with EL-1. Executive Limitations 2 to 16 and 18 have been monitored for compliance within the time frame covered by this report.

Result

15 of the 16 monitoring reports were found to be in overall compliance and this measure was not achieved.

In the time frame June 2010 to June 2011, the monitoring of Executive Limitation 8: Staff Evaluation was found to be non-compliant with the Chief Superintendent's reasonable interpretation of the EL.

In addition, the Chief Superintendent also acknowledges that over this time frame the Board of Trustees identified exceptions to subparts of 5 EL monitoring reports.

Measure 3

An external audit that is unqualified.

Rationale

The Calgary Board of Education complies with legislation requiring an external audit. An unqualified audit supports the image and credibility of the organization.

Result

Yes and this measure was achieved.

Measure 4

80% score on the Certificate of Recognition Audit.

Rationale

The Certificate of Recognition [COR] is a measure that reviews the occupational health and safety systems of the Calgary Board of Education under Alberta's Partners in Injury Reduction. Certificate of Recognition criteria are set by the Partners in Injury Reduction Program Workers' Compensation Board. The Alberta Association of Safety Partners has an approved audit tool, which indicates the Calgary Board of Education must achieve an overall 80% to receive the Certificate of Recognition. Attainment of the COR demonstrates the Calgary Board of Education's attention to commonly accepted organizational practices in this area.

Result

83% and this measure was achieved.

Measure 5

No second orders on the same condition from Alberta Employment and Immigration–Workplace Health and Safety, Work Safe Alberta

Rationale

The manner in which incidents of potential workplace health and safety are handled is crucial to ensuring that the Calgary Board of Education's public image and credibility is not endangered. As such, Insurance & Risk Management–Safety Advisory Services monitors compliance with the Occupational Health and Safety Act and is the contact with Alberta Employment and Immigration–Workplace Health and Safety. Repeated or on-going orders have the potential to impact the public image of the Calgary Board of Education.

Result

No second orders on the same condition were issued and this measure was achieved.

Measure 6

90% of access to information requests made to the Calgary Board of Education under the FOIP Act were completed within 60 days of receiving the requests.

Rationale

The Government of Alberta (Service Alberta) releases a provincial result for public bodies to complete an access to information request within 60 days of receipt; this result fluctuates on an annual basis. In order to provide a relevant standard of practice for monitoring CBE performance in this area, an internal benchmark has been set. This standard is based on an analysis of government statistics between 1998 and 2010. This standard represents Calgary Board of Education commitment to stakeholders, to customer service and to compliance with legislation.

Result

100% and this measure was achieved.

This result covers the time period April 1, 2009 to March 31, 2010. The reporting time frame is set by the provincial government and statistics are available for the preceding year only.

IV. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting on the extent to which the Calgary Board of Education complies with the Chief Superintendent's reasonable interpretation of Executive Limitation 1: General Executive Constraint. This report includes a reasonable interpretation and results. Accordingly, I am reporting overall compliance with the exception of the following interpretation:

Measure 2

All 16 of the monitoring reports for the following 16 Executive Limitations demonstrated overall compliance:

Executive Limitations 2 to 16

Executive Limitations 18

Administration will address non-compliance in this area.



Naomi E. Johnson
Chief Superintendent of Schools
Calgary Board of Education

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

JUNE 14, 2011

To: BOARD OF TRUSTEES

From: Danielle Doll, Assistant Corporate Secretary

Re: Correspondence

Purpose: Information

Governance Policy Reference: EL-3: Information, Counsel and Support to the Board of Trustees

I. RECOMMENDATION

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

- Correspondence dated May 18, 2011 from the Honourable Dave Hancock, Minister of Education, to Board Chair Pat Cochrane, regarding the closure of Sir James Lougheed School and all programs contained therein, effective June 30, 2011.

Respectfully Submitted,

Danielle Doll,
Assistant Corporate Secretary



ALBERTA
EDUCATION

Office of the Minister



May 18, 2011

Ms. Pat Cochrane
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, Alberta
T2R 0L4

Dear Ms. Cochrane:

Thank you for your April 21, 2011 letter advising me of the closure of Sir James Lougheed School and all programs contained therein effective June 30, 2011, as approved by your board at its regular meeting on April 19, 2011.

I understand the decision to close Sir James Lougheed was a very difficult one for the Board of Trustees, but that the board believes this school closure will support quality learning opportunities for the students and will result in longer term stability for students. I am confident the Calgary Board of Education will provide effective programming and efficient transportation for the students involved. I wish you continued success in providing quality education for all the students served by your school district.

Thank you again for advising me of this pending school closure.

Yours truly,

for Dave Hancock, Q.C.
Minister

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA
June 14, 2011

To: BOARD OF TRUSTEES

From: Trustee Lynn Ferguson

Re: **Liaison Report – Alberta School Boards Association (ASBA)**

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated May 12-13, 2011 be received for information.

II. ISSUE

The attached is a report provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Respectfully submitted,

Trustee Lynn Ferguson,
Liaison Representative

ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each meeting. Directors are asked to circulate these highlights to their respective constituencies. Meeting agendas, draft and ratified minutes are available on the ASBA website at www.asba.ab.ca. For more information contact **Marian Johnson** at 1.780.451.7101.*

ASBA to establish second language caucus

At the request of Alberta School Boards Association for Languages Education (ASBALE), which will be disbanding, the ASBA will establish a second languages caucus which will essentially assume the role of this association in terms of promoting second language learning.

ASBA participates in review of Local Authorities Election Act

The ASBA is working with the Alberta Urban Municipalities Association to develop a joint submission to the provincial review of the Local Authorities Election Act. The first step in this initiative was a survey of school boards with regard to the changes they would like to see. A finalized position paper will be circulated to school boards.

Progress report: Strategic Plan (2010-2013)

Read about progress on the ASBA's strategic plan here:

http://www.asba.ab.ca/files/pdf/strategic-plan/strat_plan_secondreport_10_13.pdf

Update directives for action

ASBA Executive Director David Anderson informed the board of directors the staff would be making the following recommendations to the Policy Development Advisory Committee with regard to these school boards' requests for action. PDAC will consider these recommendations and then decide what to recommend to the board of directors.

Staff recommend the association move forward:

1. Election Costs – The membership would like ASBA to work with other municipalities and school boards to lobby for the election costs of candidates to be tax deductible.
St. Albert Protestant Schools
2. Criminal Record Checks and CYIM Checks for Student Teachers - Should student teachers have criminal record and CYIM checks before they enter our classrooms? *Pembina Hills School Division*

Staff will consult with the requesting board to clarify expectations:

3. School Boards Reserves/Surpluses – The minister of education has been quoted as saying that school boards have \$300 million in reserves. This number does not seem to be correct

or is outdated. The minister does not seem to be taking into account the fact that over the past two years boards' reserves have been shrinking, and will continue to shrink right up to the end of this year. Could ASBA gather information from each school board to see what the reserves might be at the end of the present school year?

St. Paul Education Regional Division

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA

June 14, 2011

To: Board of Trustees
From: Naomi E. Johnson, Chief Superintendent of Schools
Re: Chief Superintendent's Update
Purpose: Information

I. RECOMMENDATION

It is recommended that the Board of Trustees receive this report for information.

II. PURPOSE OF THE UPDATE REPORT

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitations (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

III. TIMELY INFORMATION

OFFICE OF THE CHIEF SUPERINTENDENT

National Sport School Relocation

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The following is excerpted from a Calgary Board of Education media release.

"More than 150 student athletes are receiving a boost of support in their pursuit of academic and athletic excellence thanks to an agreement between the Calgary Board of Education and WinSport Canada that will relocate the National Sport School to Canada Olympic Park. The unique and innovative school will move in September from its current home at Ernest Manning High School to a new five-

story office tower currently under construction on the west side of Canada Olympic Park.”

The partnership between WinSport Canada and CBE is an excellent example of the power of personalized learning, combining quality education with expanded educational facilities and opportunities for student athletes. “WinSport Canada and the CBE believe this change in location will provide National Sport School students with an optimal environment in which to pursue their passion for learning and athletics.

2011-2012 Transportation Budget Estimates

EL-3: Information, Counsel and Support to the Board of Trustees

The following transportation financial summary contains estimated expenses, grants, funding and fees for the 2011-2012 school year. These estimates are based on decisions reached by the Board of Trustees on June 7, 2011. The September 2011 student enrolment and transportation user counts will affect this summary. Confirmed financial data will be made available to the Board of Trustees in the First Quarter Operating Budget Report.

Transportation Budget Estimates for 2011/2012		
Total Student Transportation Expenses	\$37,688,000.	100.00%
Provincial Transportation Grants	\$28,893,000.	76.66%
Fee Stabilization Reserve Fund	NIL	0.00%
Costs to be Recovered from Fees	8,320,000.	22.08%
Subsidy from Instruction	<u>\$ 475,000.</u>	<u>1.26%</u>
Total Student Transportation Grants, Funds and Fees	\$37,688,000.	100.00%

Action on Inclusion Update

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

In June 2010, the Government of Alberta provided its formal response to the *Setting the Direction for Special Education* framework in which it accepted all 12 of the recommendations. In the fall of 2010, inclusion was identified as part of government’s Inspiring Action on Education initiative, and *Setting the Direction*

was renamed *Action on Inclusion* to signal implementation of an inclusive education system.

The Alberta Education website has been recently updated with a new section focused on building an inclusive education system. The concepts highlighted include capacity building and collaborative approaches that support a culture in which children and youth are equipped to overcome challenges and experience success in school. The focus is on wraparound principles that provide supports and services in timely, culturally sensitive and responsive ways.

The direction and strategies of CBE administration are aligned with and on the leading edge of Alberta Education's inclusion agenda. The structuring of Learning Support and Learning Innovation are purposefully linked to personalizing learning and supports for students, and the Three-Year Education Plan continues to emphasize our commitment to this work.

www.education.alberta.ca/inclusion

FACILITIES AND ENVIRONMENTAL SERVICES

Youth Environmental Stewardship Conference

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

The Youth Environmental Stewardship conference was held on April 29, 2011 at Red Deer College and brought together high school students from Edmonton, Red Deer and Calgary. Twenty eight students from Crescent Heights High School and Lord Beaverbrook High School participated in the conference. CBE students shared their school's action projects, had opportunities to dialogue with experts and learned about other action projects aimed at environmental stewardship.

New Technology Training for FES Employees

EL-3: Information, Support and Counsel to the Board of Trustees

EL-7: Treatment of Staff and Volunteers

The Conference Board of Canada has identified a number of skills in its list of Employability Skills 2000+. Having a positive attitude and behaviour, combined with skills in communication, problem solving, working with others and adaptability are all listed in their report as necessities for joining the workforce.

FES promotes learning as a life-long endeavour. Service unit employees are encouraged to embrace new technologies and processes that support their adaptability and success, and that facilitate the long-range planning goals of the service unit. Through Archibus, employees are currently engaged in two programs designed to drive service unit efficiencies: Computer Aided Facilities Management (CAFM) and Computerized Maintenance Management Systems (CMMS).

Environmental Stewardship and Ends 5

Ends 5: Character

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

Ends 5: Character states, “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.” Environmental Stewardship involves many aspects of doing the right thing, of acting morally and thinking about others. Facilities and Environmental Services (FES) has initiated and implemented a system strategy, ‘EcoSites’, aimed at encouraging schools to engage in taking care of the health of our environment.

Evergreen School is a CBE EcoSite. Grade 4 teachers and students, in conjunction with the CBE environmental education consultant, designed and implemented a week-long educational experience at Fish Creek Park. Students were engaged at every stage of designing their own personalized learning experiences. For example, students learned about the native plants of Fish Creek to help them with planning a schoolyard naturalization space. During the five days, students worked with the BioBlitz initiative from the Robert Bateman Get to Know Foundation and learned about their wild neighbours at Fish Creek. Students were engaged with addressing questions such as “How do we make the world a better place?” This work has led to environmental stewardship connections at home and in the schoolyard.

Cranston School is another CBE EcoSite. Teachers and students have been actively engaged with using their school as a teaching tool. As a new P3 school, Cranston has been built with the environment in mind. Student inquiry related to ‘doing what is right’ has led them to examine their school’s energy consumption patterns. As well, students have been collecting and comparing energy consumption data from the other five new P3 CBE schools to compare Cranston School’s consumption with others. This work is connected to the mathematics programs of study as well as student action focused on changing behaviours of school occupants to reduce their impact on the planet. FES staff are engaged with facilitating various aspects of the ongoing conversation and learning.

Simon Fraser School is also a CBE EcoSite. The Environmental and Outdoor Education students have participated in excursions to Kananaskis Country as they explore their inquiry focused on ‘how do we reduce our footprint on wild places’. This work engages students to examine the ‘right thing to do’ and their moral decision making as it relates to how they interact with the world around them. EcoSite grant funds, made available by FES, help enable this student learning.

LEARNING INNOVATION

Ends Assessment: Empowering Teachers to Enhance Student Agency

Ends 1: Mega End

Ends 3: Citizenship

Ends 4: Personal Development

Ends 5: Character

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

To accomplish our CBE vision and the five Ends, the Ends Assessment and Reporting initiative was implemented within the CBE during the 2010-2011 school year. This initiative has impacted student learning through a combined focus on assessment, connections to the outcomes in the Programs of Study, and student involvement in their learning, as well as through the reporting of Ends 3, 4 and 5.

Timely support has been provided to schools to ensure that teachers are well prepared for Ends reporting. At one CBE school, teachers explored ways to incorporate personal development into a variety of learning tasks. To do this, teachers addressed the Chief Superintendent's Reasonable Interpretation for Ends 4: "creating a shift toward greater student agency in learning. As students take increased responsibility for learning they become more adept at recognizing their strengths, interests and areas for growth"

Working collaboratively, teachers designed learning tasks and assessment methods to actively involve students in reflection, self-assessment and goal-setting. In conversation with their colleagues, teachers discussed possible approaches to instruction based on the extent to which they might reasonably be expected to foster student agency. They considered whether the learning tasks they were designing would allow for and encourage a range of approaches for developing and representing learning. Teachers contemplated the instructional methods, the means of communication and the classroom culture necessary for students to develop and communicate meta-cognitive thinking. At the end of the professional learning experience, teachers were able to design instructional tasks where students were encouraged, inspired and supported to acquire the skills, attitudes and knowledge to achieve personal highest potential.

This and other processes have been used to continually build knowledge and skills related to Ends Assessment and Reporting in determining the most meaningful, authentic ways to integrate Citizenship, Personal Development and Character into students' instructional tasks.

During this school year, more than 165 schools have accessed support from Curriculum Design and Assessment related to the development of strong teaching practices in this area. In some schools, this has involved instructional leaders such as principals, assistant principals and school-based learning leaders working

with teachers to develop a deeper understanding of the Reasonable Interpretations of Ends 3, 4 and 5. In others, it has involved collaborating with specialists to critically evaluate current practices related to giving descriptive feedback, including the development of new criteria for report card comments.

Mega End Symposia Setting Important System Direction

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

This year's Mega End Symposia provided valuable insight regarding what CBE junior and senior high students view as successes, challenges and recommendations for their learning experiences. Three overarching themes have become evident from the data gathered at the symposia. These themes are:

- The importance of strong relationships between staff and students.
- The importance of increased access to technology and teachers who know how to use technology to make learning more accessible and engaging.
- The importance of teachers who are passionate and knowledgeable about their subject matter.

One student commented on the Ends with optimism, "I personally like them and think they are a good base." Yet he also stated that he found students generally have limited knowledge of the Ends. He suggested more explicit connections would help students become aware of the Ends.

Overall, responses from the symposia were overwhelmingly positive and prove the opportunity is an important strategy to engage CBE students and to provide system direction.

Calgary Campus/Open Minds: Shares Model of Best Practice

Ends 1: Mega End

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

On May 1, 2011 Campus Calgary/Open Minds participated in a panel discussing Creative Partnerships. Through this discussion, symposium delegates build their understanding of the important role that partnerships between corporate Calgary, community venues and educational institutions have in optimizing learning opportunities for students.

The Campus Calgary/Open Minds attendees showcased how positive stakeholder relationships that focus on student learning outcomes can impact student learning. The result for the audience was more clarity about a learning model that provides students and their teachers with choice, flexibility and authentic learning experiences. The participants also discussed how this learning approach offers

the potential for students to explore different relationships and build highly personalized learning opportunities for student success. At the same time as personalizing the student's learning experience, the Campus model exemplifies expanding teacher expertise to critically influence and support student learning. Delegates to the symposium came from all parts of Canada and indicated a keen interest in this innovative way of teaching and learning – wishing to replicate the model in their facility. They recognized the leadership, innovation and continuous improvement that the CBE demonstrates in the championing of the Campus Calgary/Open Minds program.

Provincial Achievement Tests Analysis Sessions Support Improved Academic Success

Ends 2: Academic Success

EL-3: Information, Counsel and Support to the Board of Trustees

EL-6: Instructional Program

As a direct response to student performance on the 2009-2010 Grade 6 Science Provincial Achievement Tests (PAT), and in alignment with the 2010-2013 CBE Three Year Education Plan, two district-wide professional development sessions were offered to analyze and interpret schools' PAT results.

Teachers involved in this collaborative learning opportunity recognized that the process of analyzing their science results would also impact student learning in all subject areas. A session attendee stated, "The session was amazing. I guess one of the things I've taken away from this session and will bring into my classroom is an emphasis on literacy within science. Teaching students relevant vocabulary and effective reading strategies when approaching any PAT question is key, so I believe added success will come with a comprehensive approach toward reading comprehension and literacy across all subject areas."

Building staff capacity in the analysis of data and identifying specific actions teachers can take to address gaps in science achievement was the focus. Teachers actively engaged with colleagues to identify gaps and develop strategies they could immediately implement in their practice. Teachers recognized where they could improve their practice in order to have a direct impact on student learning. One teacher stated, "I know that I need to develop a better understanding of Bernoulli's Principle for myself. This is the unit we scored the lowest on and I wonder if that's because I'm not teaching it well? I love teaching Trees and Forests, my students scored very well on that unit."

IV. ENDS STATEMENT FOCUS

The focus of this report is on Ends 5: Character. The Board of Trustees has stated, "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." Calgary Board of Education schools have provided illustrative examples

of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

AREA I

At Arbour Lake School, student expectations are framed by the 4R's of the Coyote Code: Respect for self, Respect for others, Respect for our place and Responsibility for our actions. We refer to the Coyote Code with individual students and in classroom discussions, in our administrative referral processes and our digital citizenship strategy. When we talk to students about expectations, behaviour or digital citizenship, the focus is on learning and restoration.

AREA II

How is Ends 5: Character demonstrated at Cambrian Heights School? How Full is Your Bucket is a picture book used school-wide to facilitate conversation and role play related to making responsible decisions, treating others with respect and compassion, and engaging in learning with integrity. As a result of the intentional work with this particular resource, we have noticed positive student outcomes in both attitude and behaviour. Respect and appreciation is given by our students to the adults who come into our school to work as volunteers with the Big Brothers, Big Sisters In-School Mentorship Program and the Between Generations Grandparent Programs. In the spirit of fairness and decency, students willingly share learning resources with each other and take turns on the creative playground. In each and every classroom students are encouraged to work through difficult tasks, to engage in self-reflection and assessment in order to develop and strengthen their ability to persevere when faced with challenges. Compassion for others is demonstrated in our students' fundraising efforts for the Alberta Children's Hospital, Animal Rescue Foundation and toward a special naturalization project in memory of a schoolmate who passed away this year. We are proud to say that in our daily work, in our interactions with one another and through special events, students at Cambrian Heights strive to show good character and be the best they can be.

AREA III

At Dr. Gordon Higgins School we approach the data collection and the fulfilment of meeting the Ends reporting on character in a multitude of ways. This process formally started at the beginning of the year and has continued to go through a metamorphosis. At the beginning of the year, we met as a staff and discussed how we would introduce this to our students and to our community. We also looked at how assessment would be created so it would be authentic and not static.

We started by informing students and parents/guardians through newsletters and report cards that this form of assessment would be occurring. We met with our students in grade level assemblies and discussed what it means to display good character in and through learning. There was a focus on key words that are reflective of strong character and these key words are displayed throughout the school. We instituted Hawk draws where students are awarded a Higgins' Hawk form to place in our prize box for recognition of displaying attributes such as honesty, kindness, respect, integrity and compassion. Bi-monthly prize draws, as well as prize draws at our four awards assemblies, are made to recognize these individuals. We are also taking more time for "good news" phone calls to students' families. In December a section of our main hallway was reserved for students to record what they are thankful for and how they are proud of themselves. We held a school-wide "pay it forward week" where one student did an act of kindness for another student and they in turn did an act of kindness for another. Students reflected on their own character in and through learning and made personal goals in this area. These activities promoted student ownership and have made character reporting authentic.

Teachers have met a number of times to reflect on and discuss their students' character in and through learning. They have gathered anecdotal evidence, students' reflections and have completed general observations. Staff believe that this combination of strategies has allowed them to make sound assessments on student character. We continue to add student voice in this process and will continue to explore improvements to enhance this important endeavour.

AREA IV

At Piitoayis Family School we strive each day to honour the Seven Sacred Teachings of our ancestors: wisdom, love, respect, bravery, honesty, humility and truth. In support of character development in our school, each month we focus on one of the teachings, where a considerable amount of time is spent on developing and supporting a common language, reading and writing stories, student developed PowerPoint presentations and videos, and poetry and music. At the end of each month, our entire school gathers for a Seven Teachings assembly where students demonstrate their understanding of the monthly teaching. The staff and students at Piitoayis Family School are also working at embedding the Seven Teachings into school policy and processes; for example, a student/staff code of conduct.

AREA V

Each student at Sundance School continues to work on enhancing their character by living and actioning our Virtues Project. The virtues of responsibility, thankfulness, peacefulness, generosity, respect, kindness, excellence, unity, confidence and perseverance frame our monthly initiatives.

The latest example is the \$808.88 raised to help the people of Japan suffering from the effects of the earthquakes and tsunami's. We continue to support a foster child, the Food Bank and the Canadian Cancer Society (via the Terry Fox Run). We highlight students in our monthly newsletters who donate their birthday money to worthy causes...such as a student who is donating his birthday money to the Canadian Red Cross to help with relief efforts in Japan. Leadership Club students make weekly announcements related to the virtue of the month and sponsor a school bulletin board that highlights what the virtue "looks like, sounds like and feels like" at our school.

As a dual track French immersion/regular program school, our virtues efforts in support of character development is a unifying factor and one that is universally used when addressing student behaviour. We continue to learn and develop our character traits and remain proud of our efforts to act morally and be contributing citizens in a democratic society. As our motto states, "We are learning to soar".

A handwritten signature in cursive script that reads "Naomi Johnson". The signature is fluid and elegant, with a long, sweeping underline that extends to the right.

Naomi E. Johnson
Chief Superintendent of Schools
CALGARY BOARD OF EDUCATION

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

June 14, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Three-Year System Student Accommodation Plan (2011 – 2014)**

Purpose: Information

Governance Policy Reference: EL-3: Information, Counsel and Support to the Board of Trustees
EL-14E (b) (c): Student Accommodation

Originator: Frank J. Coppinger, Superintendent, Facilities & Environmental Services

Resource Persons: Calvin Davies, Director, Community Engagement and Operational Planning
Karen Barry, System Principal, Community Engagement and Operational Planning
Area Directors
Liz Gouthro, Director, Diversity
Joy Chadwick, System Principal, Student Services Support

I. RECOMMENDATION

It is recommended:

THAT the Three-Year System Student Accommodation Plan for 2011-2014 (Attachment II), the Community Engagement Initiatives completed in 2010-2011 (Attachment I), and the Student Designation and Grade Configuration Changes for 2011-2012 (Attachment III), be received for information.

II. ISSUE

Executive Limitation 14E: Student Accommodation Information Requirements requires Administration to report annually to the Board of Trustees the Three-Year System Student Accommodation Plan, by administrative Areas, including any school attendance area, grade configuration and/or designation changes being considered for the following school year.

III. BACKGROUND

The Calgary Board of Education offers a wide variety of quality learning opportunities and options for students of all ages. The Calgary Board of Education educates tomorrow's citizens today. A large school district in a growing and diverse metropolitan centre must constantly monitor student accommodation and use of facilities in order to achieve that goal. We work to ensure that sustainable learning programs are offered in quality facilities with the resources necessary to enhance student performance. This careful attention and foresight is reflected in the organizational environment of the Calgary Board of Education.

Student accommodation planning is an ongoing process that reflects the ever-changing needs of the system. In consultation with Area Directors and representatives from Special Education and Diversity, accommodation challenges have been identified for the 2011-2014 school years. It is in this context that Superintendents' Team utilizes a whole system lens and provides strategic direction with respect to educational programming and student accommodation planning.

Engagement of community stakeholders will be undertaken by members of the Department of Community Engagement and Operational Planning, in collaboration with Area Directors. In some cases, the recommendation will entail changes to attendance areas, grade configurations and/or designations. In other cases, recommendations for consideration of closure may result. Accommodation planning reflects changes resulting from community engagement processes, student accommodation decisions and issues that emerge throughout the year and may result in additional accommodation challenges that require consultation with Area Directors and community engagement with stakeholders.

For many of these issues, responsibility for decision-making lies with Administration; however, in cases where the recommendation involves a consideration of closure, sole responsibility and authority for the decision resides with the Board of Trustees.

This report identifies student accommodation challenges for 2011-2014 and includes changes to be implemented for the 2011-2012 school year, resulting from initiatives completed in the 2010-2011 school year. It also includes accommodation challenges to be considered for planning purposes during the 2011-2014 school years.

Attachment I: *Community Engagement Initiatives 2010-2011* provides details of the process undertaken in extensive community engagement initiatives completed in the 2010/2011 school year.

Attachment II: *Three-Year System Student Accommodation Plan 2011-2014* summarizes, by Area, the accommodation changes and community engagements completed during 2010/2011 and challenges to be considered during the school years 2011-2014.

Attachment III: *Student Designation and Grade Configuration changes for 2011-2012* summarizes changes for the upcoming school year by administrative Areas, for regular program and alternative programs, impacted residential districts and schools. The list of

system special education classes (excluding Unique Settings), summarized by Area and schools, identifies changes for the upcoming school year.

IV. FINANCIAL IMPACT

The financial impact of any attendance area and designation changes will be dependent upon decisions made through the student accommodation planning process and reflect each individual accommodation challenge.

V. IMPLEMENTATION CONSEQUENCES

Before proposed student accommodation changes are implemented, administration facilitates appropriate community engagement with stakeholder groups, in order to seek input into student accommodation needs. Depending on the level of participation identified in the Community Engagement Plan (Inform, Consult, Involve, Collaborate), opportunities for stakeholders may include, but are not limited to, access to available supporting data, providing feedback, asking questions, suggesting alternatives, developing scenarios, and/or being involved in communicating with the broader community.

Information is shared with parents, staff and the communities in a timely manner. Up-to-date information regarding the status of extensive initiatives, including opportunities for stakeholder engagement, letters, notices, and information shared at meetings and open houses, can be found on the Community Engagement and Operational Planning department's website: www.cbe.ab.ca/schools/ceop/.

This process is in compliance with Administrative Regulation 1090: Student Accommodation Planning Process. Throughout the school year, plans and recommendations will be reported to the Superintendents' Team for consideration and approval.

VI. CONCLUSION

A sustained systemic effort is required to provide pertinent information to Area Directors and other Service Units regarding accommodation planning, transportation delivery, enrolment reporting, facility utilization and the design and construction of new or modernized facilities in a timely manner.

The Area Directors and Community Engagement and Operational Planning work jointly on student accommodation plans to ensure that the overall system perspective is achieved within the policies of the Calgary Board of Education. The Area Directors and the Community Engagement and Operational Planning team develop communication plans and liaise with affected stakeholders. Changes are communicated to internal and external stakeholders via written notices and designation notices, which are distributed and then posted on the Calgary Board Education website throughout the school year.

This report details changes in student accommodation and the timeframe in which they were completed. It also identifies student accommodation issues for 2011/2014, and changes to be implemented in 2011/2012, resulting from initiatives completed in the 2010/2011 school year, as well as issues to be considered for planning purposes during the 2011/2014 school years.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Community Engagement Initiatives 2010-2011

Attachment II: Three-Year System Student Accommodation Plan 2011-2014

Attachment III: Student Designation and Grade Configuration Changes for 2011-2012

Community Engagement Initiatives 2010-2011

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Community Engagement Initiatives 2010-2011

Montgomery School (Area I)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment at Montgomery School in Area I.

Why has this student accommodation issue been identified?

- Declining enrolment in regular Grade 7-9 program.
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for both educational programming and plant operations & maintenance, there is a need to provide:

- Sustainable regular programming for students in Grades 7-9 from the residential district of Montgomery.
- Effective use of space and resources.
- For both educational programming and plant operations and maintenance.
- Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to engage with you by obtaining your feedback on:

- The proposed student accommodation plan and the implementation of the proposed administrative recommendation.

By engage, we mean that we will:

- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns.
- Seek your input on possible options for students attending Montgomery School.
- Be open to feedback regarding the proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Montgomery School

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	<ul style="list-style-type: none"> • CEOP Plan
Oct. 25, 2010	School Council meeting with principals and parent representatives to present issue and proposed plan.	<ul style="list-style-type: none"> • PowerPoint Presentation • Participant Workbook • Montgomery Workbook Feedback
Nov. 3, 2010	Stakeholder Meeting at Terrace Road School to discuss designation change and proposed plan.	<ul style="list-style-type: none"> • Terrace Road Workbook
Nov. 8, 2010	Stakeholder Meeting at Silver Spring School to discuss designation change and proposed plan with Silver Springs and W.O. Mitchell Schools.	<ul style="list-style-type: none"> • Silver Springs Community Workbook • W.O. Mitchell Workbook Feedback • Silver Springs Workbook Feedback
Nov. 18, 2010	Stakeholder Meeting at Montgomery School to include a review of programming at identified Junior High Schools in Area I, review of feedback from workbooks and responses to questions identified at stakeholder meetings.	<ul style="list-style-type: none"> • Invitation to attend • F.E. Osborne Information • H.D. Cartwright Information • Montgomery Information • Q&A from Nov. 18 Meeting • Designation Feedback
Dec. 15, 2010	Stakeholder Meeting	<ul style="list-style-type: none"> • Invitation to Parents • F.E. Osborne Feedback • H.D. Cartwright Feedback
Dec. 15, 2010	Stakeholder Meeting	<ul style="list-style-type: none"> • Invitation to Parents • F.E. Osborne Feedback • H.D. Cartwright Feedback
Jan. 19, 2011	Board of Trustees Decision Letter	<ul style="list-style-type: none"> • Board of Trustees decision communicated to parents
Apr. 6, 2011	Recommendation Letter	<ul style="list-style-type: none"> • Recommendation Letter

Terrace Road School (Area I)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment at Terrace Road School in Area I.

Why has this student accommodation issue been identified?

- Declining enrolment in regular Kindergarten to Grade 6 program.
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in Kindergarten to Grade 6 from the residential district of Montgomery.
- Effective use of space and resources.
- For both educational programming and plant operations and maintenance.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to engage with you by obtaining your feedback on:

- The student accommodation issues at Terrace Road School and the residential district of Montgomery.

By engage, we mean that we will:

- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns.
- Seek your input on possible options for students attending Terrace Road School.
- Be open to feedback regarding any proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the Director of

Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Terrace Road School

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	Community Engagement Plan
November 3, 2010	School Council meeting with principals and parent representatives to present and discuss student accommodation at Terrace Road School.	<ul style="list-style-type: none"> • Presentation • Feedback Sheet • Workbook • Feedback
January 10, 2011	Stakeholder meeting to talk with parent representatives regarding the Science Alternative Program Expression of Interest open house	<ul style="list-style-type: none"> • Flyer

The Hamptons School Engagement (Area D)

This engagement process has been initiated as a result of The Hamptons School Council's desire to explore student accommodation at their school. As a responsive learning organization, the Calgary Board of Education met with parents on September 29, 2009 at The Hamptons School.

Meetings and Communication- The Hamptons School Engagement

Date	Meeting/Communication Type	Documents (PDF)
Sept. 29, 2009	Meeting with parent representatives	• Feedback
Feb. 9, 2010	Meeting with Parents	• Presentation
Jan. 12, 2011	Meeting with Parents (6:00 -7:00 pm The Hamptons and 7:30 - 8:30 pm Captain John Palliser)	• Feedback - Captain John Palliser
Feb. 3, 2011	Designation Letter	• Designation Letter

Expression of Interest Area I in “Middle French Immersion” at Tuscany Middle School

On Wednesday, January 27, 2011 an expression of interest open house was held at Tuscany School. The Calgary Board of Education (CBE) is committed to “meet changing student needs through program renewal that includes schools and programs in the right places.” The information you provide will assist us in determining if there is sufficient interest in establishing Middle French Immersion (entry point Grade 5, September 2012) at Tuscany Middle School, in addition to the regular English program when the new Tuscany Middle School opens in September 2012.

- [Tuscany Middle School Late French Immersion Open House & Expression of Interest, Middle French Immersion Program Offering Starting in Grade 5, September 2012](#) (PDF)
- [Expression of Interest Form](#) (PDF)
- [Frequently Asked Questions](#) (PDF)
- [Feedback - Opportunities and Changes Jan. 27](#) (PDF)
- [Sticky Wall Feedback](#) (PDF)

Expression of Interest Area I “Science Alternative Program”

On Thursday, February 3, 2011 an expression of interest open house was held at Sir Winston Churchill High School. The Calgary Board of Education is committed to “meet changing student needs through program renewal that includes schools and programs in the right places.” The information you provide will assist us in determining if there is sufficient interest in establishing a Science Alternative Program in Area I for students’ kindergarten to grade 6.

We will continue to monitor interest in this program and review this program offering in the future.

- [More Information](#) (PDF)

Chinese (Mandarin) Bilingual Program (Area II)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address the continued growth of the Chinese (Mandarin) Bilingual Program in Area II.

Why has this student accommodation issue been identified?

- Since its move to King George in 2008 the Chinese (Mandarin) Bilingual Program's enrolment has increased faster than anticipated.
- A new location that will allow for continued growth is required.
- The French Immersion Program at King George School continues to grow.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

1. Sustainable Kindergarten to Grade 6 Chinese (Mandarin) Bilingual programming for students currently accommodated at King George School.
2. Effective use of space and resources.
 - For both educational programming and plant operations and maintenance
3. Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to involve you by obtaining your feedback on:

- The proposed student accommodation scenario.
- The implementation plan.
- The proposed administrative recommendation.

By involve, we mean that we will:

- Work with you to ensure your concerns and aspirations are directly reflected in the alternatives developed.
- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the accommodation plan's final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the

Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Area II Chinese (Mandarin) Bilingual Program

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• CEOP Plan
Dec. 7 2009	School Council Representatives Meeting	
Dec. 17, 2009	Focus Group meeting with principals, parent representatives, community representatives to present issue and proposed plan.	• Presentation • Meeting Notes
Jan. 11, 2010	Parent Survey	• Survey • Survey Summary
Feb. 3, 2010	Focus Group meeting with principals, parent representatives, community representatives to review feedback from evening conversation and next steps.	• Presentation
Feb. 18, 2010	Letter to Parents	• Letter to Parents
Oct. 25, 2010	Parent Advisory Meeting	

[Dr. J.K. Mulloy School Engagement \(Area II\)](#)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address the accommodation challenges for TLC in Area II. With increased enrolment in the TLC programs at both Colonel Sanders/Thornccliffe Schools and Dr. J.K. Mulloy School there will be insufficient space at Balmoral School to accommodate all of Area II TLC grades 5-8. This engagement process also involves students in the regular program residing in the residential districts of Panorama Hills that attend Dr. J.K. Mulloy School for grade 5 and 6.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the meeting documents.

Community Engagement Strategy

Our goal is to inform and consult with you by obtaining your feedback on:

- The proposed student accommodation scenario.
- The implementation plan.
- The proposed administrative recommendation.

By consult, we mean that we will:

- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns and aspirations.
- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the scenario's final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Dr. J.K. Mulloy School

Date	Meeting/Communication Type	Documents (PDF)
January 19, 2011	Dr. J.K. Mulloy Parent Meeting	<ul style="list-style-type: none"> • PowerPoint • Feedback Q1 • Feedback Q2
February 9, 2011	Panorama Parent Meeting	<ul style="list-style-type: none"> • Feedback Option 1 • Feedback Option 1 • Survey
March 4, 2011	Designation Notices	<ul style="list-style-type: none"> • TLC at Dr. J.K. Mulloy • Panorama Hills Grade 5

Highwood French Immersion (Area II)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the French Immersion program at Highwood School.

Why has this student accommodation issue been identified?

- The enrolment in the elementary French Immersion program at Highwood School does not allow for the effective utilization of space, resources for educational purposes and for plant operation and maintenance.

This issue will be addressed within the following parameters:

- Sustainable Kindergarten to grade 6 French Immersion programming for the designated Area II communities.
- Effective use of space & resources
 - For both educational programming and plant operations & maintenance.
- Keep “cohort groups” of students together, if possible, to facilitate transitions to junior and senior high school.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to inform and consult with you by obtaining your feedback on:

- The proposed student accommodation scenario.
- The implementation plan.
- The proposed administrative recommendation.

By consult, we mean that we will:

- Keep you and other identified stakeholders informed.
- Listen to and acknowledge concerns and aspirations.
- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the scenario’s final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and

Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Highwood French Immersion

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• CEOP Plan
Oct. 19 2009	School Council Representatives Meeting	
Oct. 20, 2009	Recommendation Letter	• Recommendation Letter
Oct. 22, 2009	Focus Group meeting with principals, parent representatives, community representatives to present issue and proposed plan.	• Feedback
Nov. 2, 2009	Conversation with Highwood School French Immersion Program Parents.	• Presentation
Nov. 19, 2009	Evening Conversation with principals, parent representatives, community representatives to review parent and community feedback	• Presentation
Dec. 3, 2009	Open House	• Feedback
Dec. 14, 2009	Focus Group meeting with principals, parent representatives, community representatives to review feedback from evening conversation and next steps.	• Meeting Notes • Feedback
Feb. 22, 2010	Letter to Parents	• Letter to Parents
Oct. 15, 2010	School Council Executive Meeting	

Mayland Heights School (Area II)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the regular program at Mayland Heights School in Area II.

Why has this student accommodation issue been identified?

- Low and declining enrolment in the regular program at the school.
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for educational programming, there is a need to provide:

- Sustainable regular programming for students in Kindergarten to Grade 6 currently designated to Mayland Heights School.
- Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement plan and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:

- The proposed student accommodation plan and the implementation of the proposed administrative recommendation.

By consult, we mean that we will:

- Keep you and other stakeholders informed.
- Listen to and acknowledge concerns.
- Be open to feedback regarding the implementation of the proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Mayland Heights School

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• CEOP Plan
Dec. 6, 2010	Parent meeting with principal and parent representatives.	• Presentation • Mayland Heights School Parent Feedback
Dec. 8, 2010	Parent meeting with Belfast principal and parents.	• Belfast School Parent Feedback
Jan. 6, 2011	Open House	• Feedback • Belfast School Information Sheet • Transportation Service Area • Belfast Proposed Walk Zone
Jan. 31, 2011	Parent Meeting	• Grade 5 Parent Letter

French Immersion and Spanish Bilingual Student Accommodation (Area IV)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address accommodation challenges in the French Immersion and Spanish Bilingual Program in Area IV.

Why has this student accommodation issue been identified?

Westgate School will not be able to accommodate both French Immersion and Spanish Bilingual in a K-6 grade configuration.

There is a need to provide:

- Sustainable K-9 programming for Area IV students enrolled in the French Immersion and Spanish Bilingual programs.
- The Spanish Bilingual Program will be expanding to grade seven for the 2012 school year and a location in Area IV needs to be identified.
- Efficient and effective use of space and resources.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to inform you about the proposed student accommodation recommendation. By inform, we mean that we will:

- Provide the public with balanced and objective information to assist them in understanding the issue and the student accommodation plan.

The final decision on any attendance area changes will be made by the Area IV Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area IV Director and the Director of Community Engagement and Operational Planning. Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning. We will provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Area IV French Immersion and Spanish Bilingual Student Accommodation

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• CEOP Plan
May 6, 2010	Stakeholder Representative Meeting	• Community Engagement Presentation • Parent Stakeholder Feedback • Westgate Parent Feedback
	School Council Meetings May 13, 2010 - Westgate June 9, 2010 - Bishop Pinkham	• Westgate Parent Feedback • Bishop Pinkham Parent Feedback
November 19, 2010	Parent Meeting	• Presentation
November 24, 2010	Designation Letter	• Designation Letter

Performing and Visual Arts (PVA) at Central Memorial (Area IV)

Project Information

The Calgary Board of Education is seeking input from parents, students and staff as we look to the future of Performing and Visual Arts at Central Memorial High School.

Meetings were held for student representatives and staff members on Friday, January 28, 2011, and a parent meeting was held on Wednesday, February 2, 2011. Four discussion questions were used to guide the conversation and generate feedback. Those questions can be found in the document below and a link to our online feedback form is at the bottom of this page for anyone wishing to provide additional comments.

Feedback will be posted once it has been compiled. Check for updates regularly.

Meetings and Communication-Performing and Visual Arts (PVA) at Central Memorial (Area IV)

Date	Meeting/Communication Type	Documents (PDF)
January 28, 2011 February 2, 2011	Staff Meeting and Student Meeting Parent Meeting	<ul style="list-style-type: none"> • Discussion Questions • Staff Feedback • Parent Feedback • Student Feedback
March 18, 2011	Student/Staff/Parent Feedback Review Meeting	<ul style="list-style-type: none"> • Feedback Question 4

Sir James Lougheed School (Area IV)

Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment at Sir James Lougheed School in Area IV.

Why has this student accommodation issue been identified?

- Low and declining enrolment at the school.
- Programming, resourcing and organizing for student learning is challenging when student numbers are low.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in Kindergarten to Grade 6 currently designated to Sir James Lougheed School.
- Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement plan and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:

- The proposed student accommodation plan and the implementation of the proposed administrative recommendation.

By consult, we mean that we will:

- Keep you and other stakeholders informed.
- Listen to and acknowledge concerns.
- Seek your input on possible options for students currently attending Sir James Lougheed School.
- Be open to feedback regarding the implementation of the proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, the final decision on any attendance area changes will be made by the Area Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

Meetings and Communication- Sir James Lougheed School

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• Community Engagement Plan
November 3, 2010	Parent Representative Meeting with principals and parent representatives.	• Presentation
November 22, 2010	Parent Meeting	<ul style="list-style-type: none"> • Presentation • Information package for Work Group North • Information package for Work Group South • Information package for Work Group Centre • Meeting Summary
December 1, 2010	Open House	<ul style="list-style-type: none"> • Presentation • Questions & Answers
January 25, 2011	Recommendation Letter	• Recommendation Letter

W.H. Cushing School (Area IV)

Project Information

The Calgary Board of Education is engaging parents and community members regarding the future of W.H. Cushing School. The current lease agreement for the school space will expire at the end of the 2011-2012 school year.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement plan and meeting documents to help you stay informed.

Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:

- The implementation of the proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other stakeholders informed.
- Listen to and acknowledge concerns.

- Seek your input on possible options for students currently attending W.H. Cushing School.
- Be open to feedback regarding the implementation of the proposed administrative recommendation.

Your input may influence the possible options considered and final implementation plan. However, any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director, the Director of Capital Planning and Development and the Director of Community Engagement and Operational Planning.

Meetings and Communication- W.H. Cushing School

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• CEOP Plan
Nov. 24, 2010	Parent Representative Meeting with principals and parent representatives.	
Dec. 9, 2010	Parent Meeting	• W.H. Cushing Students Map 2010-2011 • Schools Near Downtown Map • Questions and Answers
Feb. 28, 2011	Recommendation Letter	• Recommendation Letter

Chinese (Mandarin) Bilingual Program (Area IV & V)

Project Information

The Calgary Board of Education is considering offering a Chinese (Mandarin) Bilingual Program in south Calgary beginning in September 2011, if there is sufficient interest. This program would start from Kindergarten and grade one, expanding by one grade per year, and mirror the established program in North Calgary. A minimum of 50 students will be required to initiate the program, at least 25 in Kindergarten and 25 in grade 1.

The Chinese (Mandarin) Bilingual Program provides students with the opportunity to acquire the basic skills for speaking, reading, writing, listening and communicating in both English and Mandarin at a young age. Both Mandarin and English are used as the languages of instruction. Previous Chinese experience is not required and parents do not need to know the language.

An expression of interest meeting was held on Thursday, May 13, 2010 to provide information to parents and to gauge the level of interest in the program. If you were unable to attend the evening and would be interested in registering your child for this program if it was offered in Area V,

please complete the form below and return it to the Area V Office (fax: 403-777-8789) no later than Monday, May 31, 2010.

Please check back to this website for further information and updates. Decisions regarding the possible initiation of a Chinese (Mandarin) Bilingual Program in south Calgary will be made in the 2010-2011 school year.

Meetings and Communication- Area IV and V Chinese (Mandarin) Bilingual Program

Date	Meeting/Communication Type	Documents (PDF)
May 13, 2010	Expression of Interest – South Calgary Chinese (Mandarin) Bilingual Program	<ul style="list-style-type: none"> • Expression of Interest Flyer • Expression of Interest Form • Area Map • Mandarin translation- Expression of Interest Flyer • Mandarin translation -Expression of Interest Survey
July 2010	Letter regarding next steps - general	<ul style="list-style-type: none"> • English • Translated
November 2010	Information regarding registration for Kindergarten and Grade 1 students for September 2011 at Midnapore School	<ul style="list-style-type: none"> • Flyer • Letter • Translated Letter • Map

French Immersion (Area V)

Project Information

The Calgary Board of Education is seeking parent feedback regarding proposed changes to elementary designations for the French Immersion program for students residing in the following communities: Auburn Bay (including Seton), Cranston, Evergreen, Mahogany and Silverado. The changes would affect Sundance School, Sam Livingston School and Janet Johnstone School.

A meeting was held for parents to learn about the proposed changes and to provide their feedback on Tuesday, January 11, 2011. The information from that meeting is available here. A participant workbook is also available for your reference and as a tool to provide feedback.

Meetings and Communication- Area V French Immersion

Date	Meeting/Communication Type	Documents (PDF)
Jan. 11, 2011	Parent Meeting	<ul style="list-style-type: none"> • Presentation • Working Group Information Package • Participant Workbook • Q&A's from Sam Livingston Feedback • Q&A's from Janet Johnstone Feedback • Q&A's from Sundance Feedback

Robert Warren School (Area V)

Project Information

The Department of Community Engagement and Operational Planning is continuing to implement the student accommodation plan for students residing in Canyon Meadows. This plan was developed in 2006 through the work of a Scenario Development Team comprised of parents and CBE administrative staff. As anticipated in 2006, Robert Warren School will not have sufficient students to sustain a Grade 7 to Grade 9 regular program into the future.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

- Sustainable regular programming for students in Grades 7-9 from the residential district of Canyon Meadows.
- Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for meeting documents and further information.

Community Engagement Strategy

Our goal is to engage with you by obtaining your feedback on the student accommodation plan and the implementation of the proposed administrative recommendation.

By engage, we mean that we will:

- Keep you and other stakeholders informed
- Listen to and acknowledge your concerns

Your input may influence the final implementation plan however, the final decision on any attendance area changes will be made by the Area Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and the Director of Community Engagement and Operational Planning.

Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• CEOP Plan
Oct. 26, 2010	Parent Meeting to present issue and proposed plan.	• Presentation
Jan. 15, 2011	Recommendation Letter	• Recommendation Letter

Three-Year System Student Accommodation Plan 2011-2014

Table Code:

Green indicates the status as **Completed**

White indicates the status as **Pending: previously identified not yet started**

Ongoing: previously identified, process started

New: identified this year

Multiple Areas

Year Identified	Year Completed	Area	Program/ Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009	2010-2011	IV	Regular	Ogden, Riverbend	Banting and Best, Central Memorial, Henry Wise Wood, Riverbend, Sherwood, Western Canada	Geographically, Riverbend and Ogden are more connected to Area V than Area IV.	Complete	There are no plans to re-draw the Area IV and Area V boundaries at this time. The current designations for high school students residing in the residential districts Riverbend and Ogden will continue as per status quo.
2010-2011	2010-2011	IV	Regular	All Areas	W.H. Cushing	The lease with TELUS has been renewed for the 2010-2011 school year however the lease will have to be reviewed annually.	Complete	TELUS has negotiated an amended lease agreement with CBE for W.H. Cushing School. The agreement extends the lease until 2014 and includes extension clauses.
2010-2011	2010-2011	All	Regular	All Areas	CBe-learn	With the closure of Ernest Manning High School, CBe-learn will need to be relocated.	Complete	CBe-learn will be relocated to the new West Calgary High School site.
2010-2011	2010-2011	IV	Regular	All Areas	National Sport School	With the closure of Ernest Manning High School, the National Sport School will need to be relocated.	Complete	CBE has reached agreement with WinSport Canada to provide leased space for the National Sports School at Canada Olympic Park, effective August 2011.

Year Identified	Year Completed	Area	Program/ Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011	2010-2011	All	Regular	All Areas	Chinook Learning Services	The consolidation of Chinook Learning into one location is being explored.	Complete	Additional space has become available at Viscount Bennett Centre effective August 2011. Chinook Learning Services is able to consolidate its classes currently located at Killarney School, Rosscarrock School, Balmoral Bungalow and Tuxedo Park School into the Viscount Bennett Centre and Erlton Centre.
2009-2010	2010-2011	II	Alternative (Mandarin Bilingual)	All Areas	King George	A move of the Mandarin Bilingual Program is being considered in order to allow for continued program growth. Engagement with the parent community began in 2009-2010 and will continue into the 2010-2011 school year.	Complete	On February 15, 2011 the Board of Trustees passed a motion to close, for the purpose of relocation, the Kindergarten to grade 6 Chinese (Mandarin) Bilingual Program at King George School. All students in the Chinese (Mandarin) Bilingual Program will be designated to Highwood School effective the 2011-2012 school year.
2010-2011	2010-2011	IV	Alternative (All Boys' Program)	All Areas	Sir James Lougheed School	Emergent Issue: Expression of interest for an All Boys' Alternative Program was requested by CBE Administration.	Complete	The Calgary Board of Education will proceed with the opening of a Kindergarten to grade 5 All Boys' Alternative Program at Sir James Lougheed School. The program will expand to grade 6 for the 2012-2013 school year.

Year Identified	Year Completed	Area	Program/ Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011	2010-2011	IV&V	Alternative [Chinese (Mandarin) Bilingual]	Areas IV & V	King George, Midnapore	Exploration is required to determine the desirability of opening the Mandarin Bilingual Program in Areas IV and V.	Complete	As a result of an expression of interest, a second site for the Chinese (Mandarin) Bilingual Program will open for Area IV (South of 17 th Ave. S) and Area V at Midnapore School. The program will open with Kindergarten and grade 1 for the 2011-2012 school year and expand by one grade each year.
2009-2010		I & II	Regular	Areas I & II	Bowness, Sir Winston Churchill, William Aberhart	The opening of the new northwest high school for the 2013–2014 school year will impact programming, student designations and accommodation for high school students residing in Area I.	Pending	
2010-2011		I & II	Regular	MacEwan Glen, Sandstone Valley	Simon Fraser	There is a need to monitor enrolment at Simon Fraser School and review the designation of students residing in Area II.	Pending	
2010-2011		IV & V	Regular	Areas IV & V	West Calgary High School (Ernest Manning) and other high schools	With the opening of the new West Calgary High School (Ernest Manning), there is a need to review the attendance areas for all high schools in Area IV.	Pending	
2010-2011		All	Regular – Career and Technology Strategy	All Areas	Junior, Middle and Senior High	The Career and Technology Strategy could impact student accommodation in some schools.	Pending	
2008-2009		IV & V	Alternative (All Girls')	Areas IV & V	To be determined	Exploration is required to determine the desirability of expanding the All Girls' School for students residing in Areas IV and V.	Ongoing	

Year Identified	Year Completed	Area	Program/ Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011		II	Alternative (Chinese (Mandarin) Bilingual – Division III)	All Areas	Langevin	There is a need to review the location of the Chinese (Mandarin) Bilingual junior high program at Langevin School as Langevin School cannot continue to accommodate the Science Program and Mandarin Bilingual Program.	Ongoing	
2010-2011		II & III	Alternative (Science Division I, II and III)	Areas II & III	Langevin and others to be determined	Exploration is required to determine the desirability of expanding the Science Alternative Program in Area III.	Pending	
2011-2012		I & II	Alternative (Spanish Bilingual Program- Division I,II III)	Areas I & II	Dalhousie, Senator Patrick Burns and others to be determined	There is a need to identify a second site and review grade configuration for students in the Spanish Bilingual Program in Area I.	New	
2011-2012		All	Alternative (Arabic Bilingual Program)	All Areas	TBD	An expression of interest for an Arabic Bilingual Alternative Program was requested by CBE administration. Exploration is required to determine the desirability of opening an Arabic Bilingual Program.	New	An expression of interest for an Arabic Bilingual Program was held by CBE Administration on May 19, 2011.
2011-2012		II & III	Alternative (French Immersion)	Mayland Heights, Vista Heights, Area III	Mayland Heights	There is a need to review the student designations for Area III elementary students currently designated to Area II schools for French Immersion programming.	New	
2011-2012		I & II	Alternative (French Immersion)	Areas I,II	William Aberhart and others to be determined	There is a need to initiate a review of student designations for Area I high school students currently designated to Area II schools for French Immersion programming.	New	

Year Identified	Year Completed	Area	Program/ Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2011-2012		III	Alternative (Medicine Wheel)	All	All	There is a need to review the location of the Medicine Wheel Alternative Program.	New	
2010-2011	2010-2011	All	Special Education – GATE (Gifted and Talented Education)	All Areas	To be determined	There is a need to review programming for Gifted and Talented learners in all areas.	Complete	<p>All students attending Gifted and Talented Education (GATE) classes in Area I, II, and III will be accommodated at Hillhurst School for division I and II, Queen Elizabeth School for division III and division IV students will have the option of attending either Queen Elizabeth High School or Henry Wise Wood High School effective the 2011-2012 school year.</p> <p>All students attending Gifted and Talented Education (GATE) classes in Areas IV and V will be accommodated at Nellie McClung School, John Ware School and division IV students will have the option of attending Queen Elizabeth High School or Henry Wise Wood High School effective the 2011-2012 school year.</p>
Annually	2010-2011	I & II	Special Education & Diversity	All Areas	Sir William Van Horne, Queen Elizabeth	There is a need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	The division IV Deaf and Hard of Hearing (DHH) class at Sir William Van Horne School will be relocated to Queen Elizabeth High School effective the 2011-2012 school year.

Area I

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011	2010-2011	I	Regular	Charleswood, Hamptons	Captain John Palliser, Dr. E.W. Coffin, The Hamptons	There is a need to monitor enrolment in the regular programs at Dr. E.W. Coffin, Captain John Palliser and The Hamptons Schools.	Complete	Effective the 2011-2012 school year, grade 4 students residing in the residential district of Hamptons will be designated to The Hamptons School instead of Captain John Palliser School.
2010-2011	2010-2011	I	Alternative (Science)	Area I	To be determined	Emergent Issue: Exploration is required to determine the desirability of expanding the Science Alternative Program in Area I.	Complete	An expression of interest was held in Area I and at this time there is not sufficient interest to open a Science Alternative Program in Area I. Students from Area I will continue to be designated to Langevin School for the Science Alternative Program.
Identified 2007-2008 Re-identified 2010-2011	2010-2011	I	Regular	Bowness, Crestmont, Montgomery, Silver Springs, Valley Ridge	Belvedere-Parkway, Bowcroft, Montgomery, Terrace Road	There is low and declining enrolment in the regular programs at Bowcroft, Terrace Road, Belvedere-Parkway and Montgomery Schools.	Complete	On April 5, 2011 the Board of Trustees passed a motion to close Montgomery School and all programs contained therein effective June 30, 2011. All regular program students will be designated to F.E. Osborne School effective the 2011-2012 school year. The Paced Learning Program class will be relocated to F.E. Osborne School and students in the Learning and Literacy classes will be relocated to Simon Fraser School effective the 2011-2012 school year.

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Identified 2007-2008 Re-identified 2010-2011		I	Regular	Bowness, Crestmont, Montgomery, Valley Ridge	Belvedere-Parkway, Bowcroft, Terrace Road	There is low and declining enrolment in the regular programs at Bowcroft, Terrace Road, Belvedere-Parkway Schools.	Ongoing	
2007-2008		I	Regular	Silver Springs	Silver Springs, W.O. Mitchell	There is excess capacity at W.O. Mitchell and Silver Springs Schools.	Ongoing	
2008-2009		I	Regular	Tuscany, Varsity Acres	F.E. Osborne, Marion Carson, Tuscany	Construction of the approved middle school in Tuscany will have an impact on enrolment at Marion Carson and F.E. Osborne Schools. The anticipated opening date of the middle school in Tuscany is for the 2012-2013 school year.	Pending	
2011-2012		I	Regular	Brentwood, Charleswood, Edgemont, Hamptons	Captain John Palliser, Edgemont, The Hamptons	There is a need to review the current designation for grade 5 and 6 students residing in the residential district of Hamptons and examine opportunities to designate students closer to home.	New	
2011-2012		I	Regular	Brentwood, Hamptons	Captain John Palliser, Dr. E.W. Coffin	Captain John Palliser School's regular program enrolment would be impacted should the grades 5 and 6 students residing in the residential district of Hamptons be designated closer to home.	New	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2011-2012		I	Regular	Royal Oak, Rocky Ridge	Royal Oak	Projected enrolment over the next three years indicates that Royal Oak School will be at capacity. An overflow bus receiver school may need to be identified.	New	
2010-2011		I	Alternative (Spanish Bilingual)	Area I	Dalhousie and other to be determined	There is a need to monitor the enrolment in the Spanish Bilingual Program at Dalhousie School.	Ongoing	
2010-2011		I	Alternative (Late French Immersion-grade 5)	Tuscany	Tuscany Middle	Emergent Issue: Exploration is required to determine the desirability of implementing a Late French Immersion Program beginning in grade 5 for the students in the residential district of Tuscany.	Ongoing	An expression of interest was held in the residential district of Tuscany. Based on the level of interest, a call for registration will occur in the fall of 2011 to determine if there is sufficient enrolment to begin a Late French Immersion Program.

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2010-2011	I	Special Education	Area I		There is a need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<p>The division III Paced Learning Program (PLP) class at Montgomery School will be relocated to F.E. Osborne School effective August 2011.</p> <p>The division IV Paced Learning Program (PLP) class at Sir William Van Horne School will be relocated to Bowness High School effective August 2011.</p> <p>Two division III Learning and Literacy (L and L) classes at Montgomery School will be relocated to Simon Fraser School effective August 2011.</p> <p>The division III Learning Essentials to Achieve Potential (LEAP) class at H.D. Cartwright School will be discontinued effective June 30, 2011.</p> <p>The division I Connections class at Ranchlands School will be discontinued effective June 30, 2011.</p> <p>Three division II Gifted and Talented Education Classes (GATE) at Ranchlands School will be relocated effective June 30, 2011.</p> <p>The HERA class at Parkdale will be relocated to Kingsland Centre, effective August 2011.</p>

Area II

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009	2010-2011	II	Regular	Beddington Heights, Country Hills, Harvest Hills	Beddington Heights, Colonel Irvine	Low utilization of Beddington Heights and Colonel Irvine Schools suggests a need to review the utilization of space and grade configurations at both schools.	Complete	Current grade 5 students residing in the residential district of Beddington Heights and designated to Colonel Irvine School for grade 6, will be designated to Beddington School effective the 2011-2012 school year. All Division III students from the residential district of Beddington Heights have been re-designated to Sir John A. Macdonald School effective the 2011-2012 school year.
2010-2011	2010-2011	II	Regular	Mayland Heights, Saddle Ridge	Belfast, Mayland Heights	<p>With the opening of the Saddle Ridge School in the 2010-2011 school year, Mayland Heights School is no longer required as an overflow school for students from the residential district of Saddle Ridge.</p> <p>Enrolment in the regular program at Mayland Heights School is low and declining.</p>	Complete	On April 19, 2011, the Board of Trustees <u>did not</u> approve the motion to close the Kindergarten to grade 6 regular program at Mayland Heights School.

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Identified 2010-2011 Re-identified 2011-2012		II	Regular	Mayland Heights	Mayland Heights and other to be determined	Enrolment in the regular program at Mayland Heights School is low.	New	
2010-2011	2010-2011	II	Alternative (French Immersion)	Beddington Heights, Cambrian Heights, Country Hills (south of golf course), Greenview, Highland Park, Highwood, Huntington Hills, MacEwan Glen, North Haven, Queen's Park Village, Sandstone Valley, Thorncliffe	Highwood	Engagement with the parent community started in the 2009-2010 school year to explore opportunities to address the limited growth of the French Immersion Program at Highwood School.	Complete	On February 15, 2011 the Board of Trustees passed a motion to close the Kindergarten to grade 6 French Immersion Program at Highwood School, for the purpose of realignment. All students in the French Immersion Program will be designated to King George School effective the 2011-2012 school year.

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011	2010-2011	II	Alternative (Traditional Learning Centre)	Area II	Balmoral, Colonel Irvine, Dr. J.K.Mulloy	There is a need to review Traditional Learning Centre student accommodation for grades 5 to 8 in Area II.	Complete	Students attending the Traditional Learning Centre Program at Dr. J.K. Mulloy School will remain at the Dr. J.K. Mulloy School for grade 5 (2011-2012) and grade 6 (2012-2013). Effective the 2013-2014 school year, grades 5 to 7 Traditional Learning Centre students attending Dr. J.K. Mulloy School will be designated to Colonel Irvine School for the Traditional Learning Centre program. The program will expand to grade 8 in 2014-2015.
2007-2008		II	Regular	Harvest Hills, Country Hills North	Alex Munro, Colonel Irvine, North Haven, James Fowler, John G. Diefenbaker	There is a need to review the current designations for elementary, junior and senior high students residing in Country Hills (North) and Harvest Hills and examine opportunities to keep cohort groups of students together and designate students closer to home.	Pending	
2008-2009		II	Regular	Bridgeland/ Riverside, Country Hills Village, Coventry Hills, Mayland Heights, Renfrew, Vista Heights	Colonel Macleod	Construction of the approved middle school in Coventry Hills will have an impact on enrolment at Colonel Macleod School. The anticipated opening date of the middle school in Coventry Hills is for the 2012-2013 school year.	Pending	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2008–2009		II	Regular	Panorama Hills	Sir John A. Macdonald	Construction of the approved middle school in Panorama Hills will have an impact on enrolment at Sir John A. Macdonald School. The anticipated opening date of the middle school in Panorama Hills is for the 2012-2013 school year.	Pending	
2010-2011		II	Regular	Rosemont	Rosemont	Regular program enrolment from the designated attendance area of Rosemont School is low.	Pending	
2010-2011		II	Regular	Briar Hill, Hillhurst, Houndsfield Heights, West Hillhurst	Briar Hill, Hillhurst	Regular program enrolment from the designated attendance areas of Briar Hill and Hillhurst Schools is low.	Pending	
2010-2011		II	Regular	Evanston, Kincora, Sage Hill	Cambrian Heights and others to be determined	There is a need to monitor enrolment from the residential districts of Evanston, Kincora and Sage Hill.	Pending	
2011-2012		II	Regular	Banff Trail, Capitol Hill, Charleswood, Collingwood	Senator Patrick Burns	There is a need to monitor the enrolment in both the regular program and Spanish Bilingual Program at Senator Patrick Burns School.	New	
2011-2012		II	Regular & Alternative (French Immersion)	Hidden Valley	Hidden Valley, Valley Creek	There is a need to review enrolment and grade configurations for regular and French Immersion Program students at Hidden Valley School and Valley Creek School.	New	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2010-2011	II	Special Education	Area II		There is a need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Ongoing	<p>The division III Learning and Literacy Program (L and L) class at Sir John A. Macdonald School will expand to grade 8 effective the 2011-2012 school year and to grade 9 effective the 2012-2013 school year.</p> <p>A division III Training in Attitude, Social Skills and Communication (TASC) class will open at Colonel Irvine School effective August 2011.</p> <p>The division I and II Short Term Observation Program (STOP) class at Mountview School will be discontinued effective June 30, 2011.</p> <p>The Division I Connections class at Alex Munro School will be discontinued effective June 30, 2011.</p>

Area III

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2010-2011	III	Regular	Martindale	Crossing Park, Dr. Gordon Higgins Grant MacEwan, Rundle, Terry Fox	Continue to monitor enrolment from the residential district of Martindale to determine accommodation needs for Kindergarten to grade 9 students. Continue to monitor enrolment at Crossing Park School.	Complete	All Kindergarten to grade 9 students residing in Martindale will be designated to Crossing Park School, effective August 2011. Students that are not able to be accommodated at Crossing Park School will be designated to Grant McEwan School and Terry Fox School. Students that are currently attending Rundle School have the option of completing their division (grade 3 and grade 6). Students that are currently attending Dr. Gordon Higgins School have the option of completing division III (grade 9).
2007-2008		III	Regular	Albert Park/ Radisson Heights, Forest Heights	Keeler, Radisson Park, Sir Wilfrid Laurier	There is a need to review the attendance area and grade configuration for Radisson Park and Sir Wilfrid Laurier Schools.	Pending	This issue will be addressed as part of the 17th Ave. S.E. Corridor accommodation issue below.
Identified 2007-2008 Re- identified 2010-2011		III	Regular	17th Ave. S.E. Corridor: Albert Park, Applewood Park, Forest Heights Forest Lawn, Penbrooke Meadows, Radisson Heights, Red Carpet	Ernest Morrow, G.W. Skene, James Short Memorial, Keeler, Patrick Airlie, Penbrooke Meadows, Radisson Park, Sir Wilfrid Laurier	Enrolments from the residential districts along the 17th Ave. S.E. Corridor suggests a need to review the accommodation needs for Kindergarten to grade 9 students as there is excess capacity.	Pending	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009		III	Regular	Marlborough Park	Cappy Smart, Dr. Gladys Egbert, Roland Michener	Enrolment from the residential district of Marlborough Park suggests a need to review the accommodation needs for Kindergarten to grade 9 students.	Pending	
2009-2010		III	Regular	Dover	Ian Bazalgette, Valley View	Enrolment from the residential district of Dover suggests a need to review the accommodation needs for Kindergarten to grade 9 students.	Pending	
2009-2010		III	Regular	Coral Springs, Taradale	Annie Gale, Dr. Gordon Higgins, Terry Fox	Construction of the approved middle school in Taradale will have an impact on enrolment at Terry Fox, Dr. Gordon Higgins and Annie Gale Schools. The anticipated opening date of the middle school in Taradale is for the 2012-2013 school year.	Pending	
2011-2012		III	Regular	Saddle Ridge	Bob Edwards, Marlborough, Saddle Ridge	There is a need to review the designation for students in grades 4 to 9 residing in the residential district of Saddle Ridge.	New	
2011-2012		III	Regular	Redstone	To be determined	A designation will be required for the new and developing residential district of Redstone when housing construction begins.	New	
2011-2012		III	Regular	Monterey Park, Pineridge, Rundle, Skyview Ranch, Temple, Whitehorn	Lester B. Pearson	There is a need to monitor enrolment at Lester B. Pearson High School.	New	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2011-2012		III	Regular	Pineridge	Clarence Samson, Douglas Harkness, Pineridge	Enrolment from the residential district of Pineridge suggests a need to review the accommodation needs for Kindergarten to grade 9 students.	New	
2010-2011		III	Alternative (Traditional Learning Centre)	Area III	Chris Akkerman, Sir Wilfrid Laurier and others to be determined	There is a need to continue to monitor enrolment and grade configurations for the Traditional Learning Centre Program.	Pending	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2010-2011	III	Special Education	Area III		There is a need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<p>One division II Gifted and Talented Education (GATE) class at Annie Foote School will be relocated effective June 30, 2011.</p> <p>Four division III Gifted and Talented Education (GATE) classes at Dr. Gordon Higgins School will be relocated effective June 30, 2011.</p> <p>Two division IV Gifted and Talented Education (GATE) classes at Forest Lawn High School will be relocated effective June 30, 2011.</p> <p>The division III Paced Learning Program (PLP) class at Clarence Samson School will be discontinued effective June 30, 2011.</p> <p>Two division III Learning and Literacy (L and L) classes from Ernest Morrow School will be relocated to Annie Gale School <u>over a two year time period.</u></p> <p>The division III New Directions class at Forest Lawn High School will be discontinued effective June 30, 2011.</p> <p>The division I Connections class at Guy Weadick School will be discontinued effective June 30, 2011.</p>

Area IV

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011	2011-2012	IV	Regular	Currie (Garrison Green), Lincoln Park, Rutland Park	Sir James Lougheed	Low enrolment at Sir James Lougheed School suggests a need for a review of student accommodation for Kindergarten to grade 6 regular program students.	Complete	On April 19, 2011 the Board of Trustees passed a motion to close Sir James Lougheed School and all programs contained therein, effective June 30, 2011. All students will be designated to Alexander Ferguson School, Glendale School, Glenbrook School or Jennie Elliott School, depending on their residence.
2008-2009	2010-2011	IV	Alternative (Spanish Bilingual & French Immersion)	Area IV	Bishop Pinkham, Westgate	A middle/junior high school needs to be identified to provide a Kindergarten to grade 9 learning continuum for the Spanish Bilingual Program. Additionally, Westgate School cannot continue to accommodate both the Spanish Bilingual and French Immersion Programs for Kindergarten to grade 6 students.	Complete	Effective August 2011, grade 6 French Immersion students residing in the Westgate French Immersion boundary will be designated to Bishop Pinkham School. Effective August 2011, grade 6 Spanish Bilingual students in Area IV will be designated to Bishop Pinkham School.
2007-2008	2010-2011	IV	Regular	Altadore	Altadore, Bishop Pinkham, Jennie Elliott, Mount Royal	The community of Altadore is divided with the majority of the residential district being designated to Altadore School and Mount Royal School. A portion of the Altadore residential district east of Crowchild Trail and north of 50 th Avenue is designated to Jennie Elliott School and Bishop Pinkham School. A review of the attendance area is required.	Complete	Effective the 2011-2012 school year, the entire Altadore residential district will be designated to Altadore School for Kindergarten to grade 6 and Mount Royal School for grades 7 to 9.

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009		IV	Regular	Beltline, Downtown, Eau Claire	Connaught and others to be determined	There is a need to monitor enrolment at Connaught School as enrolment is projected to increase.	Pending	
2009-2010		IV	Regular	Rosscarrock	Rosscarrock	Regular program enrolment at Rosscarrock School is low.	Pending	
2009-2010		IV	Regular	Inglewood, Piitoayis, Ramsay	Colonel Walker, Piitoayis, Ramsay	Regular program enrolment at Ramsay School and Colonel Walker School is low.	Pending	
2010-2011		IV	Regular	Bankview, Richmond, South Calgary	Richmond	Low enrolment at Richmond School suggests a need for a review of student accommodation for Kindergarten to grade 6 regular program students.	Pending	
2011-2012		IV	Regular	CFB Currie Lincoln Park PMQ, Lakeview, Lincoln Park (south of Mount Royal University)	A.E. Cross, Bishop Pinkham	With the change to the elementary designation, there is a need to review the junior high designation for CFB Currie Lincoln Park PMQ, Lincoln Park (south of Mount Royal University).	New	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2010-2011	IV	Special Education	Area IV		There is a need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<p>One division I and 1 division II Social Knowledge, Independent Living and Language (SKILL) class at Altadore School will be relocated to Wildwood School, effective August 2011.</p> <p>The division I and II Short Term Observation Program (STOP) class at Richmond School will be discontinued effective June 30, 2011.</p> <p>The division I Connections class at Wildwood School will be discontinued effective June 30, 2011.</p> <p>Six Gifted and Talented Education classes (GATE) at Elboya School will be relocated effective June 30, 2011.</p>

Area V

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2010-2011	V	Regular	Midnapore	Midnapore	The opening of Bridlewood School for the 2010-2011 school year will result in excess capacity at Midnapore School. Exploration is required to determine how best to utilize this excess capacity.	Complete	As a result of an expression of interest, a second site for the Chinese (Mandarin) Bilingual Program will open for Area IV (south of 17 th Ave. S) and Area V at Midnapore School. The program will open for Kindergarten and grade 1 effective the 2011-2012 school year and will expand by one grade each year.
2010-2011	2010-2011	V	Regular	Canyon Meadows, Southwood	Harold Panabaker, Robert Warren	The junior high designation for regular program students from the residential district of Canyon Meadows needs to be addressed due to low enrolment.	Complete	On March 15, 2011 the Board of Trustees passed a motion to close the grade 7 to 9 regular program at Robert Warren School, in stages, effective June 30, 2011. Current grades 7 and 8 regular program students have the option to complete their division at Robert Warren School.
2009-2010	2010-2011	V	The Hockey Life Skills Development Program (National Sport Academy)	Area V	Fairview and others to be determined	The Board of Trustees approved the closure of the alternative Hockey Life Skills Development Program (National Sport Academy) effective June 30, 2011, for the purpose of its relocation to a site deemed appropriate by administration and that parents be informed by June 30, 2010 of the future placement of the program.	Complete	The Hockey Life Skills Development Program (National Sport Academy) at Fairview School will be relocated to R.T. Alderman School, effective the 2011-2012 school year.

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011	2010-2011	V	Alternative (French Immersion Divisions I,II,III)	Auburn Bay (including SETON Mahogany), Cranston, Evergreen, Silverado	Janet Johnstone, Sam Livingston, Sundance	Emergent Issue: There was a need to realign and balance French Immersion enrolment in Area V to address programming and capacity issues.	Complete	Effective August 2011, Kindergarten to grade 4 students from the residential districts of Mahogany, Auburn Bay (including SETON) and Cranston are designated to Sundance School for French Immersion. Effective August 2011, Kindergarten to grade 4 students from Evergreen and Silverado are designated to Janet Johnstone School for French Immersion.
2007-2008		V	Regular	Braeside, Cedarbrae, Oakridge	Braeside, Cedarbrae, Louis Riel	Regular program enrolment from the residential districts of Braeside, Cedarbrae and Oakridge is declining and suggests a need for a review of student accommodation for Kindergarten to grade 6.	Pending	
2009-2010		V	Regular	Tsuu T'ina Nation	Dr. E.P. Scarlett, Lord Beaverbrook and others to be determined	There is a need to review the designation of Tsuu T'ina Nation students for senior high as Kindergarten to grade 9 students were designated to Louis Riel School effective for the 2009-2010 school year.	Ongoing	
2011-2012		V	Regular	McKenzie Towne	McKenzie Towne and others to be determined	Enrolment at McKenzie Towne School is projected to exceed instructional space available by August 2012. In anticipation, CBE's Three-Year Modular Accommodation Strategy identified the need for six modular classrooms. Should the funding not be realized or delayed, an overflow bus receiver school will be needed.	New	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
2011-2012		V	Regular	McKenzie Towne, New Brighton	David Thompson and others to be determined	Enrolment at David Thompson School is projected to exceed instructional space available by August 2012. In anticipation, CBE's Three-Year Modular Accommodation Strategy identified the need for four modular classrooms. Should the funding not be realized or delayed, an overflow bus receiver school will be needed.	New	
2011-2012		V	Regular	Legacy	To be determined	A designation will be required for the new and developing residential district of Legacy when housing construction begins.	New	
2011-2012		V	Regular	Silverado	Centennial, Dr. E.P. Scarlett	The high school designation for the residential district of Silverado will be reviewed when sufficient space is available at Centennial High School.	New	
2011-2012		V	Alternative (Late French Immersion – grade 5)	Area V	Fairview, Harold Panabaker	Exploration is required to determine the desirability of implementing a Late French Immersion Program beginning in grade 5, for students in Area V.	New	

Year Identified	Year Completed	Area	Program/Class	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2010-2011	V	Special Education	Area V		There is a need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<p>One division III Paced Learning Program (PLP) class at Wilma Hansen School will be discontinued effective June 30, 2011.</p> <p>A second division IV Adapted Learning Program (ALP) class will open at Lord Beaverbrook High School effective the 2011-2012 school year.</p> <p>The division III Transitions class at R.T. Alderman School will be relocated to John Ware School effective August 2011.</p> <p>The division III New Directions class at Dr. E.P. Scarlett High School will be discontinued effective June 30, 2011.</p> <p>The division I Connections class at Woodlands School will be discontinued effective June 30, 2011.</p> <p>The division I Connections class at Maple Ridge School will be discontinued effective June 30, 2011.</p>

Updated: May 10, 2011



Calgary Board of Education

Student Designation and Grade Configuration Changes

2011-2012 School Year

Area I

REGULAR PROGRAM

Residential District Impacted – Dalhousie

Schools Impacted – Dalhousie, West Dalhousie

On February 2, 2010 the Board of Trustees approved the staged closure of the Kindergarten to grade six regular program at Dalhousie School. Students are designated to West Dalhousie School. Dalhousie School will offer a regular program for grade six students for the 2011-2012 school year.

Residential Districts Impacted – Hamptons

Schools Impacted – The Hamptons, Captain John Palliser

The Hamptons School will expand to accommodate Kindergarten to grade four students effective for the 2011-2012 school year. Students in grades five and six will continue to be designated to Captain John Palliser School.

Residential Districts Impacted – Areas I and II

School Impacted – Sir William Van Horne

On April 13, 2010 the Board of Trustees approved the closure of Sir William Van Horne High School and all programs contained therein. In order to allow for a one year transition period, the operative date of the closure is June 30, 2011. Students are designated to other high schools based on residence and programming needs.

Residential Districts Impacted – Montgomery, Silver Springs

Schools Impacted – Montgomery, F.E. Osborne

On April 5, 2011 the Board of Trustees approved the closure of Montgomery School effective June 30, 2011. Students in the regular program are designated to F.E. Osborne School effective for the 2011-2012 school year.

ALTERNATIVE PROGRAMS

Montessori

School Impacted – Captain John Palliser

The Montessori Program at Captain John Palliser School will expand to accommodate Kindergarten to grade six students effective for the 2011-2012 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2010 and changes for the 2011-2012 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2011-2012 School Year

Area II

REGULAR PROGRAM

Residential District Impacted – Beddington Heights

Schools Impacted – Beddington Heights, Colonel Irvine

Beddington Heights School will expand to accommodate Kindergarten to grade six students and Colonel Irvine School will accommodate grades seven to nine students effective for the 2011-2012 school year.

Residential District Impacted – Panorama Hills

Schools Impacted – Dr. J.K. Mulloy, Alex Munro

Students residing in Panorama Hills will be designated to Alex Munro School for grade five and to Dr. J.K. Mulloy School for grade six. With the opening of the new middle school for the 2012-2013 school year, students will be designated to the new school.

ALTERNATIVE PROGRAMS

French Immersion

Schools Impacted – Highwood, King George

On February 15, 2011 the Board of Trustees approved the closure of the French Immersion Program at Highwood School effective June 30, 2011. Students residing in the attendance area for Highwood School will be designated to King George School effective for the 2011-2012 school year.

French Immersion

School Impacted – Valley Creek

The French Immersion Program at Valley Creek School will expand to accommodate grades four to nine students effective for the 2011-2012 school year.

Spanish Bilingual

School Impacted – William Aberhart

The Spanish Bilingual Program at William Aberhart High School will expand to accommodate grades ten to twelve students effective for the 2011-2012 school year.

Chinese (Mandarin) Bilingual

Schools Impacted – Highwood, King George, Midnapore

On February 15, 2011 the Board of Trustees approved the closure of the Chinese (Mandarin) Bilingual Program at King George School effective June 30, 2011. The program will be relocated to Highwood School effective for the 2011-2012 school year. A new attendance area for Highwood School was established due to the opening of the Chinese (Mandarin) Bilingual Program at Midnapore School. The Chinese (Mandarin) Bilingual Program at Midnapore School will open for students in Kindergarten and grade one and expand by one grade each year.



Calgary Board of Education

*Student Designation and Grade Configuration Changes***2011-2012 School Year****Area II****Traditional Learning Centre****School Impacted – Dr. J.K. Mulloy**

The Traditional Learning Centre at Dr. J.K. Mulloy School will expand to accommodate Kindergarten to grade five students for the 2011-2012 school year and Kindergarten to grade six students for the 2012-2013 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2010 and changes for the 2011-2012 school year.

Information regarding special education classes can be found on the CBE website at

www.cbe.ab.ca/programs/spec_ed/default.asp.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2011-2012 School Year

Area III

REGULAR PROGRAM

Residential District Impacted – Martindale

Schools Impacted – Rundle, Dr. Gordon Higgins, Crossing Park, Grant MacEwan, Terry Fox

The attendance area for Crossing Park School will change to align with the Martindale residential district boundary. Students will be designated to Crossing Park School for Kindergarten to grade nine effective for the 2011-2012 school year. Students that cannot be accommodated at Crossing Park School are designated to Grant MacEwan School for Kindergarten to grade six and Terry Fox School for grades seven to nine. Martindale students attending Rundle School or Dr. Gordon Higgins School are able to finish their division at these schools.

ALTERNATIVE PROGRAMS

Traditional Learning Centre

School Impacted – Sir Wilfrid Laurier

The Traditional Learning Centre Program at Sir Wilfrid Laurier School will expand to accommodate grades five to eight students effective for the 2011-2012 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting the system classes as of September 30, 2010 and changes for the 2011-2012 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Student Designation and Grade Configuration Changes

2011-2012 School Year

Area IV

REGULAR PROGRAM

Residential Districts Impacted – Area IV

Schools Impacted – Ernest Manning, West Calgary High, Central Memorial

The new West Calgary High School will open for the 2011-2012 school year. Students residing in the current attendance area for Ernest Manning High School will be designated to the new West Calgary High School. Students residing in the residential district of Discovery Ridge will have the option to attend either Central Memorial High School or the new West Calgary High School.

Schools Impacted – National Sport School, Ernest Manning

The National Sport School will be relocated to Canada Olympic Park effective for the 2011-2012 school year.

Residential District Impacted – West Springs

Schools Impacted – West Springs, Wildwood

West Springs School will expand to accommodate Kindergarten to grade six students effective for the 2011-2012 school year.

Residential District Impacted – Altadore

Schools Impacted – Altadore, Jennie Elliott, Mount Royal, Bishop Pinkham

The attendance areas for Altadore School, Jennie Elliott School, Mount Royal School and Bishop Pinkham School will change to align with the Altadore residential district boundary. Students residing in the residential district of Altadore will be designated to Altadore School for Kindergarten to grade six and Mount Royal School for grades seven to nine. Students attending Jennie Elliott School or Bishop Pinkham School residing in Altadore are able to complete their division at these schools.

Residential Districts Impacted – Killarney/Glengarry, CFB Currie, Lincoln Park, Rutland Park, CFB Lincoln Park PMQ

Schools Impacted – Sir James Lougheed, Alexander Ferguson, Glendale, Glenbrook, Jennie Elliott

On April 19, 2011 the Board of Trustees approved the closure of Sir James Lougheed School effective June 30, 2011. Kindergarten to grade six students are designated to Alexander Ferguson School, Glendale School, Glenbrook School or Jennie Elliott School based on their residence.

ALTERNATIVE PROGRAMS

French Immersion

Schools Impacted – Westgate, Bishop Pinkham

Westgate School will accommodate Kindergarten to grade five students and Bishop Pinkham School will expand to accommodate grades six to nine students for the French Immersion Program effective for the 2011-2012 school year.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2011-2012 School Year

Area IV

Spanish Bilingual

Schools Impacted – Westgate, Bishop Pinkham

The Spanish Bilingual Program will open at Bishop Pinkham School effective for the 2011-2012 school year. Westgate School will accommodate Kindergarten to grade five students and Bishop Pinkham School will accommodate grade six students for the 2011-2012 school year and expand to grade nine.

Traditional Learning Centre

School Impacted – Glamorgan

The Traditional Learning Centre at Glamorgan School will expand to accommodate Kindergarten to grade seven students for the 2011-2012 school year and Kindergarten to grade eight students for the 2012-2013 school year.

All Boys' Alternative Program

School Impacted – Sir James Lougheed

An All Boys' alternative program is scheduled to open at Sir James Lougheed School for the 2011-2012 school year. Registrations will be accepted for Kindergarten to grade five students for the 2011-2012 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2010 and changes for the 2011-2012 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2011-2012 School Year

Area V

REGULAR PROGRAM

Residential District Impacted – Canyon Meadows

Schools Impacted – Robert Warren, Harold Panabaker

On March 15, 2011 the Board of Trustees approved the staged closure of the regular program at Robert Warren School. Students in the regular program are designated to Harold Panabaker School. Students in grades seven and eight in the 2010-2011 school year have the option to complete their division at Robert Warren School.

ALTERNATIVE PROGRAMS

Chinese (Mandarin) Bilingual

School Impacted – Midnapore

The Chinese (Mandarin) Bilingual Program will open at Midnapore School for students in Kindergarten and grade one for the 2011-2012 school year and expand by one grade each school year.

Science

School Impacted – Louis Riel

The Science Program at Louis Riel School will expand to accommodate Kindergarten to grade eight students for the 2011-2012 school year and Kindergarten to grade nine students for the 2012-2013 school year.

Traditional Learning Centre

School Impacted – Henry Wise Wood

The Traditional Learning Centre at Henry Wise Wood High School will expand to accommodate grades nine to twelve effective for the 2011-2012 school year.

French Immersion

Schools Impacted – Janet Johnstone, Sundance

Students residing in the residential districts of Evergreen and Silverado will be designated to Janet Johnstone School for French Immersion. The French Immersion program at Janet Johnstone School will expand to accommodate Kindergarten to grade four students for the 2011-2012 school year and expand to grade six for the 2013-2014 school year. Students attending Sundance School are able to finish their division at Sundance School.



Calgary Board of Education

Student Designation and Grade Configuration Changes

2011-2012 School Year

Area V

French Immersion

Schools Impacted – Sundance, Sam Livingston

Students residing in the residential districts of Auburn Bay, Cranston, Mahogany and Seton will be designated to Sundance School for Kindergarten to grade six for the French Immersion Program. Students attending Sam Livingston School are able to finish their division at Sam Livingston School.

Late French Immersion

Schools Impacted – Fairview, Harold Panabaker

Students residing in the attendance area for Fairview School will be designated to Harold Panabaker School for the Late French Immersion Program for the 2011-2012 school year.

The location and need for special education classes is reviewed annually. The attachment includes a list reporting system classes as of September 30, 2010 and changes for the 2011-2012 school year. Information regarding special education classes can be found on the CBE website at www.cbe.ab.ca/programs/spec_ed/default.asp.

CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES (excluding Unique Settings) as of May 11, 2011

Area	School	Class	# of Classes	Changes for 2011-2012 School Year
I	Arbour Lake	L&L III	2	
I	Bowness	PLP IV	2	Relocated from Sir William Van Horne
I	Brentwood	CSSI	2	
I	Captain John Palliser	L&L II	1	
I	Captain John Palliser	Vision Program	1	
I	F E Osborne	PLP III	1	Relocated from Montgomery
I	HD Cartwright	ACCESS III	1	
I	HD Cartwright	BRIDGES III	1	
I	HD Cartwright	LEAP (short term M&M Behavioural/Emotional I/II)	0	Class discontinued
I	Hawkwood	BRIDGES II	1	
I	Montgomery	L&L III	0	Relocated to Simon Fraser
I	Montgomery	PLP III	0	Relocated to FE Osborne
I	Ranchlands	Connections I (grades 2-4)	0	Class discontinued
I	Ranchlands	GATE II	0	Relocated to Hillhurst
I	Ranchlands	PLP II	1	
I	Simon Fraser	L&L III	2	Relocated from Montgomery
I	Sir William Van Horne High	Deaf and Hard of Hearing IV	0	Relocated to Queen Elizabeth High
I	Sir William Van Horne High	PLP IV	0	Relocated to Bowness
I	Sir Winston Churchill	Mental Health IV (The Class)	1	
I	Terrace Road	PLP II	1	
I	Thomas B Riley	ALP III	1	
I	Thomas B Riley	PLP III	1	
I	University	CSSI	2	
II	Alex Munro	Connections I (grade 1 only)	0	Class discontinued
II	Banff Trail	L&L II (French Immersion)	1	
II	Briar Hill	SKILL II	1	
II	Buchanan	SKILL I / II	2	
II	Cambrian Heights	PLP II	1	
II	Capitol Hill	BRIDGES I	1	
II	Capitol Hill	TASC I/II	2	
II	Colonel Irvine	PLP III	1	
II	Colonel Irvine	TASC III	1	New class
II	Colonel Macleod	BRIDGES III	1	
II	Crescent Heights High	ACCESS IV	1	
II	Crescent Heights High	High School Integration	1	
II	Georges P Vanier	L&L III	2	
II	Georges P Vanier	PLP III	1	
II	Hillhurst	GATE II	8	Additional classes relocated from Areas I&III
II	Huntington Hills	L&L II	2	
II	Huntington Hills	PLP II	1	

CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES (excluding Unique Settings) as of May 11, 2011

Area	School	Class	# of Classes	Changes for 2011-2012 School Year
II	James Fowler High	PLP IV	2	
II	Langevin	ACCESS III	1	
II	Mount View	STOP (short term M&M Behavioural/Emotional I/II)	0	Class discontinued
II	North Haven	BRIDGES II	1	
II	Queen Elizabeth	Deaf and Hard of Hearing I/II	2	
II	Queen Elizabeth High	Deaf and Hard of Hearing III/IV	3	
II	Queen Elizabeth High	GATE III	12	Additional classes relocated from Area III
II	Queen Elizabeth High	GATE IV	10	Additional class relocated from Area III
II	Simons Valley	Mental Health II "The Class"	1	
II	Sir John A Macdonald	L&L III	1	
II	Sir John A Macdonald	PLP III	1	
II	Sir John Franklin	ACCESS III	1	
II	Sir John Franklin	AIM	2	
II	Sir John Franklin	CSSI III	1	
II	Stanley Jones	Deaf and Hard of Hearing I/II	3	
II	William Aberhart High	ACCESS IV	1	
II	William Aberhart High	ALP IV	2	
III	Annie Foote	BRIDGES I	1	
III	Annie Foote	GATE II	0	Relocated to Hillhurst
III	Annie Gale	L&L III	1	Transitioning from Ernest Morrow
III	Annie Gale	PLP III	1	
III	Cappy Smart	Behavioural/Emotional III (Children's Village Transition)	1	
III	Cappy Smart	SKILL I/II	2	
III	Cecil Swanson	SKILL I/II	2	
III	Clarence Sansom	PLP III	0	Class discontinued
III	Dr Gladys M. Egbert	Behavioural/Emotional III (Hull Outreach)	1	
III	Dr Gladys M. Egbert	BRIDGES III	2	
III	Dr Gladys M. Egbert	PLP III	1	
III	Dr Gordon Higgins	GATE III	0	Relocated to Queen Elizabeth High
III	Dr Gordon Higgins	PLP III	2	
III	Ernest Morrow	L&L III	1	Transitioning to Annie Gale
III	Ernest Morrow	PLP III	2	
III	Forest Lawn High	GATE IV	0	Relocated to Queen Elizabeth High
III	Forest Lawn High	Mental Health IV (The Class)	2	
III	Forest Lawn High	New Directions	0	Class discontinued
III	Forest Lawn High	PLP IV	2	
III	G.W. Skene	BRIDGES II	1	
III	Guy Weadick	BRIDGES II	1	
III	Guy Weadick	Connections I	0	Class discontinued
III	Ian Bazalgette	BRIDGES III	2	
III	Jack James High	PLP IV	2	

CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES (excluding Unique Settings) as of May 11, 2011

Area	School	Class	# of Classes	Changes for 2011-2012 School Year
III	James Short Memorial	BRIDGES I	1	
III	James Short Memorial	Early Development Centre	4	
III	Keeler	L&L II	2	
III	Keeler	PLP II	1	
III	Lester B Pearson High	ACCESS IV	1	
III	Patrick Airlie	BRIDGES II	1	
III	Pineridge	CSSI	3	
III	Roland Michener	PLP II	2	
III	Sir Wilfrid Laurier	L&L III	2	
III	Valley View	Behavioural/Emotional II (Hull Outreach)	1	
III	Valley View	BRIDGES II	1	
IV	AE Cross	L&L III	2	
IV	AE Cross	PLP III	2	
IV	Altadore	SKILL I/II	0	Relocated to Wildwood
IV	Bishop Pinkham	CSSI	1	
IV	Central Memorial High	Behavioural/Emotional III (Hull Transition)	1	
IV	Earl Grey	L&L II	1	
IV	Elboya	GATE III	0	Relocated to John Ware
IV	Ernest Manning High	ACCESS IV	1	
IV	Ernest Manning High	Mental Health IV (The Class)	1	
IV	Ernest Manning High	PLP IV	2	
IV	Jennie Elliott	TASC I/II	2	One new class added
IV	Mount Royal	ACCESS III	1	
IV	Richmond	BRIDGES II	1	
IV	Richmond	STOP (short term M&M Behavioural/Emotional I/II)	0	Class discontinued
IV	Rosscarrock	PLP II	1	
IV	Sherwood	Behavioural/Emotional I/II (Hull Outreach)	1	
IV	Sherwood	PLP III	1	
IV	Sunalta	ASD Cluster	1	
IV	Sunalta	BRIDGES I	1	
IV	Vincent Massey	BRIDGES III	1	
IV	Wildwood	Connections I	0	Class discontinued
IV	Wildwood	SKILL I/II	2	Relocated from Altadore
V	Braeside	BRIDGES I	1	
V	Braeside	BRIDGES II	1	
V	Centennial High	Mental Health IV (The Class)	1	
V	Centennial High	PLP IV	2	
V	Chinook Park	CSSI	2	
V	Douglasdale	CSSI	3	
V	Dr EP Scarlett High	CSSI IV	1	
V	Dr EP Scarlett High	New Directions	0	Class discontinued

CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES (excluding Unique Settings) as of May 11, 2011

Area	School	Class	# of Classes	Changes for 2011-2012 School Year
V	Ethel M Johnson	L&L II	2	
V	Ethel M Johnson	PLP II	2	
V	Ethel M Johnson	SKILL I/II	2	
V	Harold Panabaker	L&L III	2	
V	Henry Wise Wood High	ACCESS IV	1	
V	Henry Wise Wood High	GATE IV	11	
V	Henry Wise Wood High	PLP IV	1	
V	John Ware	GATE III	12	Additional classes relocated from Area IV
V	John Ware	Mental Health III	1	Relocated from RT Alderman
V	Lord Beaverbrook High	ALP IV	2	One new class added
V	Lord Beaverbrook High	Mental Health IV (The Class)	1	
V	Louis Riel	L&L III	1	
V	Maple Ridge	Connections I	1	Phase out commenced
V	MidSun	ACCESS III	1	
V	MidSun	ALP III	1	
V	Nellie McClung	GATE II	9	
V	Nellie McClung	Mental Health Transitions II	1	
V	Nickle	BRIDGES III	2	
V	Nickle	L&L III	2	
V	R T Alderman	ASD cluster	2	
V	R T Alderman	Mental Health Transitions III	0	Relocated to John Ware
V	Samuel W Shaw	PLP III	2	
V	Wilma Hansen	PLP III	1	One class discontinued
V	Woodlands	Connections I	0	Class discontinued

ACCESS – Attitude, Community Competence, Elements of Academic Curriculum, Social Skills

ALP – Adapted Learning Program

ASD Cluster – Autism Spectrum Disorder

CSSI – Communication, Sensory and Social Interaction

GATE – Gifted and Talented Education

L&L – Learning and Literacy Program

LEAP – Learning Essential to Achieve Potential

PLP – Paced Learning Program

SKILL – Social Knowledge, Independent Living and Language

STOP – Short-Term Observation Program

TASC – Training in Attitude, Social Skills and Communication

Source: Learning Support, May 2, 2011

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

June 14, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Interim Three-Year Education Plan 2011-2014**

Purpose: Information

Governance Policy Reference: Ends 1 through 5
Executive Limitations 1 through 16 and 18

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Persons: Superintendents' Team
Service Unit Directors
Pat Kover, Assistant Principal, Learning Innovation
Johanna de Leeuw, Specialist, Learning Innovation

I. RECOMMENDATIONS

It is recommended:

THAT the Board of Trustees receives this report for information.

II. ISSUE

The *Government Accountability Act* requires organizations under the jurisdiction of government ministries, including school boards, to prepare business plans and annual reports for each fiscal year in accordance with Ministry guidelines.

Alberta Education's *Policy and Requirements for School Board Planning and Results Reporting* outlines the format and timeline for school board business plans and annual accountability reports. The 2011 edition of this document identifies a continued expectation for school board education plans to address a three-year time frame, with annual updates, and to align with the Ministry of Education's vision, mission, goals, outcomes and performance measures for the basic education system.

III. BACKGROUND

The Calgary Board of Education's Interim Three-Year Education Plan 2011-2014 is representative of the accountabilities the organization has to the Province of Alberta, to the people of Calgary as articulated through the Board of Trustees' Ends, and to its commitment to continuous improvement.

It is informed by the provincial *Education Business Plan 2011-2014* and *Policy and Requirements for School Board Planning and Results Reporting* document, internal and external measures of organizational performance, input from across the organization, and research on successful whole system change and improving performance across large organizations.

This report is part of the process of refining the Calgary Board of Education Three-Year Education Plan in accordance with Alberta Education's requirement for an annual update. It presents an initial draft of the revised goals, strategies and actions of the Calgary Board of Education's organizational improvement plan for 2011-2014.

Alberta Education Business Plan 2011-2014 Goals and Outcomes

- | | |
|-------------|---|
| Goal One: | Success for every student |
| Outcomes: | Students demonstrate proficiency in literacy and numeracy.
Students achieve educational outcomes.
Students are prepared for the 21 st century. |
| Goal Two: | Transformed education through collaboration |
| Outcomes: | Students have access to programming and supports to enable their learning.
The education system demonstrates openness to new and innovative ideas, leadership and collaboration. |
| Goal Three: | Success for First Nations, Métis and Inuit students |
| Outcome: | First Nations, Métis and Inuit students are engaged in learning. |

Accountability Pillar

Alberta Education's *Policy and Requirements for School Board Planning and Results Reporting*¹ states that "school boards are required to consider their latest Accountability Pillar results when they review, adjust and roll the 3YEP forward each year."

The Interim Three-Year Education Plan 2011-2014 includes information provided by Alberta Education in the May 2011 update to the Accountability Pillar Report. The Calgary Board of Education Three-Year Education Plan 2011-2014, to be presented to the Board of Trustees in November 2011, will include the results of the October 2011 Accountability Pillar Report.

District Improvement

The value and necessity of an integrated approach to planning and operationalizing school district improvement efforts have been documented by Harvard University's Public Education Leadership Project and by studies of large scale improvement in Canada and Great Britain.

"In today's accountability environment, public school districts face an imperative to achieve concrete performance goals related to student achievement. In order to accomplish these goals in all schools, not just some schools, the organizational elements of a district – its culture, structure and systems, resources, stakeholders, and environment – must be managed in a way that is coherent with an explicit strategy to improve teaching and learning in every classroom, in every school."²

"Whole system reform means that every vital part of the system – school, community, district, and government – contributes individually and in concert to forward movement and success."³

The Interim Three-Year Education Plan 2011-2014 is explicit in its accountability and strategic in its focus on all students, a small number of priorities, resolute leadership, collective capacity building and increased precision and support for a widely understood point of view on high quality teaching and learning. It represents a commitment to sustained change that raises the quality of work, builds accountability within the organization, and offers reciprocal levels of support for each articulated expectation.

V. FINANCIAL IMPACT

The strategies and actions contained in the Interim Three-Year Education Plan 2011-2014 provide the decision making framework for the development of the 2011 CBE Operating Budget. The Three-Year Education Plan 2011-2014 will be finalized in consideration of the Fall Budget Update. The budget section of the plan will present summary information about the budget for the first year of the plan.

VI. IMPLEMENTATION CONSEQUENCES

The provision of an Interim Three-Year Education Plan 2011-2014 allows schools, Areas, departments, and service units to bring their work in support of its actions and strategies and provides planning and momentum in anticipation of the publication of the Annual Education Results Report and the Three-Year Education Plan in November 2011.

VII. CONCLUSION

The Interim Three-Year Education Plan 2011-2014 reflects Alberta Education's expectation for school jurisdictions to update and report on their Education Plan on an annual basis and is based in an organizational commitment to focusing on results for continuous improvement. The Interim Three-Year Education Plan 2011-2014 incorporates the Accountability Pillar Report information available at this time.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENT 1: Interim Three-Year Education Plan 2011-2014

¹ *Policy and Requirements for School Board Planning and Results Reporting*, 2011 Edition, Alberta Education, p. 2-1.

² Childress, S., Elmore, R., Allen, S. G., King, C. (2007, January 13). Note on the PELP coherence framework. *Public Education Leadership Project: A Joint Initiative of the Harvard Graduate School of Education and Harvard Business School*, pp. 1-15.

³ Fullan, M. (2010). The big ideas behind whole system reform. *Education Canada*, 50 (3), 24-27.

Calgary Board of Education

INTERIM

Three-Year Education Plan 2011-2014

Interim Calgary Board of Education Three-Year Education Plan 2011-2014

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.

Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions.

Instructional design and leadership focus on

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

Build Our Capacity

Capacity building with a focus on results

Professional Learning Communities and Communities of Practice focus on

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

Engage Our Public

Everyone has a part to play in public education

Internal and external community members

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

Steward Our Resources

Resource management on behalf of student learning

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

- based on values and priorities
- data driven
- strategic
- responsive
- coherent with the learning agenda
- coherent with each other
- sustainable

Alberta Education Goals

Success for Every Student

Transformed Education through Collaboration

Success for FNMI Students

Interim Calgary Board of Education Three-Year Education Plan 2011-2014 Strategies

Personalize Learning	Build Our Capacity	Engage Our Public	Steward Our Resources
Articulate and advance a coherent, system-wide vision of high quality teaching and learning.	Establish district-wide professional development in support of personalized learning and district coherence.	Enhance understanding of and participation in public education through increased civic engagement.	Facilitate collective capacity for resource creation, coordination, and integration.
Implement a well-articulated framework for system-wide inclusive practices.	Promote a workplace culture that ensures continuous improvement in program provision, service delivery, and professional learning across the system.	Promote a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, and in which all employees find meaning and fulfillment.	Improve access to data that supports transparent decision making.
Support instructional practices that reflect Alberta Education's competency-based conceptions of literacy and numeracy.	Develop integration strategies to maximize impact on student success across Calgary Board of Education Ends.	Engage community partners in collaborative ventures to support student learning.	Increase alignment of business practices with external efficiency standards.

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Attachment 1: Alberta Education Goals, Outcomes and Required Measures

Alberta Education Goal One: Success for every student:

Outcome: Students demonstrate proficiency in literacy and numeracy

			May 2011 Evaluation			Improvement Targets
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	80.7	78.7	Intermediate	Improved Significantly	Good	
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	20.3	19.7	High	Improved	Good	

Results from May 2011 Accountability Pillar Overall Summary

** The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Outcome: Students achieve educational outcomes:

			May 2011 Evaluation			Improvement Targets
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	
Overall percentage of students who achieved the acceptable standard on diploma examinations.**	83.8	85.5	Intermediate	Declined Significantly	Issue	
Overall percentage of students who achieved the standard of excellence on diploma examinations.	23.4	23.4	High	Maintained	Good	
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	70.8	69.5	Intermediate	Improved	Good	
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.1	4.6	High	Improved Significantly	Good	
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.8	57.1	High	Improved Significantly	Good	
High school to post-secondary transition rate within six years of entering Grade 10.	59.9	59.7	High	Maintained	Good	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	58.6	58.3	Intermediate	Maintained	Acceptable	

Results from May 2011 Accountability Pillar Overall Summary

** The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Outcome: Students are prepared for the 21st Century

			May 2011 Evaluation			Improvement Targets
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.5	77.7	High	Improved Significantly	Good	
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.	76.7	76.5	Intermediate	Maintained	Acceptable	

DRAFT

Alberta Education Goal 2: Transformed education through collaboration

Outcome: Students have access to programming and supports to enable their learning

			May 2011 Evaluation			Improvement Targets
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.0	87.5	High	Improved	Good	
Percentage 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.	81.8	81.5	Very High	Maintained	Excellent	
Percentage of teacher, parent and student 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.	86.1	84.7	High	Improved Significantly	Good	

Results from May 2011 Accountability Pillar Overall Summary

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration

			May 2011 Evaluation			Improvement Targets
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.2	75.8	Intermediate	Maintained	Acceptable	
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9	75.9	High	Improved Significantly	Good	

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Alberta Education Goal: Success for First Nations, Metis and Inuit (FNMI) students

Outcome: *FNMI students are engaged in learning*

			May 2011 Evaluation			Improvement Targets
Performance Measure	Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	13.6	12.9	Very Low	Maintained	Concern	
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	25.2	25.7	Very Low	Maintained	Concern	
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	58.7	50.5	Very Low	Improved Significantly	Acceptable	
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	4.8	4.3	Very Low	Maintained	Concern	
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	81.4	85.0	Low	Maintained	Issue	
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	10.1	13.8	Very Low	Maintained	Concern	
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	12.9	13.5	Very Low	Maintained	Concern	
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	22.9	24.7	Very Low	Maintained	Concern	
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	19.7	22.8	Very Low	Maintained	Concern	

Results from May 2011 Accountability Pillar Overall Summary