



**Calgary Board
of Education**

REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, FEBRUARY 7, 2012

5:00 P.M. – 8:00 P.M.

Multipurpose Room, Education Centre
1221 – 8th Street SW, 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 West View School – Ends 3: Citizenship	J. Everett	15 min.
	4.0 HONOURS AND RECOGNITIONS		
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	
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
	7.0 MONITORING AND RESULTS		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
P. 9-22 P. 9-28	9.1.1 Approval of Minutes <ul style="list-style-type: none"> • Special Meetings held December 12 and 13, 2011 • Regular Meeting held December 20, 2011 <i>(THAT the Board of Trustees approves the Minutes of the Special Meeting held December 12 and 13, 2011 and the Regular Meeting held December 20, 2011, as submitted.)</i>		
P. 9-24	9.1.2 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P.9-1	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		
P. 9-5	9.2.2 Annual Report to the Public <i>(THAT the Board receives the report for information.)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 ADJOURNMENT		

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

FEBRUARY 7, 2012

CORRESPONDENCE

RECOMMENDATION:

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

- **Letter dated January 19, 2012 from the Honourable Thomas Lukaszuk, Minister of Education, to Board Chair Pat Cochrane, expressing his appreciation for the meeting on December 19, 2011, and hearing about the successes and challenges in the CBE.**
- **Letter dated January 23, 2012 from Ms. C. Smith, Chair, ASBA Policy Development Advisory Committee, to all Board Chairs, regarding the Call for Proposed Bylaw Amendments (ASBA 2012 Spring General Meeting).**

Respectfully Submitted,

J. Barkway,
Office of the Corporate Secretary



ALBERTA
EDUCATION

*Office of the Minister
MLA, Edmonton - Castle Downs*



AR 73461

January 19, 2012

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

Dear Ms. Pat Cochrane:

Thank you for meeting with me at the December 19, 2011 Zone 5 Board Chairs and Superintendents meeting in Calgary. I appreciated the opportunity to hear about the successes and challenges in your school jurisdiction.

I was especially pleased to learn about the Calgary Board of Education's focus on the personalization of learning for every student and the work on creating new assessment tools, like learner profiles. Also of interest to me is your district's emphasis on the importance of partnerships with business and others in the community to enhance student programs. I noted your concern about the funding framework and the need to change current structures to find new ways of doing things. As Minister of Education, I am committed to learning more about your jurisdiction and working with you to benefit students.

Alberta is proud to have one of the finest education systems in the world. It takes a great deal of commitment and hard work to maintain this standing. I thank you and your jurisdiction for the dedication and supports you provide to the students you serve.

Thank you again for making time in your busy schedule to meet with me and for your contribution to the success of our students. I value the perspectives you shared and look forward to continuing dialogue with you and your board colleagues.

Sincerely,

Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton - Castle Downs



(Via e-mail)

January 23, 2012

To: All Board Chairs

Dear Board Chair:

**RE: CALL FOR PROPOSED BYLAW AMENDMENTS
(ASBA 2012 SPRING GENERAL MEETING)**

According to the process approved by the ASBA Board of Directors in 1999, the business of the Association is handled as follows:

1. The ASBA's annual budget, bylaw amendments, and those policies passed by the Board of Directors in the six months preceding, and elections (as required) are discussed at the Spring General Meetings; and
2. Proposed Association policies and elections (as required) are discussed at the Fall General Meetings.

Please note that bylaw amendments will only be dealt with at the Spring General Meeting (SGM).

In preparation for the 2012 Spring General Meeting, boards are asked to submit any proposed bylaw amendments **directly to ASBA by March 31, 2012**, by e-mail to Bobbie Garner at bgarner@asba.ab.ca. A copy of the current ASBA bylaws can be found in the *ASBA Governance Handbook*, which is on the ASBA website at www.asba.ab.ca under the "Policies → Policies & bylaws" link.

The bylaws are the fundamental rules of the Association that define membership, officers, and the conduct of general meetings.

Any submissions of proposed bylaw amendments received by ASBA will be included in the *Budget & Bylaws Bulletin*, along with the proposed ASBA budget for 2012-13, which will be sent to boards 60 days prior to the Spring General Meeting (by April 4, 2012).

- 2 -

Questions about the bylaw process may be directed to Bobbie Garner at 780.451.7130 or bgarner@asba.ab.ca.

Sincerely,

A handwritten signature in black ink, appearing to read "Cheryl Smith", with a stylized flourish at the end.

Cheryl Smith
Chair, ASBA Policy Development Advisory Committee

CS:bg

cc: Superintendents
Secretary-Treasurers

CALGARY BOARD OF EDUCATION

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

February 7, 2012

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 receives the contents of this report as information.

II. BACKGROUND

As the Board of Trustees' Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Results and Operational Expectations policies.

Operational Expectations 8: Communication With and Support for the Board requires the provision of timely information about trends, facts and other information relevant to the Board's work." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

III. TIMELY INFORMATION

Notice of Revised 2012-2013 Traditional Instructional Calendar

Following approval in December of the 2012-2013 school calendars, concerns surfaced about closing schools on Oct. 9. To resolve these concerns, superintendents have approved an adjustment to the traditional 2012-2013 calendar.

In the revised traditional calendar for the 2012-2013 school year:

- Tuesday, October 9 is now a school day; and
- winter break is extended by one day: staff and students return on Jan. 8 instead of Jan. 7, 2013.

School calendars may be accessed at <http://www.cbe.ab.ca/calendars/default.asp>

Public inquiry and response

At the December 20, 2011 public meeting of the Board of Trustees, a public inquiry was read into the record.

Inquiry

In the fall update to the 2011-2012 budget from the last Board meeting, on page 9-26, it shows that the CBE received a little over 29 million dollars more from the province than previously budgeted. However, only a little over 20 million dollars of this is being spent on staff. Why is 30 per cent of this additional provincial funding not being spent on staffing?

Further, around 14 million more dollars are now being budgeted for "Services, contracts and supplies expenses." Can you provide a detailed breakdown of how this additional 14 million is being spent?

The following response was provided in writing to the stakeholder and is included in this report as information to the Board of Trustees.

Response

1. The increase of \$29.1 million in the Government of Alberta Revenue per the Fall update to the 2011-2012 budget consisted of:

Item	Description	Amount in \$millions
1.1	One time funding announced October 2011 directed to increase instructional staff at schools	19.2
1.2	One time funding for Action on Inclusion ("AI") project	2.5
1.3	Transportation (busing contracts)	1.1
1.4	Alberta Health Initiatives ("AHI") and Children & Youth with Complex needs ("CYCN") funding	0.4
1.5	Deferred revenue recognized in 2012 – Alberta Initiative for School Improvement ("AIS") Note * \$1M deferred revenue was budgeted for staffing	2.4

Item	Description	Amount in \$millions
1.6	Deferred revenue recognized in 2012 for committed projects (see lists of projects on item 2 below)	3.5
	Total	29.1

With the exception of item 1.1 and a portion of item 1.5, these revenues were specifically targeted for services, contracts and supplies related expenditures (See further details below.)

2. The \$13.8 million increase in Services, contracts and supplies expenses per the Fall update to the 2011-2012 budget consisted of:

Item	Description	Amount in \$millions
2.1	Supplies and services expenditures on Action on Inclusion ("AI") project	2.5
2.2	Transportation expenditures increase due to reconfiguration of routes based on actual student enrolment and needs	1.1
2.3	Supplies and services expenditures on Alberta Health Initiatives ("AHI") and Children & Youth with Complex needs ("CYCN")	0.4
2.4	Deferred revenue recognized in 2012 – Alberta Initiative for School Improvement ("AISI") Note * \$1M deferred revenue was budgeted for staffing	1.4

Item	Description	Amount in \$millions
2.5	<p>Deferred revenue recognized in 2012 for spending in supplies contracts and services on projects with specific priority targets as listed below:</p> <ul style="list-style-type: none"> • Digital acquisition \$0.6M • Career and Technology projects \$1.5M – monies received specifically for purchasing IT equipment for schools • Combination of 20+ projects \$1.2M – varying expenditures from book bags for kids to healthy eating initiatives • Corporate partnership projects \$0.3M 	3.5
2.6	Schools and service units carry forwards (Refer to October 4, 2011 Board meeting minutes and reports for discussion and approval on carry forward of unspent operating budget from 2010/2011).	3.5
2.7	Change in accounting treatment (from Capital lease to Operating Lease)	1.2
	Total	13.8

Naomi Johnson

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**

February 7, 2012

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Report to the Public**

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Persons: Richard Peter, Chief Communications Officer
Cathy Ward, Manager, Communications
Vern Akitt, Print/Design Coordinator, Communications

I. RECOMMENDATION

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

II. BACKGROUND

The Board of Trustees governance policies Operational Expectations 9: Communicating with the Public (previously Executive Limitation 5: Annual Report to the Public) requires the Chief Superintendent to prepare and distribute an Annual Report to the Public that contains the following information:

- a. Data indicating student progress toward accomplishing the Board's *Results* policies;
- b. Information about strategies, programs and operations intended to accomplish the Board's Results policies; and
- c. Revenues, expenditures and a review of the organization's financial condition.

The Chief Superintendent is pleased to present, for the Board of Trustees information, a copy of the 2012 Community Report that was prepared and published electronically on January 30, 2012 and will be available in a hard copy format to the citizens of Calgary in February.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Mock-up of the 2012 Community Report

| success | preparing students for life



learning | as unique | as every student



**Calgary Board
of Education**

our Board
of Trustees

guiding student success



Joy Bowen-Eyre	Wards 1 & 2
Lynn Ferguson (Vice-chair)	Wards 3 & 4
Pamela King	Wards 5 & 10
George Lane	Wards 6 & 7
Pat Cochrane (Chair)	Wards 8 & 9
Sheila Taylor	Wards 11 & 13
Carol Bazinet	Wards 12 & 14

The Board of Trustees places student success at the front of every decision we make. We know that our students have their own goals and aspirations and that is why we offer learning as unique as every student.

We're proud of the flexibility and scope of the programs we provide to personalize learning for students. We know our students receive a well-rounded education that focuses on academic achievement and effectively prepares them for life, work and further learning.

As the largest public school system in Alberta, our students are unique. Because one-size education does not fit all, we work with the community to offer a wide variety of choices. These include alternative programs, programs for learners with special needs and for English language learners along with the very strong regular programs offered at most of our community schools.

We know this unique approach to learning is working. Our students are achieving exceptional academic results that rank them among the best in the world.

Our students' success depends on the community. The community of Calgary, our partners, our parents, teachers and employees all contribute to our success. We know that our community supports us, knowing that education is such an important cornerstone to the enduring success of our students and our community.

“Our students are achieving exceptional academic results that rank them among the best in the world.”

CBE delivers world-class education

our Chief Superintendent

Calgary is one of the greatest cities in the world. The Economic Intelligence Unit is an international think-tank that rates cities based on factors like health care, infrastructure, culture and environment. In 2011, Calgary was fifth in the world. The success is a tribute to another factor the think-tank evaluates: education.

Calgary has one of the best public education systems in the world. This is not an idle claim by someone who is proud and honoured to lead learning for more than 104,000 students. This fact is supported by student performance data from around the world.

The Programme for International Student Assessment (PISA) is a collaboration among member countries of the Organization for Economic Co-operation and Development. To understand and illuminate factors that contribute to student success, PISA measured skills considered to be core outcomes of education in 65 countries.

The most recent report compared the performance of 15-year-olds in reading, math and science. In all three subjects, Canada was in the top 10 and, in all three subjects, the performance of Alberta students was better than Canada's. If Alberta was a country, our students ranked fourth in the world in science, fifth in reading and 10th in math.

Canada is a top country for students to learn. Within Canada, Alberta leads among provinces. Within Alberta, Calgary students lead.

The performance of Alberta students is measured annually by Grade 12 diploma exams and provincial achievement tests for Grades 3, 6 and 9. In 2011, our students outperformed the province in 43 of 48 measures.

The success of our public education system is a tribute to vision and commitment. In 1903, a Calgary school board trustee declared that "Calgary should take a high stand in educational matters and make itself known as such and get on the right footing now."

A century later, we are fulfilling this bold vision. It is a tribute to our community, our parents and guardians, our teachers and everyone else who contributes to learning.



Naomi E. Johnson

"Canada is a top country for students to learn. Within Canada, Alberta leads among provinces. Within Alberta, Calgary students lead."

the capacity to lead



- More than 104,000 students
 - 100,632 students between Kindergarten and Grade 12
 - 2,935 students upgrading high school and pursuing continuing education through Chinook Learning Services
 - 26,733 students are English language learners (ELL), almost half of the ELL students in Alberta
 - more than 15,000 students with special needs are served by 15 specialized programs in 10 unique-learning settings
- 12,546 employees make up the equivalent of 9,745 full-time positions, one of Calgary's largest employers
- More than 38,000 students engaged in second language learning
 - more than 7,000 students are in French Immersion
 - bilingual programs are offered in German, Mandarin and Spanish
 - second-language choices include Blackfoot and Cree
- 221 schools, including:
 - 132 elementary; 28 middle-elementary-junior; 22 junior high; seven junior-senior; 16 senior high schools; and 16 unique settings and outreach programs
- Three-year capital plan prioritizes 16 new schools and 20 major modernizations, totalling \$309 million and \$266 million respectively
- Improving learning outcomes for First Nations, Metis and Inuit students is a priority
- Academic performance of CBE students leads the province as measured by Provincial Achievement Tests, diploma exams and PISA

preparing students for life

our ultimate goals

The expression “a means to an end” helps explain that everything the CBE does is to achieve the ultimate objective of student success. The five ultimate goals for the CBE are currently called “Ends.”

Our overarching objective is called the Mega End and it is our hope for every student. It states:

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.

The other four Ends focus on academic success, citizenship, character, and personal development, and all the Ends work together to create student success. We provide well-rounded learning in ways that are meaningful for each one of our students.



Our ultimate goal is to help our youngest citizens develop and pursue their passions, make successful transitions to adulthood and become lifelong learners contributing to the world.





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

We are an education system first, and our success largely depends on how well our students perform academically – and they are doing exceptionally well. On virtually every measure, our students are demonstrating consistently strong results locally, provincially and around the world.

Our focus on academic achievement begins when students start elementary school, and doesn’t stop until they are CBE graduates.

On annual provincial achievement tests and diploma exams, students continue to outperform the province. Our high school completion rate has improved, and we continue to have a high transition rate from high school to post-secondary. Last year, CBE students writing advanced placement exams surpassed achievement at provincial, national and global levels. We know this is due in large part to our focus on providing learning as unique as every student, and we are committed to maintaining and improving our results.

Advanced Placement Exam Results 2010-2011	
Locations	Average Grade (out of 5.0)
CBE	3.89
Alberta	3.40
Canada	3.43
Global	2.86

CBE students surpassed achievement at the provincial, national and global levels on advanced placement exams, which challenge students beyond the Alberta program of studies

CBE International Baccalaureate Program 2010-2011	
Students Writing	837
Diploma Candidates	126
Diplomas Awarded	112
Total Tests Written	1632
Number of subjects for which CBE Average Exceeded World Average	17 of 21

Almost 90 per cent of CBE candidates were successful in earning the international baccalaureate (IB) diploma. An additional 551 students completed IB exams in individual subjects and were awarded IB certificates.

outperforming students around the world | academic success

We also require that students develop an appreciation for the arts, and be knowledgeable about our political, legal, economic and social systems.

Our teachers measure success every day by observing and guiding academic progress in the classroom and by recognizing each student's strengths and areas for growth.

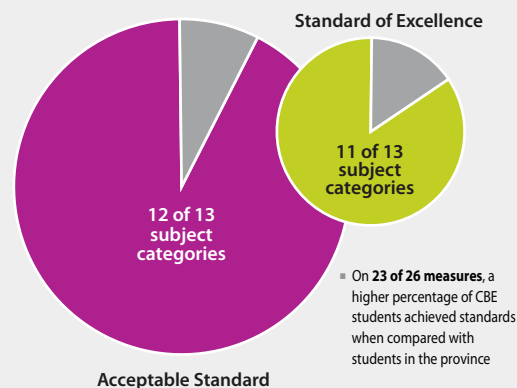
To achieve academic success, today's students must develop skills to find and use knowledge and make connections between their learning and their world. We are confident that CBE students are making these connections and will enter their world effectively prepared for life, work and further learning.

In 2010-11

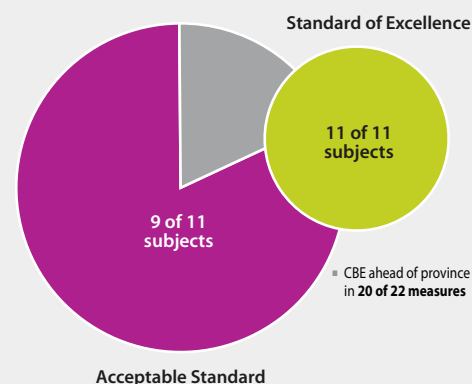
- CBE students outperformed the province in 43 of 48 measures on annual [provincial achievement tests and diploma exams](#)
- The percentage of graduates eligible for the Rutherford Scholarship rose to 58.6 per cent last year
- [High school completion](#) rates have risen compared to last year, although they remain slightly below the province
- Students are transitioning to post-secondary education at a steadily improving rate

Our system is among the best in the world and this is largely due to the importance Calgarians place on top-quality education.

CBE Overall Results – Grades 3, 6 & 9
Provincial Achievement Tests



CBE Overall Results – Diploma Exams



citizenship

equipping students to become global citizens

The Japanese legend states that anyone who folds 1,000 paper cranes will be granted a wish. If we succeed, our wish will be for the Japanese people to find the strength and hope to endure this difficult time.

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

While families guide their children's involvement in local, national and global communities, public education plays a supporting role in the development of citizenship in our students. Citizenship education encourages students to become contributing members of our society.

When a devastating earthquake and tsunami hit Japan last year, it gave our students the opportunity to demonstrate citizenship. Dozens of our schools responded by raising funds for victims of this disaster. How each school approached the fundraising was as unique as the schools and students themselves. From hosting bake sales to folding paper cranes, students responded in ways that were meaningful for them.

Beyond these types of activities, the CBE measures how we're making progress toward citizenship in a variety of ways including tracking academic achievement and recording student survey results.

character

doing what is right

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.

Like citizenship, character development begins in the home, but school systems play a supporting role. For example, students at [Ian Bazalgette School](#) turned their passion to end bullying into action. Students rallied together to raise awareness of the issue, and to take a stand. They initiated candid discussions about bullying and they shared heartfelt messages and thoughts with the school community and created a compelling anti-bullying video.

This inspirational story is just one example of how are students are showing character, but we measure its development in many other ways. Among other things, we ask students to report whether they feel they are in a safe and caring environment, whether students at school help each other, and whether students treat others with respect and compassion. When we look at these individual results, as well as our overall system results, we are able to measure progress, make adjustments and continue our work toward achieving this important objective.



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

Reaching one's personal potential is a lifelong pursuit, and our schools help students work towards this goal without setting limits on what they can achieve.

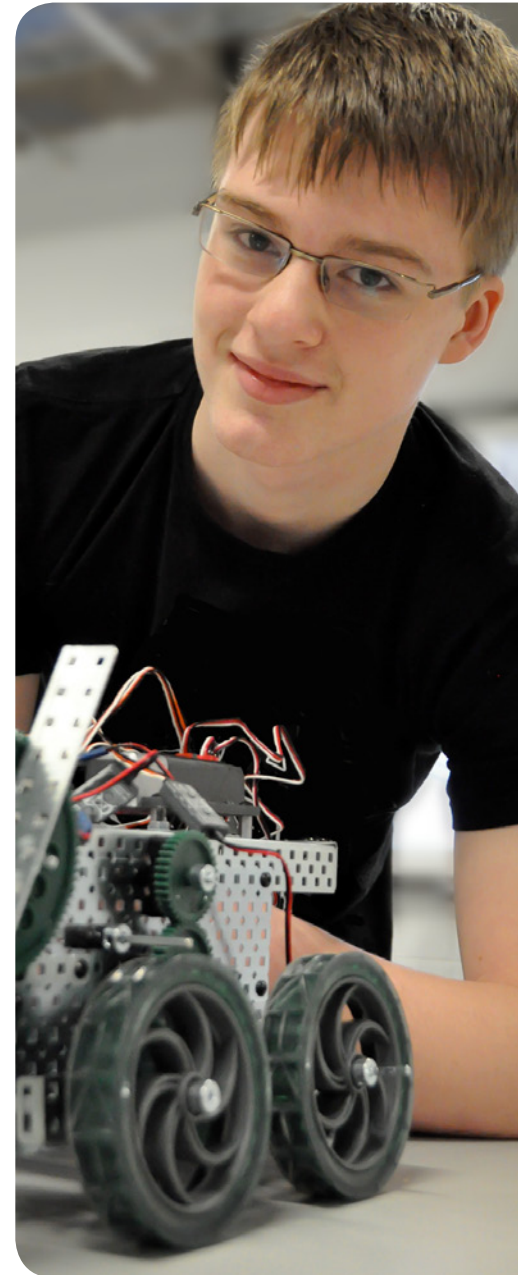
When measuring outcomes, the word personal is key. We understand that each student approaches learning with his or her own learning style, preferences and interests, and we focus on making learning personal so that students' individual learning needs are met.

For example, our [Career and Technology Centre](#) is expanding to provide alternative education opportunities for students. At the centre, students can explore a variety of career paths including autobody, cosmetology, pre-engineering and welding. Future options include professional cooking, management and marketing, community care services, tourism, communication technology, environmental stewardship and logistics.

To measure our progress toward personal development, we listen to our students. For example, more than 90 per cent of students surveyed agree with the statements: "I am confident in my ability to work independently" and "I am able to recognize my needs and strengths as a learner." According to teachers, more than 85 per cent of our students take initiative for their own learning.

Furthermore, we have developed a wide variety of courses to help students explore areas of personal interest. Annually, we record more than 10,000 registrations in these courses, which include 51 fine arts courses, 13 physical-education related courses, 17 courses in career development and nine academic courses.

We focus on making learning personal so that students' individual learning needs are met.



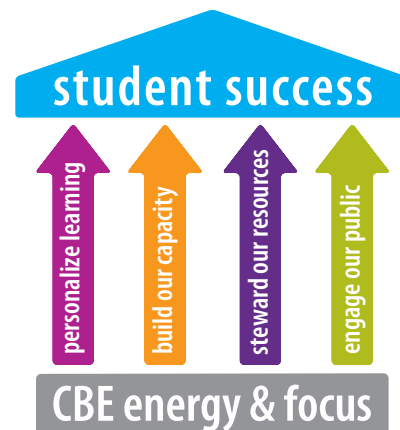
Three-Year Education Plan

This Plan guides our work and connects each employee to our Mega End and our desired outcome of student success.

how does student success happen?

Achieving student success requires commitment from every part of the CBE community. It requires a vision of what success looks like for every student, and a plan for how we will get there. This vision is defined by Alberta Education, and reflected in our [Three-Year Education Plan](#).

This plan guides our work and connects each CBE employee to our ultimate goal of student success. Everything we do to support students falls under four categories within this plan; personalize learning, build our capacity, steward our resources and engage our public.



personalize learning

If you walked into any CBE classroom this past school year, you would have seen the future of education; personalized learning designed to create success for each student, every day. While it may look different in every classroom, the basic idea behind personalized learning is the same; it gets students excited about learning by making it relevant to them. Research shows that when students are enthusiastic learners, they can solve problems, ask new questions and create new knowledge.

School systems around the world are recognizing that they must adjust to the needs of their learners, rather than expecting the learners to adjust to the system.

While we don't know all there is to know about personalized learning, we have begun the work with a good foundation. Our students are doing exceptionally well, and we are encouraged by this progress. We look forward to working with our students to further this work in ways that we cannot even imagine.



supporting learning for our employees

Three-Year Education Plan

build our capacity

We hire the best employees in the country to deliver the best learning for our students. We value the important work of all our employees and are committed to providing them with ways to grow. We support a variety of learning and development opportunities, which include:

- professional learning communities (PLCs) provide a way for teachers to come together to focus on improving their understanding and practice.
- Professional Improvement Fellowships (PIFs) provide employees with opportunities to pursue university or other formal academic studies or activities
- conventions allow employees to keep up with new developments and network with colleagues
- Chinook Learning Services offers courses to employees to help further career or personal goals
- e-PD provides employees with anytime, anywhere online learning.

Lifelong learning is not just our hope for students, but for every employee, too.

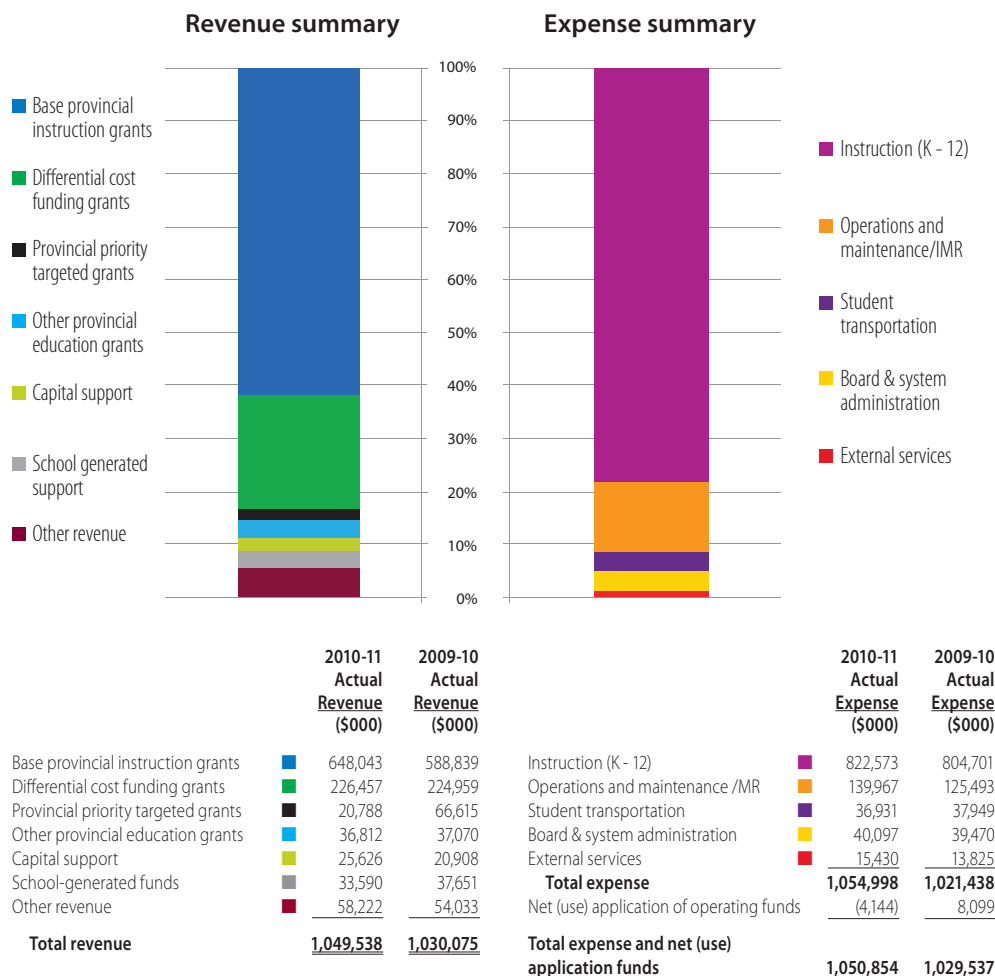


Three-Year Education Plan

steward our resources

financial summary for the year ended Aug. 31, 2011

We recognize our responsibility to our community to use resources wisely for the benefit of student learning. We carefully steward our resources to align with our system values and priorities while meeting our provincial requirement to balance our budget each year.



notes |

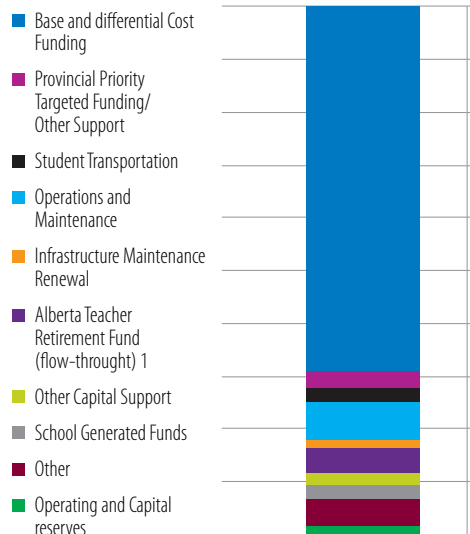
- Net applications of operating funds include contributions for capital expenditures and transfers to/from operating and capital reserves
- For additional financial information, including more information on the Calgary Board of Education's sources and uses of school-generated funds please review our 2010-2011 Audited Financial Statements, Notes to the Financial Statements, Note 4. Cash held by schools, located on our website at www.cbe.ab.ca/trustees/budget.asp
- Province-wide combined financial information, including the province-wide combined information on sources and uses of school-generated funds, can be accessed at www.education.alberta.ca/admin/funding.aspx

spending to benefit our students

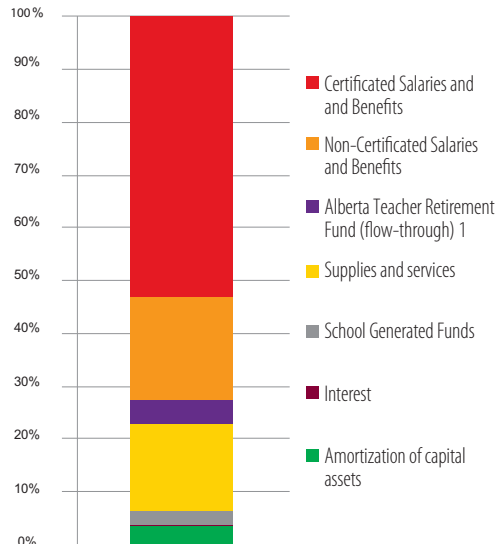
Three-Year Education Plan

2011-2012 operating budget

Revenue summary



Expense summary



	2011-12 Operating Budget (\$000)	2010-11 Approved Budget (\$000)
Alberta Education Funding		
Base and Differential Cost Funding	793,293	765,641
Provincial Priority Targeted Funding	37,952	31,142
Student Transportation	30,244	29,013
Operations and Maintenance Renewal	82,272	82,986
Infrastructure Maintenance Renewal	18,248	18,248
ATRF (flow-through) ¹	53,725	50,029
Other Capital Support	25,809	25,538
Total Provincial Grants	1,041,543	1,002,597
Other Revenue		
School-generated Funds	30,170	29,795
Other	58,744	54,250
Operating and Capital reserves	19,155	16,383
Total	1,149,612	1,103,025

	2011-12 Operating Budget (\$000)	2010-11 Approved Budget (\$000)
Certificated Salaries and Benefits	607,559	584,493
Non-Certificated Salaries and Benefits	223,628	218,646
ATRF (flow-through)	53,725	50,029
Supplies and services	188,928	170,982
School-generated Funds	30,170	29,795
Interest	3,147	6,092
Amortization of capital assets	42,455	42,988
Total	1,149,612	1,103,025

notes |

1 | Alberta Teachers Retirement Fund (ATRF) 2010-2011 - \$50,029,000 reflected in both revenue and expense is for comparative purposes only as reporting was not required for 2010-2011 fiscal year.

engage our public

At least one in five Calgarians is directly connected to the CBE, and we all benefit from public education. We know we cannot reach our ultimate goal without the support and involvement of our community. For this reason, we are committed to engaging our community in meaningful ways and we strive to communicate clearly, openly and often. This work is ongoing and will continually improve as we further develop our important relationships with our many publics.

parents and guardians

Parents are students' first and most important teachers, and they are the CBE's most important partners. Parents rely on us to provide their children with learning as unique as every student, and we rely on them to work with us in a variety of ways to make this possible. Some volunteer in schools, while others take on executive roles on school councils or support student learning from home. We look forward to continually strengthening our close relationship with parents and to finding new ways to involve them in the important work of educating their children.

employees

The CBE has more than 12,000 employees and each one of them plays an important role in providing learning as unique as every student. While teachers, principals and school-based employees work with students to unlock their passions and potential, support staff ensure the system runs smoothly so teachers can focus on teaching.

partners

Hundreds of community organizations contribute to our goal of success for every student. For example, the [Fuel for School](#) program delivers more than 100,000 breakfasts each year to CBE schools. We know that a nutritious breakfast helps students learn better. Another partnership with [Calgary Reads](#) supports student literacy. Trained volunteers from Calgary Reads regularly spend time in classrooms helping students in Grades 1 and 2. The CBE has worked in partnership with Calgary Reads for the past ten years to ensure all children have the resources they need to become fully literate.



tell us what you think

Three-Year Education Plan

community

Public education belongs to the public. Our system is among the best in the world and this is largely due to the importance Calgarians place on top-quality education. We look to the community to provide input on important topics and to help guide the work we do. For example, when we asked our community for guidance on how to spend additional funding from the province, more than 6,000 Calgarians responded to our survey, which helped shape the final outcome.



partnering for student success

We invite you to tell us more about what you want in Calgary's public education system by visiting cbe.ab.ca.

- get involved
- stay connected
- support world-class public education





Part of being unique is that each student learns differently. Students can realize their full potential by learning in ways that recognize their individuality. This is why the CBE is dedicated to personalized learning. Each of our more than 104,000 students is supported by our system. The CBE has the capacity to lead in education while honouring each student's gifts. The result is a rich and dynamic learning experience that enables lifelong learning.

learning | **as unique** | as every student



**Calgary Board
of Education**