

public agenda

Regular Board Meeting

December 8, 2015
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	4 Results Focus			
15 mins	4.1 School Presentation – West Springs School	C. Davies	R-4	
60 mins	4.2 Social Studies Information Report	J. Everett		Page 5-19
15 mins	4.3 Results 4: Personal Development – Reasonable Interpretation	D. Stevenson		Page 5-1
15 mins	4.4 Results 5: Character – Reasonable Interpretation	D. Stevenson		Page 5-14
	5 Operational Expectations			
20 mins	5.1 OE-5: Financial Planning – Annual Monitoring	D. Stevenson	B/CSR-5; OE-8	(Page 8-1 Dec. 1/15)
20 mins	5.2 OE-11: Learning Environment/Treatment of Students – Annual Monitoring	D. Stevenson		Page 6-1
	6 Matters Reserved for Board Action			
	6.1 Parameters Around the 2015-16 Planned Use of Reserves (<i>THAT the Board directs Admin. to provide a recommendation by Feb. 9/16 for Board consideration re: 2015-16 use of reserves, as per parameters noted.</i>)	Board T. Hurdman	GC-3	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
7 	Consent Agenda	Board	GC-2.6	
7.1	Board of Trustees' Annual Self-Evaluation (<i>THAT the Board approves the Board of Trustees' self-evaluation report, as submitted.</i>)		GC-2,5 and B/CSR 1-5	Page 8-104
7.2	Items Provided for Board Information		OE-8	
7.2.1	EducationMatters Financial Statements as at September 30, 2015		GC-3	P. 8-92
7.2.2	Chief Superintendent's Update			P. 8-107
7.2.3	Construction Projects Status Report		OE-8,12	P. 8-54
7.2.4	School Accommodation Criteria		OE-8,9,12	P. 8-1
7.2.5	2015-2016 School Enrolment Report		OE-8,9,12	P. 8-13
	Debrief			

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

report to Board of Trustees

Social Studies Information Report

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-8: Communication With and Support for the Board OE-10: Instructional Programming
Resource Person(s)	Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Gerry Fijal, Director, Learning

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.



2 | Issue

This report provides the Board of Trustees with information related to student achievement in Social Studies during the 2014-15 school year. It is a detailed look at Social Studies learning information from the perspective of Results 2: Academic Success with connections to OE-10: Instructional Program.

3 | Background

The Board of Trustees' Annual Monitoring of Results 2: Academic Success is being supported by the provision of additional information reports over the course of the 2015-16 school year. This Social Studies report is one in a series of subject-specific information reports.

4 | Analysis

This report provides information specific to Social Studies within Board-approved indicators for Results 2: Academic Success.

- The percentage of students meeting the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams
- The percentage of students meeting learning expectations within each discipline, as measured by student report cards

An accompanying presentation will provide additional interpretation of the data and examples of the instructional practices that have led to the strong results for Calgary Board of Education students in Social Studies and that will be leveraged for continued improvement in the 2015-16 school year, in keeping with the Board's values identified in OE-10 Instructional Program.

Provincial Achievement Tests and Diploma Exams

There are three Social Studies Provincial Achievement Tests – one for students in grade 6, one for students registered in grade 9 Social Studies, and one for students registered in grade 9 Social Studies Knowledge and Employability (KAE).

There are two high school courses with provincial Social Studies Diploma Examinations – Social Studies 30-1 and Social Studies 30-2.

Student results on provincial tests may be understood in terms of their level of achievement within a specific year. The value of an individual year's result is contextualized in comparison to the results achieved by students in the province as a whole. The results may also be understood as part of a trend of improvement, decline, or maintained results. Year-to-year fluctuations are to be expected. Three to five-year trend information is seen as more reliable, although trend information for jurisdictions in Southern Alberta was interrupted in 2013 (due to flooding and cancelled tests) and caution must be used in interpreting results from or including 2013. The province evaluates the "improvement" aspect of a school jurisdiction's performance in any given year by comparing it to the jurisdiction's three-year average of results.

In the Calgary Board of Education, we seek to be equal to or above provincial results in any given year on Alberta Education's evaluation of Provincial Achievement Tests and Diploma Exams and to be maintaining or improving our results across time.

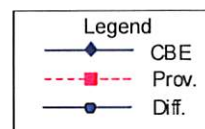
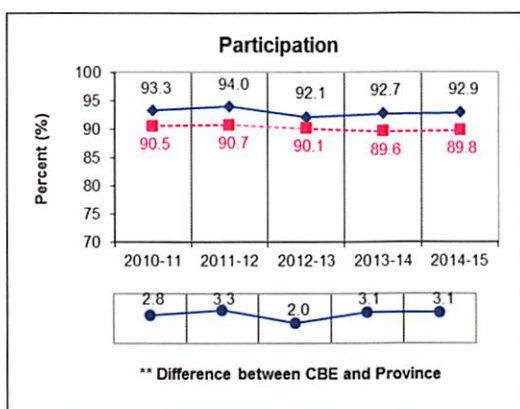
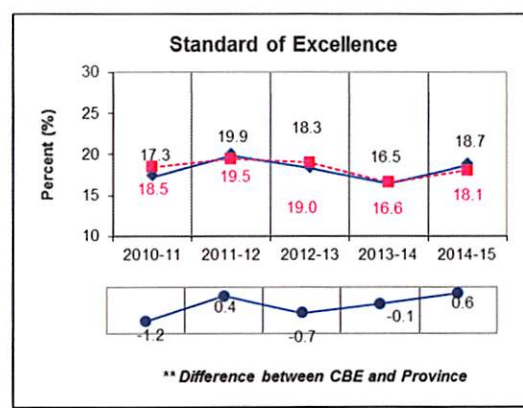
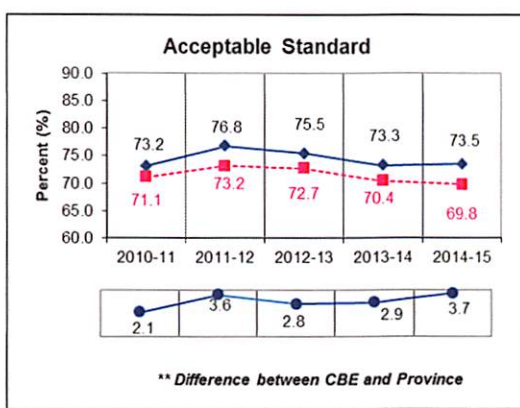
Alberta Education's evaluation of a school jurisdiction's results is done in relation to all students enrolled in a course for Provincial Achievement Tests. It is done in relation to students who actually wrote the exam for Diploma Examinations. Participation rates are an important aspect of PAT results as they demonstrate that an organization has had as many students as possible participate in provincial assessments. The CBE's high PAT participation rates represent active encouragement of success for all students.

CBE practices for reporting and analyzing results in its jurisdictional Annual Results Report, school Annual Reports, and within the monitoring of Results 2: Academic Success are consistent with the practices and requirements of Alberta Education.

The presentation that accompanies this report demonstrates how further investigation into the success of CBE students writing provincial tests is used to identify more specific information about student performance and operational opportunities for improving student learning experiences and results.

Grade 6 Social Studies Results

*All Students Enrolled (Cohort)

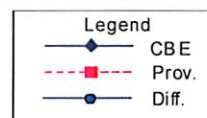
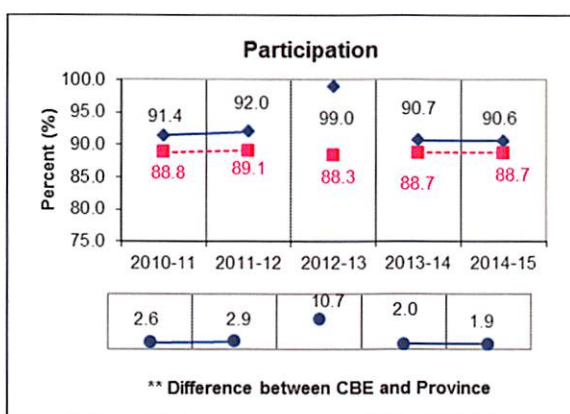
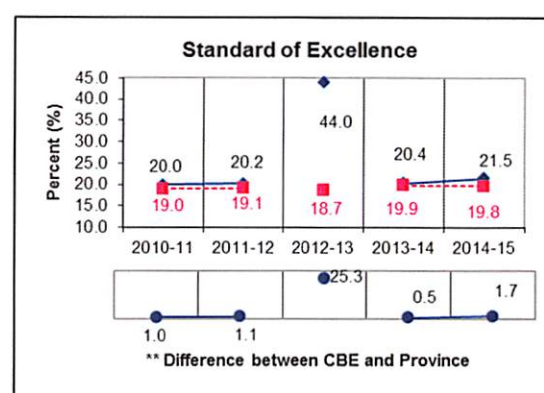
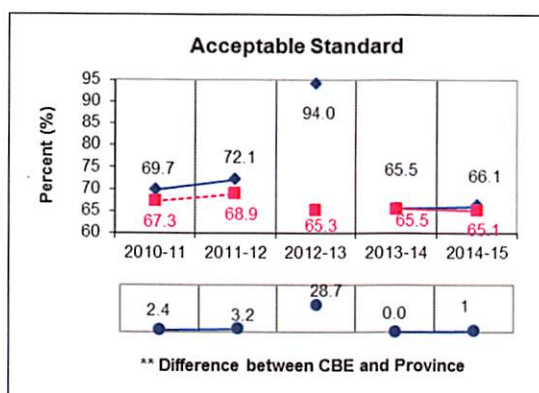


* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Grade 9 Social Studies Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

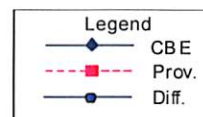
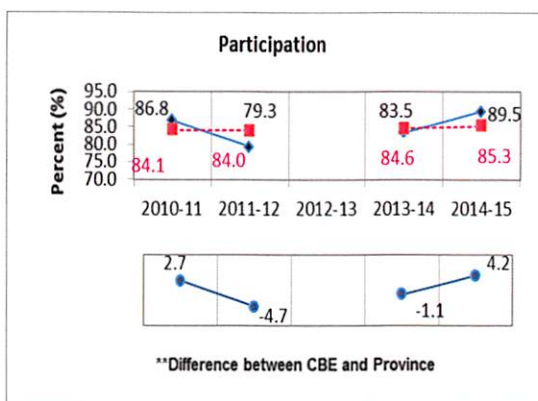
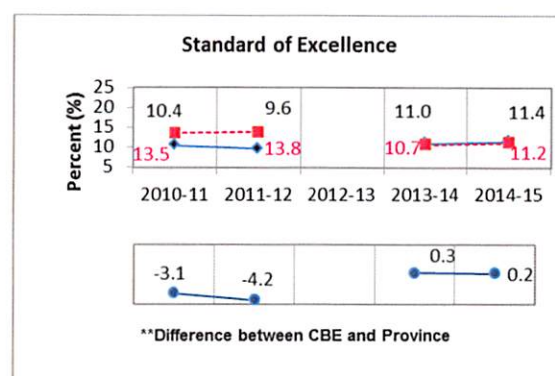
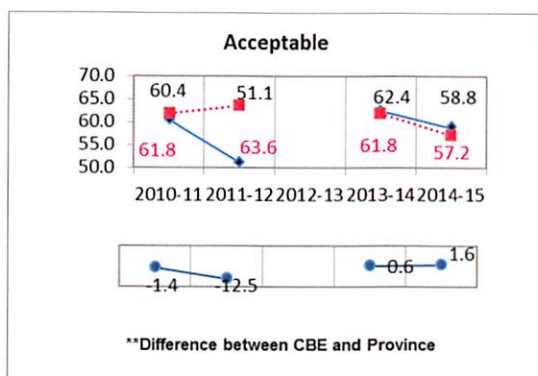
** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

Across five-year trends, student success on Gr. 6 and 9 Social Studies Provincial Achievement Tests has experienced some year-to-year fluctuations but is relatively stable. Opportunities for further improvement within these results include creating additional learning opportunities for students to engage in active inquiry and critical and creative thinking.

The success rate for CBE writers on the grade 6 Social Studies PAT was 79.1% at the acceptable standard and 20.1% at the standard of excellence. On the grade 9 Social Studies PAT, 73% of CBE writers achieved the acceptable standard and 23.7% achieved the standard of excellence.

Grade 9 Knowledge and Employability Social Studies Results

*All Students Enrolled (Cohort)



* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

** A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE

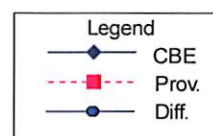
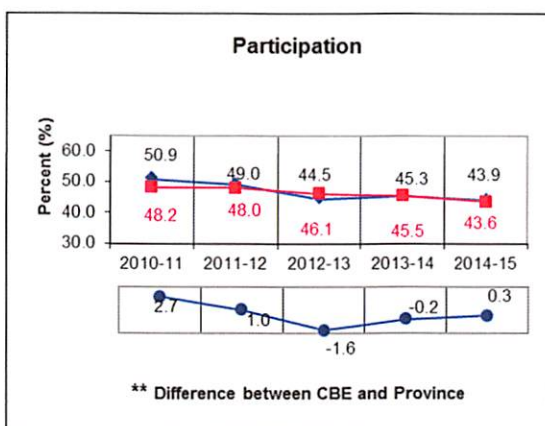
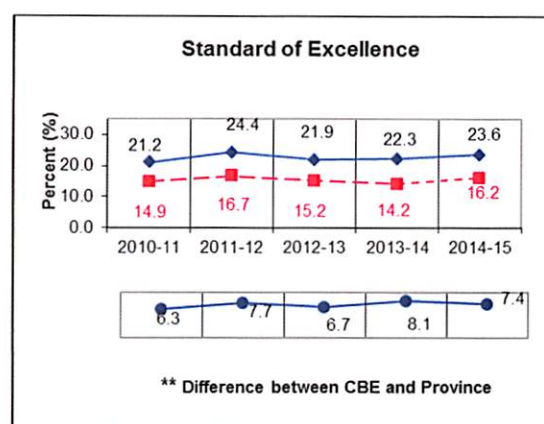
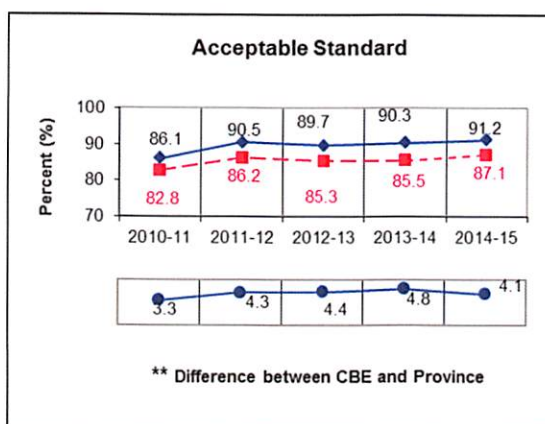
The CBE has made improvement in student results on the grade 9 Social Studies KAE Provincial Achievement Test in past years and continues to seek growth for student results on this test.

Ensuring strong participation in the test is one area of focus, and the CBE participation rate in 2015 is both above the 2014 rate and above that of the province as a whole.

The success of students writing the exam showed significant improvement in 2014, surpassing previous rates of success and the success achieved by students across the province. Those results are not as strong this year, dropping from 74.7% in 2014 to 65.7% in 2015 at the acceptable standard and from 13.2% to 12.7% at the standard of excellence. Results for student writers at the acceptable standard also fell across the province, from 73.1% to 67.1%. Provincial results at the standard of excellence increased from 12.6% in 2014 to 13.1% in 2015.

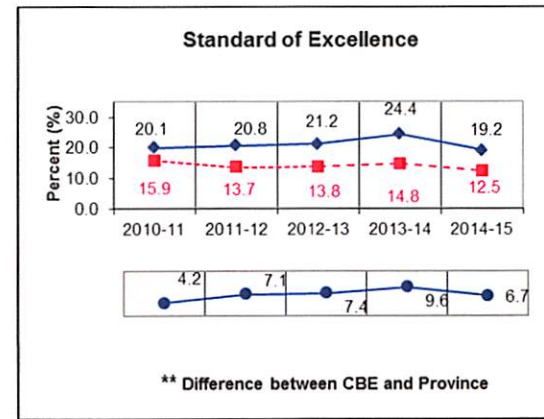
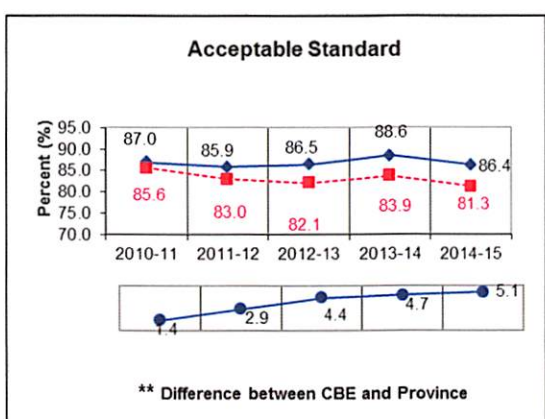
The 2015 target for student participation on this test “to equal the provincial participation rate: will be identified in the Results 2 monitoring report later this year as having been met. The 2015 target for results for the “achievement of writers to be at or above the provincial achievement level” will be identified as not being met.

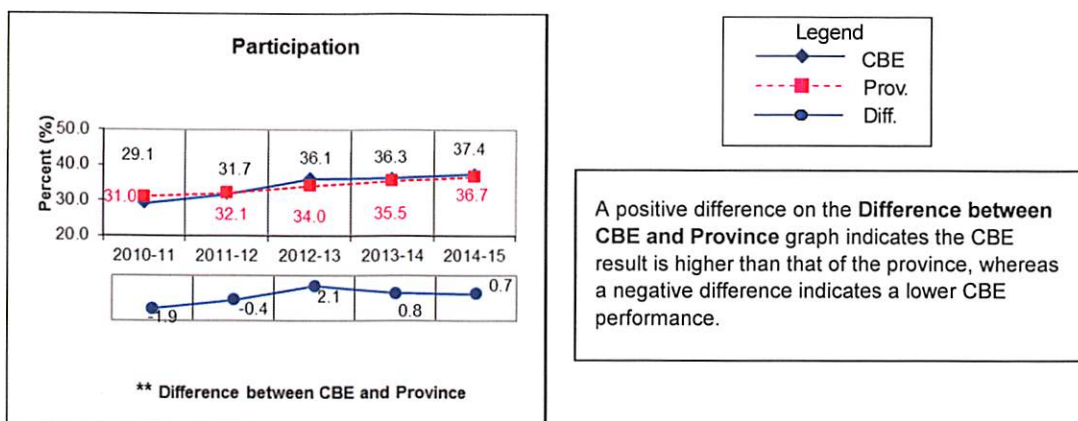
Social Studies 30-1



A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Social Studies 30-2





One of the interesting trends in high school Social Studies is the shifting participation pattern that sees more students seeking credit for Social Studies 30-2 and fewer students seeking credit for Social Studies 30-1. This trend is apparent in both the CBE and the province as a whole. Increasing numbers of students are identifying Social Studies 30-2 as a course that will allow them to reach their high school and post-secondary goals. Achievement in both diploma exams shows improvement over the past five years, with some decline in 30-2 in 2014-15. The achievement information provided through report cards for students in Social Studies 30-2 also draws attention to this course.

Report Card Data

Teachers' evaluations of student learning as documented on student report cards include a more complete range of learning outcomes than can be assessed through standardized tests. They are evaluations of student learning across time, in multiple learning tasks as well as assessment activities such as tests, performance tasks and problem-solving situations.

From kindergarten to grade 9 student learning in the CBE is reported on a four-point scale on a number of outcomes that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English Language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In high schools student learning is reported as a single percentage grade.

In 2014-15, the report card stems for Social Studies in kindergarten were:

- Understands and makes connections between concepts
- Explores events and issues from different points of view
- Communicates ideas in an informed and persuasive manner
- Participates actively and responsibly in learning communities

The report card stems for Social Studies in grades 1-9, including KAE 8 and 9 were:

- Demonstrates knowledge and understanding of citizenship and identity
- Explores events and issues from different points of view
- Communicates ideas in an informed and persuasive manner
- Demonstrates skills and processes for inquiry and research

For 2015-2016 the kindergarten report card stems have been modified and are now:

- Demonstrates knowledge and understanding of citizenship and identity
- Explores events and issues from different points of view
- Communicates ideas in an informed and persuasive manner

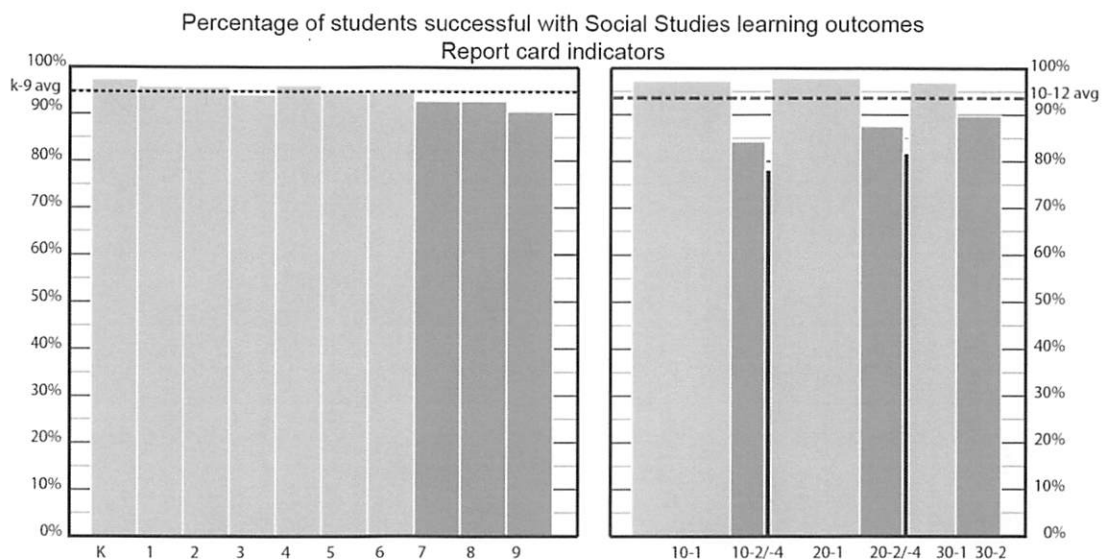
Percentage of students successful ¹ with Social Studies learning outcomes Report card indicators				
Subject Area	2011-12	2012-13	2013-14	2014-15
Social Studies K-12	92.4	94.2	93.0	94.4

Percentage of students successful with Social Studies learning outcomes Report card indicators	
Grade	2014-15
K-9 overall	94.7
K	97.4
1	95.9
2	95.8
3	94.1
4	96.1
5	95.0
6	94.9
7	92.8
8	92.8
9	90.6

Percentage of students successful with Social Studies learning outcomes Report card indicators	
High school courses	2014-15
10-12 overall	93.6
Soc 10-1	97.3
Soc 10-2	84.3
Soc 10-4	78.2
Soc 20-1	97.9
Soc 20-2	87.6
Soc 20-4	81.8
Soc 30-1	97.0
Soc 30-2	89.8

¹ Students are considered successful with the learning outcomes of the programs of study if they receive: a 2, 3 or 4 on the current CBE K-9 report card or 50% or above for percentage-based marks in high school. Historical data reflects students receiving a 3, 4, or 5 on a report card using a 1-5 scale; a 2, 3, or 4 on a report card using a 1-4 scale; an A, B, or C on a report card using an ABCD scale; or 50% or above for percentage-based marks.

See below a graphical representation of the data presented in the previous tables. This graphical representation helps to make patterns in this data visible.

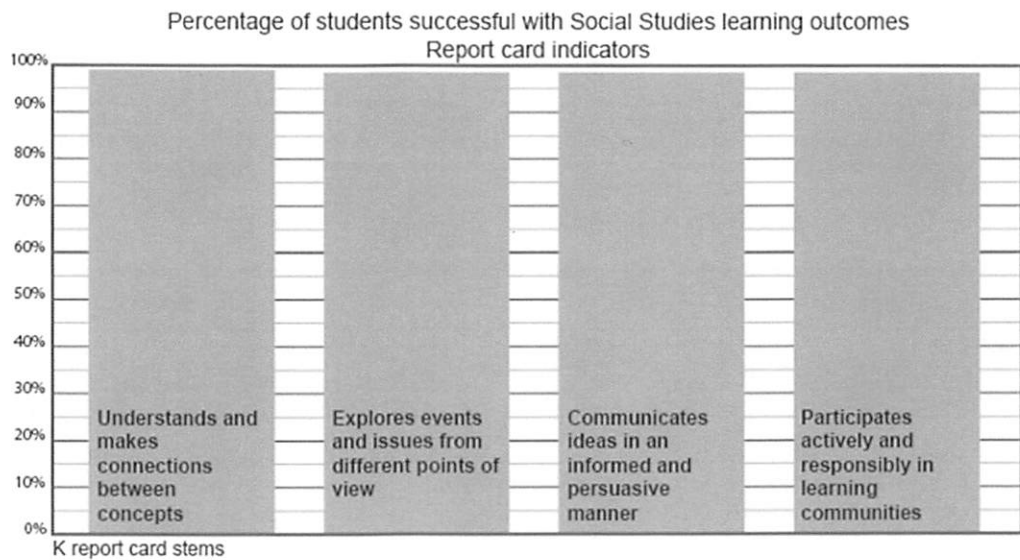


The above graph represents the percentage of CBE students who are successful with Social Studies Learning outcomes (represented by report card indicators). The broken lines at the top represent the average for both K-9 students and then 10-12 students.

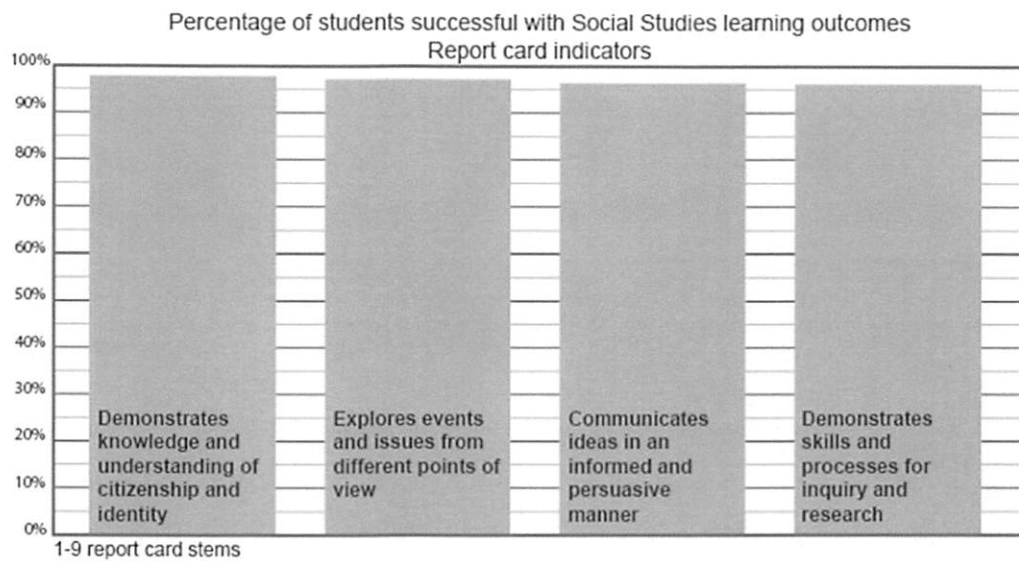
The width of each bar reflects the number of students in each course. This provides additional information through which the average result can be understood..

The following two pages present additional information on student success in Social Studies gathered from the K-9 report card.

Percentage of students successful with Social Studies learning outcomes Report card indicators	
K report card stems	2014-15
Understands and makes connections between concepts	99.0
Explores events and issues from different points of view	98.5
Communicates ideas in an informed and persuasive manner	98.5
Participates actively and responsibly in learning communities	98.5



Percentage of students successful with Social Studies learning outcomes Report card indicators	
1-9 report card stems	2014-15
Demonstrates knowledge and understanding of citizenship and identity	97.9
Explores events and issues from different points of view	97.3
Communicates ideas in an informed and persuasive manner	96.4
Demonstrates skills and processes for inquiry and research	96.0



CBE students achieve very well in Social Studies. The levels of success evaluated by their teachers are high across a range of courses, grades and learning outcomes. The levels of achievement attained by CBE students on provincial tests generally surpass that of their provincial counterparts.

Areas that will support continued improvement in Social Studies are:

- Grade 9 Social Studies KAE is showing improvement in participation rates with growth in achievement still developing.
- The CBE high school success work, which is aligned with Alberta Education's high school redesign initiative, provides a frame for ongoing exploration of student achievement in the -2 and -4 courses. Enrollment shifts in 30-1 and 30-2 require considered attention over time and assessment practices within these courses warrant further exploration as well.

Overall Academic Success for CBE students is well-supported through Social Studies instructional programs.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Reasonable Interpretation Results 4: Personal Development

Date | December 8, 2015

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | David Stevenson,
Chief Superintendent of Schools

Purpose | Decision

Originator | David Stevenson, Chief Superintendent of Schools

Governance Policy
Reference | Results 4: Personal Development
OE-8: Communication With and Support for the Board

Resource Person(s) | Ronna Mosher, Director, Learning

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the Chief Superintendent's Reasonable Interpretation of Results 4: Personal Development.

2 | Issue

On June 16, the Board of Trustees approved modifications to the Results policies. These changes are represented in an attachment to this report. This requires an accompanying update of the Chief Superintendent's Reasonable Interpretation for each of these policies.



3 | Background

On January 13, 2015 the Board of Trustees gave first reading to the policy amendments for Results 2: Academic Success, Results 3: Citizenship and Results 4: Personal Development and passed the following motion:

THAT the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes.

On June 9, 2015 the Chief Superintendent provided a report to the Board of Trustees outlining the anticipated organizational impacts of the proposed policy changes, and on June 16, 2015 the Board of Trustees approved the policy changes. This report responds to the changes made to Results 4 and provides a new interpretation and new indicators for policy subsection 4.6. It also offers minor modifications to student survey indicators throughout the policy to make them consistent with changes to similar indicators recently approved for Results 2: Academic Success and Results 3: Citizenship.

4 | Analysis

The policy change that impacts Results 4: Personal Development is the identification of a new policy subsection 4.6. This policy subsection reads as follows.

Students will:

Be technologically fluent, able to use digital tools critically, ethically and safely.

In the report of June 9, 2015 the Chief Superintendent informed the Board that “Moving this policy section from Results 2 to Results 4 will require a reinterpretation of the Board’s values. The Chief Superintendent’s reasonable interpretation of Results 4 will need to be modified to reflect the change in context from technological fluency for academic success to technological fluency for personal development. Some of the current indicators may still be usable within a modified interpretation; others may be eliminated and new indicators will be required.”

The previous interpretation and indicators for this policy statement, when included within Results 2: Academic Success, focused on aspects of the K-12 Information and Communication Technology (ICT) Program of Study that promote student success in using technology to participate in and advance achievement within the broad scope of learning programs.



The Chief Superintendent is now presenting to the Board an interpretation and indicators that focus on aspects of the K-12 Information and Communication Technology (ICT) Program of Study that recognizes that “technology will serve today’s students well—in entry-level work and beyond, in further study and lifelong learning, and in their personal lives as inquisitive, reflective, discerning and caring citizens”.¹ This perspective maintains the focus on personal development “in and through learning” that has been established throughout the Calgary Board of Education and allow for a continuity of data through the re-use of some of the previous indicators from Results 2.

The updated Reasonable Interpretation of Results 4: Personal Development is presented here in its entirety. The literal interpretation of the Board’s values has been modified within policy subsection 4.6 only. One of the indicators (number 4) within 4.6 is new. Three others have been transferred from the previous reasonable interpretation of Results 2: Academic Success. Minor modifications to student survey measures have been made throughout the policy subsections.

Each student will identify and actively develop individual gifts, talents and interests.

Interpretation |

The Chief Superintendent interprets the Board of Trustees’ values in this statement to affirm the responsibility of public education to recognize and strengthen the diverse abilities and capacities of individual learners.

- The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in the Calgary Board of Education will become aware of and strengthen the personal abilities and potentials that contribute to their success.

¹ <http://education.alberta.ca/teachers/program/ict/programs/rationale.aspx>



Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.**

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

- The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.
- The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Indicators |

1. Percentage of students who report they work through setbacks and challenges in their learning; as measured by student surveys.
2. Percentage of students who report they can adapt to new learning situations; as measured by student surveys².
3. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

² In 2015-16 data for indicators 1 and 2 of policy section 4.1 is expected to be collected from students in grades 4, 7, 10 and 12.



4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

- The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.
- The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.
- The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.
- The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards³.
2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by student surveys.
3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by student surveys.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by student surveys⁴.

³ Indicators for this report card measure are: generates goals based on self-assessment, learning criteria, and personal interests; plans a strategic approach to meeting goals, solving problems and performing tasks; modifies and improves learning strategies based on experience and feedback; and explores ideas and initiates processes for learning.

⁴ In 2015-16 data for indicators 2, 3 and 4 of policy section 4.2 is expected to be collected from students in grades 10 and 12.



4.3 Have the confidence to embrace ambiguity and complexity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

- The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.
- The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.
- The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.⁵
2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by student surveys⁶.

⁵ Indicators for this report card measure are: approaches new learning situations with positive expectations; demonstrates interest in and curiosity about ideas, objects, events and resources; demonstrates a range of approaches for developing and representing understanding; and adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

⁶ In 2015-16 data for indicator 2 of policy section 4.3 is expected to be collected from students in grades 10 and 12.



4.4 Take risks appropriately.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

1. The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.
2. The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Indicators |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by student surveys⁷.

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Interpretation

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

- The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.
- The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

⁷ In 2015-16 data for indicator 1 of policy section 4.4 is expected to be collected from students in grades 4, 7, 10 and 12.

- The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Indicators |

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM programs of study; as measured by student report cards.
2. Percentage of high school students who report they make decisions that keep them physically healthy; as measured by student surveys.
3. Percentage of high school students who report they make decisions that contribute to their overall well-being; as measured by student surveys⁸.

4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning, as they work with others, and explore their personal interests and talents.

- The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.
- The Chief Superintendent interprets *critically, ethically and safely* to mean inquisitive, reasoned and caring actions in exploring and assessing ideas, communicating with others and learning.

Indicators |

1. Percentage of students who report they can use technology to help them learn; as measured by student surveys⁹.

⁸ In 2015-16 data for indicators 2 and 3 of policy section 4.5 is expected to be collected from students in grades 10 and 12.

⁹ In 2015-16 data for indicator 1 of policy section 4.6 is expected to be collected from students in grades 4, 7, 10 and 12.



2. Percentage of students who report they can use technology to communicate effectively with others; as measured by student surveys.
3. Percentage of students who report they can assess critically information presented in online environments; as measured by student surveys.
4. Percentage of students who report they use technology to explore personal interests and ideas; as measured by student surveys¹⁰.

5 | Conclusion

The Chief Superintendent's updated Reasonable Interpretation for Results 4: Personal Development responds to the Board of Trustees' policy change for Results 4, and creates consistency with recent changes within the Reasonable Interpretation for Results 2: Academic Success and Results 3: Citizenship.

The updated Reasonable Interpretation for Results 4 maintains the values and indicators that have served the organization well since the Board created the Results policies in 2012 while recognizing the shift in the placement of technological fluency within Results 4. It creates possibilities for expanded data sets within survey measures, and ensures continuity in student and staff experiences as well as the Board's monitoring of the Results policies.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Results 2, 3, and 4 with policy changes noted

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

¹⁰ In 2015-16 data for indicators 2, 3 and 4 of policy section 4.6 is expected to be collected from students in grades 7, 10 and 12.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent Performance.



Results
R-2: Academic Success**Monitoring Method:** Internal**Monitoring Frequency:** Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

- 2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Arts
- Languages

- 2.2 ~~Be technologically fluent, able to use digital tools critically, ethically and safely.~~



Board of Trustees' Governance Policy

Results R-3: Citizenship

Monitoring Method: Internal
Monitoring Frequency: Annually

Each student will be a responsible citizen.

Students will:

- 3.1 Participate in developing and maintaining our Canadian civil, democratic society.
- 3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.
- 3.3 Respect and embrace diversity.
- 3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.
- 3.4.3.5 Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.



Results
R-4: Personal Development

Monitoring Method: Internal

Monitoring Frequency: Annually

Each student will identify and actively develop individual gifts, talents and interests.

Students will:

- 4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.
- 4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.
- 4.3 Have the confidence to embrace ambiguity and complexity.
- 4.4 Take risks appropriately.
- 4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.
- 4.6 ~~Be able to lead and follow, as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.~~ Be technologically fluent, able to use digital tools critically, ethically and safely

report to Board of Trustees

Reasonable Interpretation Results 5: Character

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	David Stevenson, Chief Superintendent of Schools
Governance Policy Reference	Results 5: Character Operational Expectation 8: Communication With and Support for the Board
Resource Person(s)	Ronna Mosher, Director, Learning

1 | Recommendation

It is recommended

- THAT the Board of Trustees approves the Chief Superintendent's Reasonable Interpretation of Results 5: Character.

2 | Issue

Minor modifications are required to the Chief Superintendent's Reasonable Interpretation for Results 5: Character to make it consistent with recent revisions to the Reasonable Interpretations of the Board's other Results policies.



3 | Background

In June 2015 the Board of Trustees approved a new Reasonable Interpretation for Results 2: Academic Success. One of the changes approved by the Board at that time included the modification of student survey indicators to de-emphasize gathering data from grade 12 students and create possibilities for broader groups of students to provide monitoring information as appropriate.

The survey indicators for Results 3: Citizenship were similarly modified in October 2015. The Reasonable Interpretation for Results 4: Personal Development, also before the Board on December 8, 2015, follows this pattern as well. A modified Reasonable Interpretation for Results 5: Character is offered to help create consistency among the Reasonable Interpretations of the Results policies.

4 | Analysis

An updated Reasonable Interpretation of Results 5: Character is presented here. No changes have been made to the literal interpretation of the Board's values. Minor modifications to student survey measures have been made throughout the policy subsections.

Reasonable Interpretation Results 5: Character

Each student will demonstrate good character.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to help students develop the attributes and standards of behavior that contribute to positive and healthy relationships, personal fulfillment and the common good.

The Chief Superintendent interprets each student will demonstrate good character to mean that in and through their learning program, every individual learner in the Calgary Board of Education will act in ways that are ethical and responsible and contribute to a positive learning environment for all.

Students will:

5.1 Possess the strength of character to do what is right

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students conduct themselves in ways that are consistent with their understanding of the ethical action required of them.

- The Chief Superintendent interprets *to do what is right* to mean that students act beyond their self-interest on behalf of what is good for the learning community and that their actions reflect both their values and community standards.

Indicators |

1. Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as measured by student surveys.
2. Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as measured by student surveys.
3. Percentage of students who report they use technology responsibly and with integrity; as measured by student surveys¹.

5.2 Act morally with wisdom.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that student actions will reflect a foundation of good judgment and ethical decision-making.

- The Chief Superintendent interprets *act morally with wisdom* to mean that in and through their learning programs students judge what is required within different situations and act responsibly for the good of themselves, others and the community.

¹ In 2015-16 data for indicators 1, 2 and 3 of policy section 5.1 is expected to be collected from students in grades 7 and 12.



Indicators |

1. Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.²
2. Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by student surveys³.
3. Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by student surveys⁴.

5.3 Balance individual concerns with the rights and needs of others.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will demonstrate a sense of responsibility for the well-being of other people and the larger community.

- The Chief Superintendent interprets *balance individual concerns with the rights and needs of others* to mean that students build relationships and contribute to a positive learning environment through respect, awareness and compassion.

Indicators |

1. Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.⁵
2. Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by student surveys⁶.

² Indicators for this report card measure are: identifies possible choices in decision-making processes and evaluates them in light of the needs of self and others; makes decisions that reflect high regard for self and others; reflects on and takes responsibility for the impact of actions and decisions; and shows courage and conviction in raising issues and making difficult decisions.

³ In 2015-16 data for indicator 2 of policy section 5.2 is expected to be collected from students in grades 10 and 12.

⁴ In 2015-16 data for indicator 3 of policy section 5.2 is expected to be collected from students in grade 12.

⁵ Indicators for this report card measure are: shows respect for the contributions and achievements of others; and responds and is sensitive to the needs and welfare of others.

⁶ In 2015-16 data for indicator 2 of policy section 5.3 is expected to be collected from students in grade 12.



3. Percentage of high school students who report they listen to and respond to the needs of others; as measured by student surveys⁷.

5 | Conclusion

The Chief Superintendent's updated Reasonable Interpretation for Results 5: Character maintains the values and indicators that have served the organization well since the Board created the Results policies in 2012 and creates consistency among the Reasonable Interpretations of the Results policies.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent Performance

⁷ In 2015-16 data for indicator 3 of policy section 5.3 is expected to be collected from students in grades 10 and 12.



operational
expectations
monitoring report

Monitoring report for
the school year 2014-
2015

Report date:
Dec 1, 2015

OE-5: FINANCIAL PLANNING

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☒ In Compliance
- ☐ In Compliance with exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: D. Stevenson
Chief Superintendent

Date: Nov. 26/15

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-5: FINANCIAL PLANNING

Executive Summary

Operational Expectation 5: Financial Planning establishes the values and expectations of the Board of Trustees for the Calgary Board of Education in developing and maintaining financial planning that allows the organization to meet its fiscal obligations on an ongoing basis.

The Chief Superintendent's reasonable interpretations for OE 5: Financial Planning were approved on March 20, 2012 and subsequent revisions approved on May 28, 2013. The Board of Trustees last monitored OE 5: Financial Planning on May 20 2014.

5.1 The Chief Superintendent will develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

5.2 The Chief Superintendent will develop a budget that credibly describes revenues and expenditures

- Indicator 1: Compliant

5.3 The Chief Superintendent will develop a budget that shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

- Indicator 1: Compliant

5.4 The Chief Superintendent will develop a budget that discloses budget-planning assumptions

- Indicator 1: Compliant
- Indicator 2: Compliant

OE-5: FINANCIAL PLANNING

5.5 The Chief Superintendent will develop a budget that plans for fiscal soundness in future years.

- Indicator 1: Compliant

5.6 The Chief Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.

- Indicator 1: Compliant

5.7 The Chief Superintendent will develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities

- Indicator 1: Compliant

5.8 The Chief Superintendent may not develop a budget that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

Two documents are named in the indicators for OE-5: a Budget Document and a Budget Assumptions Report.

The Budget Document named in the indicators is the "Operating Budget for 2015-16 and beyond", as submitted on December 1, 2015. Evidence in this monitoring report will point to specific pages in the budget report. The budget report as a whole is referred to as the Budget Document.

The Calgary Board of Education Budget Assumptions report was presented to the Board of Trustees on June 16, 2015. It is appended to the Budget Document.



OE-5: FINANCIAL PLANNING

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

Board-approved Interpretation |

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by May 31 of each year.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectation goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the ongoing ability of the organization to meet its fiscal obligations. While the organization must produce a balanced budget in accordance with the *School Act*, this in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

The Chief Superintendent interprets guarding against fiscal jeopardy while balancing the budget to mean that financial decisions will:

1. Only contemplate a temporary structural deficit if there is a clear, prudent financial plan to eliminate it;
2. Address any structural deficits over an identified time frame appropriate to the circumstances, but usually within a three-year period;



3. Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible; and
4. Be based on acceptable levels of risk, in accordance with the organization's definition of risk tolerance.

The Chief Superintendent will develop a budget that:

5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.

The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

The Budget Assumptions Report begins with the Board's Results Statements, Values and Guiding documents (e.g. Three-Year Education Plan) that were used to drive the report's creation, and, ultimately, the CBE's Budget.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

A budget was presented to the Board on June 16, 2015. Due to the timing of the government's funding update for Education (May 28), a detailed budget report including a three year financial plan was not developed. An updated budget, based on the government's October 27 budget announcement and actual enrolments on September 30, 2015, was presented to the Board on December 1. This Budget (the Fall Update) reflects the above interpretation.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.1 are in compliance.

5.2 Credibly describes revenues and expenditures	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that *revenues and expenditures are credibly described* when they summarize revenue by major funding source and expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles.

The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, supplemented by a glossary of terms and explanatory notes.

Board-approved Indicator and *Evidence of Compliance* |

A Budget Document that reflects the above interpretation.

Page 8 of the Budget Document describes revenue by major funding source and expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles, and in the format required by Alberta Education. Revenue and expenditures are also described as a percentage of total and in terms of the variance from the 2014-15 budget. A glossary of terms is found starting on page 51.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.2 is in compliance.

5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.

The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).

In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent's interpretation, the presentation will

include (for information purposes only) the planned amounts for two subsequent years.

Board-approved Indicator and *Evidence of Compliance* |

A Budget Document that reflects the above interpretation.

The Budget Document presents the required three years of information for the period 2015-16 to 2017-18 with comparatives for 2014-15 in the format required by Alberta Education, in accordance with the approved reasonable interpretation.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.3 is in compliance.

5.4 Discloses budget-planning assumptions	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

- financial, economic and other relevant factors where uncertainty exists; and
- resource allocation strategies.

The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.

To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board.

Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:

- any assumption having an impact greater than one per cent of the budget; and
- any assumption that is pivotal to the delivery of the Three-Year Education Plan.

By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be

modified and adjusted in each ensuring year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

The Budget Assumptions Report provides the following information as required by the above interpretation:

- *Financial, economic and other relevant factors where uncertainty exists are disclosed in the attached Budget Assumption Report on beginning on page 5-16, page 4-15 for Revenue and page 4-17 for expenses.*

All assumptions having an impact greater than one per cent of the budget and all assumptions pivotal to the delivery of the Interim Three-Year Education Plan have been disclosed in the attached Budget Assumptions Report on the above noted pages.

The organization is compliant with this indicator.

2. Recalculation of the statistics and impacts from the report on assumptions, using the final budget figures.

Statistics, such as basic funding per student, have been updated throughout the Budget document.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.4 are in compliance.

5.5 Plans for fiscal soundness in future years.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *fiscal soundness in future years* to mean **ongoing** ability to meet financial obligations.

The Chief Superintendent interprets *plans for* to mean that financial decisions are made in accordance with the previous interpretation of “*guarding against fiscal jeopardy while balancing the budget*”.

Board-approved Indicator and *Evidence of Compliance* |

- A Budget Assumptions Report that reflects the above interpretation.

The 2015-16 Budget is balanced without the use of reserves to fund regular operations. Reserves are planned to be utilized for one-time expenses such as an initiative to further schools' goals of improving student achievement and commissioning of new schools.

The projections included in the report for 2016-17 and 2017-18 do not represent deficit plans. Rather, the deficits are indicative of the additional revenue and/or program and service reductions that would be necessary to generate a balanced budget. As well, as a government controlled entity there is no risk that the CBE will be unable to meet its financial obligations.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.5 is in compliance.

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets that the financial plan will reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits by including these estimated changes in the projections for salaries and benefits expenses in each of the three years presented in the financial plan.

Board-approved Indicator and Evidence of Compliance |

A Budget Assumptions Report that reflects the above interpretation.

Estimated changes in the projections for salaries and benefits expenses are incorporated into the budget assumption on page 4-17 of the Budget Assumptions Report. These assumptions are reflected in the information provided in the Budget Document.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.6 is in compliance.

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

Board-approved Indicator and *Evidence of Compliance* |

Board approval of the Office of the Trustees' budget allocation.

At the meeting on June 9, 2015, the Board of Trustees approved the Office of the Trustees' budget allocation for 2015-2016.

The organization is compliant with this indicator.

Evidence demonstrates the indicator in sub-section 5.7 is in compliance.

The Chief Superintendent may not develop a budget that:

5.8 Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *conservatively projected to be available* to mean that:

- the source of the funding can be specifically identified; and
- the timing for receipt and amount of funding can both be reasonably estimated.

Reasonably estimated means our level of confidence in our projections is:

- high; or
- if moderate, is acceptable given potential alternative actions.

Levels of confidence are defined in the context of the organization's risk tolerance.

Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

Over 92% of Calgary Board of Education funding is derived from Provincial grants. Revenue projections are based on the Alberta Education Funding Manual, and CBE student projections, which have been extremely reliable on a system-wide basis. Remaining revenues have been budgeted conservatively, as described in the attached Budget Assumptions Report on pages 4-15 and 4-17.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

On page 19 of the Budget Document, the Three-Year Financial Plan reflects expenses in excess of revenue for 2016-17 to 2017-18. These deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.

The organization is compliant with this indicator.

Evidence demonstrates all indicators in sub-section 5.8 are in compliance.

ATTACHMENT I: CBE Operating Budget for 2015-16 and Beyond

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

Monitoring report for the
school year 2014-2015

Report date:
December 8, 2015

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- ☒ In Compliance
- ☐ In Compliance with policy exceptions as noted in the evidence
- ☐ Not in Compliance

Signed: D. Stevenson
David Stevenson, Chief Superintendent

Date: Mar. 30/15

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Board of Trustees:

- ☐ Finds the evidence to be compliant
- ☐ Finds the evidence to be compliant with noted exceptions
- ☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-11: Learning Environment/Treatment of Students

Executive Summary

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Operational Expectation 11: Learning Environment/Treatment of Students establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretations for OE 11: Learning Environment/Treatment of Students was approved on May 1, 2012. The Board of Trustees last monitored OE 11: Learning Environment/Treatment of Students on November 25, 2014.

The report provided today includes data available from the 2014-2015 school year. The following summary of the individual policy statements for OE 11: Learning Environment/Treatment of Students provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail in this report.

11.1 The Chief Superintendent shall protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.2 The Chief Superintendent shall provide safe learning conditions for each student.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Non Compliant



operational
expectations
monitoring report

OE-11: Learning Environment/Treatment of Students

- Indicator 4: Compliant

11.3	The Chief Superintendent shall maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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- Indicator 1: Compliant

11.4	The Chief Superintendent shall ensure that all confidential student information is lawfully collected, used and protected.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

11.5	The Chief Superintendent shall provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.6	The Chief Superintendent shall not tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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- Indicator 1: Compliant

OE-11: Learning Environment/Treatment of Students

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation |

The Chief Superintendent interprets *learning environment* to be those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

The Chief Superintendent interprets *safe* to mean a learning environment where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

The Chief Superintendent interprets *respectful* to mean a learning environment that is safe, caring and where students feel they are treated fairly.

The Chief Superintendent interprets *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent will

11.1	Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *instructional time provided for students during the academic day* to be those scheduled periods that focus on the learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.



The Chief Superintendent interprets *protect* and *prohibit* to mean clear communication to school principals about expectations for instructional time and the correction of known instances of operation outside of regulations. Regulations and expectations for instructional time provide guidance or direction related to such things as school participation in campaigns, school participation in elections, and school participation in programs provided by outside services and partnerships.

The Chief Superintendent interprets *unnecessary intrusions* to be a halt to instructional time not related to student learning outcomes, with the exception of approved practices and emergent responses connected to safety.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of on-site student activities taking place in instructional time will focus on student learning outcomes.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *“all on-site student activities taking place in instructional time focused on student learning outcomes.”*

2. 100% of off-site activities occurring during instructional time will support student learning outcomes.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *“all off-site activities taking place in instructional time focused on student learning outcomes.”*

3. 100% of schools will use a visitor sign-in system so that visitors check in at the school office before proceeding to classrooms or other areas of the school.

The organization is compliant with this indicator.

100% of school principals responded Yes to the following statement:

- *“my school uses a system that requires visitors to sign-in and/or check-in before proceeding to classrooms or other areas of the school.”*

Evidence demonstrates all indicators in sub-section 11.1 are in compliance.

11.2 Provide safe learning conditions for each student.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *safe* to mean the learning environment is free from potential harm to students, where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

Board-approved Indicators and *Evidence of Compliance* |

1. 100% of schools will have the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *“my school had the required number of staff with a current certification in first aid, as set out by Occupational Health and Safety.”*

2. 100% of schools offering off-site activities to students will have the required number of school employees with current certification in first aid participating in the activities, as set out by the Calgary Board of Education off-site manual.

The organization is compliant with this indicator.

- *Risk management and Off-Site departments confirm all schools offering off-site activities had the required number of staff with a current certification in first aid or access to certified first aid personnel at their destination, as set out by the Calgary Board of Education off-site activities manual.*
- *Principals report providing the required number of staff with appropriate certification participating in off-site activities.*

3. 100% of schools will practice an emergency plan that includes fire drills, evacuation procedures and lockdown procedures.

The organization is not compliant with this indicator.

99.3 % of school principals responded Yes to the following statement:

- *“in addition to the necessary fire drills, emergency evacuation procedures and lockdown procedures were practiced.”*
- *All schools completed fire drills. All schools completed a lockdown and 3 schools did not practice an evacuation to an alternate site.*

4. The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81 per cent) or higher.

The organization is compliant with this indicator.

88.2 % of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.

Evidence demonstrates three of the four indicators in sub-section 11.2 are in compliance. The exception is indicator 3.

11.3	Maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *student achievement* to include a demonstration of performance in areas of academic success, citizenship, character and personal development. Evidence of student performance is comprehensively covered in the monitoring of Results policies. In this interpretation of operational policy, the focus is on the supports and practices that enable students to do their best.

The Chief Superintendent interprets *climate* to be the learning environment.

Support and encouragement are interpreted to mean the practices that create a learning environment where schools are safe, caring and fair.

Along with practices, positive relationships with peers and adults in the school assist students socially/emotionally and intellectually.

Board-approved Indicator and Evidence of Compliance |

The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be intermediate (81%) or higher.

The organization is compliant with this indicator.

88.2 % of teachers, parents, and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.

Evidence demonstrates the indicator in sub-section 11.3 is in compliance.

11.4 Ensure that all confidential student information is lawfully collected, used and protected.	Compliant
--	-----------

Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that all records about students are maintained in confidence and disclosed only if authorized and by law. Administrative regulations about student records must align with the School Act and the regulations passed thereunder, as well as other applicable legislation and regulations about student records.

The Chief Superintendent interprets *collected, used and protected* to mean student records will be gathered, shared and stored as defined in the School Act, the Freedom of Information and Protection of Privacy Act, the Child Welfare Act, and the Income Tax Act.

Board-approved Indicators and *Evidence of Compliance* |

1. Administrative Regulations regarding student records will align with legal requirements.

The organization is compliant with this indicator.

Administration has confirmed that Administrative Regulation 6024: Student Records is aligned with Alberta Education Student Records Regulation and Calgary Board of Education legal requirements.

2. 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *"the practices in my school comply with Administrative Regulation 6024 – Student Records."*

3. 100% of practices in Calgary Board of Education's Records Management department will comply with the organization's regulations regarding student records.

The organization is compliant with this indicator.

The Records Management department confirms that department practice complied with Calgary Board of Education Administrative Regulation 6024 – Student Records.

4. 100% of specialized assessments will proceed only after informed consent is received from the parent/guardian or independent student.

The organization is compliant with this indicator.

Learning Services confirms 100% of specialized assessment applications are initiated after a conversation between parent/guardian or independent student and school and/or system personnel responsible for administering specialized assessments, and a written signature.

Evidence demonstrates all indicators in sub-section 11.4 are in compliance.

11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that instructional programs will take into account the strengths, interests and learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.

It means the organization will maintain a reasoned balance in determining programs and programming for students, in consultation with parents and guardians about educational programming. Critical to this balance is connecting cost and service.

Board-approved Indicators and Evidence of Compliance |

1. 100% of students have access to an instructional program that meets their learning goals, strengths and interests.

The organization is compliant with this indicator.

100 % of school principals responded Yes to the following statement:

- *"students in my school had access to an instructional program that met their learning goals, strengths and interests."*

2. 100% of alternative program proposals received by the Calgary Board of Education will be considered in three key areas: community interest, the organization's ability to realize successful student learning outcomes and the fiscal responsibilities of the Calgary Board of Education.

The organization is compliant with this indicator.

The Deputy Chief Superintendent confirms that three proposals for alternative programs were reviewed during the 2014-2015 school year.

3. 100% of decisions about the provision of transportation service for students and the related fee structures are based on access to instructional program and the fiscal responsibilities of the Calgary Board of Education.

The organization is compliant with this indicator.

Administration confirms that decisions were based on access to instructional program which resulted in an increase of transportation fees, and a change in the service delivery model for 2014 -2015. In order to be fiscally responsible the use of transportation reserve funds was applied to balance the 2014-15 transportation budget.

Evidence demonstrates all indicators in sub-section 11.5 are in compliance.

The Chief Superintendent shall not:

11.6 Tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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Board-approved Interpretation |

The Chief Superintendent interprets *tolerate* to mean timely action will be taken to address complaints or other evidence of concern related to adult interactions with students.

The Chief Superintendent interprets *adults who have contact with students* to be employees of the Calgary Board of Education and persons volunteering in schools with the knowledge and consent of school staff.

The Chief Superintendent interprets *hinder the academic performance* to mean adult behaviours, actions or attitudes that interfere with student learning. *Hinder the well-being of students* is interpreted to mean adult behaviours, actions or attitudes that do not support a respectful learning environment.

Board-approved Indicators and Evidence of Compliance |

1. 100% of complaints of alleged inappropriate behaviour of employees or volunteers towards students will be addressed within the organization's regulations.

The organization is compliant with this indicator.

100 % of school principals and area directors responded Yes or NA to the following statements:

- *"all reported complaints of alleged inappropriate behaviour of employees or volunteers were addressed within the regulations of the CBE."*
- *"in my Area, all complaints of alleged inappropriate behaviour of school principals toward students were addressed within the regulations of the CBE."*

Evidence demonstrates the indicator in sub-section 11.6 is in compliance.

**ATTACHMENT: OE-11 Learning Environment/Treatment of Students
Capacity Building and Process Information**

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring



| attachment |

OE-11: Learning Environment/Treatment of Students**Capacity Building**

December 2, 2015

11.2.3 Schools will practice emergency plans including fire drills, evacuation procedures and lockdown procedures

Continued emphasis will be placed on reminding schools of the need to practice all three types of emergency school responses. Information will be shared at Area principal meetings and system leadership meetings.



report to Board of Trustees

Parameters Around the 2015-16 Planned Use of Reserves

Date | December 8, 2015

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

Purpose | Decision

Originator | Trustee Hurdman

Governance Policy
Reference | Operational Expectations
OE-5: Financial Planning
OE-6: Financial Administration

1 | Recommendation

That the Board of Trustees directs the Chief Superintendents to prepare a recommendation by February 9, 2016 for Board consideration with regards to the 2015-16 use of reserves that incorporate the following parameters:

- Maintain an operating reserves balance of at least 2% of the 2015-16 approved operating budget; and
- Include 2015-16 commissioning costs for capital facility projects while maintaining a minimum capital reserves balance to cover future commissioning costs for all approved capital facility projects.

2 | Issue

On December 1, 2015, the "First Quarter Budget Variance Report, Fall 2015 Budget Update and 2014-15 Use of Reserves" report came before the Board of Trustees with the following recommendation:

THAT the Board of Trustees approves the planned 2015-16 use of reserves and designated funds (Attachment III) for a total of \$41.7 million and \$26.6 million in capital reserves.



While the recommended motion never came to the floor, the following motion was made:

THAT the Board of Trustees directs administration to prepare a Fall 2015 Update for Board consideration on December 8, 2015 that incorporates the following parameters with respect to the use of reserves:

- 1) Maintain an operating reserves balance of at least 2% of the 2015-16 approved operating budget; and
- 2) Include 2015-16 commissioning costs for capital facility projects while maintaining a minimum capital reserves balance to cover future commissioning costs for all approved capital facility projects.

Due to trustees expressing concern that they were unprepared to debate the motion on the floor, the motion was withdrawn. The intent of this report is to bring the issue back for Board consideration so that clear direction is provided by the Board as soon as possible with respect to the planned use of reserves in 2015-16.

3 | Background

On May 19, 2015, the Board of Trustees passed the following motion with respect to the use of reserves in the 2015-16 budget:

THAT the Board of Trustees directs Administration to use up to \$18 million of reserves in the proposed 2015-2016 Budget, to be allocated directly to schools to address growth and to maintain class sizes based on current projections.

On June 22, 2015, the Board of Trustees approved the 2015-16 Budget. This budget provided the funds to schools necessary to address growth and maintain student to staff ratios at 2014-15 levels subject to principal deployment, and was balanced without the use of reserves. No other approvals for the use of reserves have been made by the Board since.

The following are direct quotes of all Board policy and Board-approved reasonable interpretations with regards to the use or approval of reserves.

Operational Expectations 6 (OE-6): Financial Administration states that:

The Chief Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's Results or meeting any Operational Expectations goals; or places the long-term financial health of the organization in jeopardy.

The Board-approved reasonable interpretation of the above policy statement is:

The Chief Superintendent interprets *materially deviates from the budget adopted by the Board* as follows:

- any change in approved use of reserves;
- creation of a deficit in any amount; or
- an annual negative variance from planned net operating surplus of \$5 million or more.

The reasonable interpretation also notes that the same interpretations that apply to OE-5: Financial Planning should also apply to OE-6. Thus, the following board-approved interpretation is from OE-5:

The Chief Superintendent interprets avoids long-term fiscal jeopardy to the organization as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the ongoing ability of the organization to meet its fiscal obligations. While the organization must produce a balanced budget in accordance with the School Act, this in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

The Chief Superintendent interprets guarding against fiscal jeopardy while balancing the budget to mean that financial decisions will:

1. Only contemplate a temporary structural deficit if there is a clear, prudent financial plan to eliminate it;
2. Address any structural deficits over an identified time frame appropriate to the circumstances, but usually within a three-year period;
3. Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible; and
4. Be based on acceptable levels of risk, in accordance with the organization's definition of risk tolerance.

The approval and use of reserves is then further elaborated on through the following policy subsections and board-approved reasonable interpretations of OE-6:

6.6 Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances or the authorized transfer of funds from reserve funds.

The Chief Superintendent interprets fund balances to be the reserves established by the Board. The Chief Superintendent interprets authorized transfer of funds from reserve funds to be the approval by the Board of Trustees of the use of reserve funds.

6.8 Expend monies from reserve funds.

The Chief Superintendent interprets that Board approval must be sought for the use of reserve funds of any kind.

report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Stewart, Chair Board Evaluation Committee Trustee Hurdman, Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

- That the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of November 18, 2015.

2 | Issue

The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that *"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section"*.

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".

3 | Background

The Board's Governance Culture policies identify the board's values about how it should do its work. The Board/Chief Superintendent Relationship policies include the values about how the Board will interact with its CEO.



These policies set operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

Charles Ungerleider, an external consultant, facilitated a meeting of the Calgary Board of Education Trustees on November 18, 2015 at which the Board conducted its annual self-assessment, along with the Chief Superintendent, and developed performance improvement recommendations.

The external consultant confirmed that the data indicate that the Board has performed well against standards reflected in the Board's Governance Culture policies and against the standards for the relationship between the Board and the Chief Superintendent. Moreover, it was the external consultant's view that, in comparison to many other boards and the relationship between those boards and their chief executive officers he has observed, the Calgary Board of Education has performed well.

Notwithstanding this appraisal, the Board noted areas to which further effort might be devoted. With respect to Governance Culture Policies, the Board felt that a greater focus on Results would help it to better "represent, lead and serve the owners" and to "govern the organization." The Board also felt that greater focus on Results, making its intentions more transparent, avoiding ambiguity, and clarifying indicators for Board policies would enhance what is otherwise a positive and productive working relationship between the Board and the Chief Superintendent.

5 | Conclusion

The following represents the Trustees' recommendations:

- That the Board convene working sessions for the refinement and development of relevant policy indicators with an emphasis on indicators in the Results domain.
- That, prior to seeking information or to giving direction to the Chief Superintendent, the Board make certain that all trustees share a common frame of reference for the request or direction so that the Board's intentions are clear both to individual trustees and to the Chief Superintendent.
- That the Board and Chief Superintendent make more extensive use of the process by which the Chief Superintendent provides a reasonable interpretation of a Board policy and the Board provides feedback until the policy is expressed clearly by the Chief Superintendent's reasonable interpretation and the indicators developed for that policy.
- That the Board make every reasonable effort to develop a common and unambiguous understanding between the areas of responsibility of the Board and the Chief Superintendent to avoid confusion that may arise from comments or suggestions made by individual trustees.
- That the trustees regularly consider the aforementioned recommendations as they debrief each Board meeting as a means of incorporating them into, and reinforcing, their practice.

report to Board of Trustees

EducationMatters Financial Statements as at September 30, 2015

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

- The financial report for EducationMatters is provided for Board information.

2 | Background

The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

JANICE R. BARKWAY
OFFICE OF THE CORPORATE SECRETARY

Appendix I: Education Matters Financial Statements as at September 30, 2015



November 30, 2015

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its September 30, 2015 unaudited internal financial report (the "Report") with you.

EducationMatters' management ("Management") has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at September 30, 2015 and audited December 31, 2014
- Unaudited Statement of Operations for the period ended September 30, 2015 and comparative for the year ended December 31, 2014
- Unaudited Operating Budget Comparison to September 30, 2015
- Statement of EducationMatters Funds Established as at September 30, 2015
- Statement of Grants Awarded for the year to date September 30, 2015
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters
Mark Saar - Treasurer, EducationMatters

EducationMatters
Statement of Financial Position

As at Sept 30, 2015

\$'000

(unaudited)

	As At Sept 30/15	As At Dec 31/14
	(unaudited)	(audited)
ASSETS		
Cash and cash equivalents	57	164
Investments	5,769	5,790
Accounts receivable	2	1
Prepaid expenses	-	4
Capital assets	31	32
 Total assets	 <u>5,859</u>	 <u>5,991</u>
 LIABILITIES		
Accounts payable	99	25
Deferred Contributions	-	440
 Total liabilities	 <u>99</u>	 <u>465</u>
 FUND BALANCES		
Endowment funds	4,263	4,093
Flow through funds	780	725
Operating funds	<u>717</u>	<u>708</u>
Total fund balances	5,760	5,526
 Total liabilities and fund balances	 <u>5,859</u>	 <u>5,991</u>

EducationMatters

Statement of Operations

Year to Date to Sept 30, 2015

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/14</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	60	515	59	634	1,902
CBE grants			440	440	660
Gains/losses on investments	252		8	260	425
Interest & fees			46	46	47
Total revenue	312	515	553	1,380	3,034
 GRANTS					
Grants issued	97	460		557	1,279
 EXPENSES					
Salaries & benefits			367	367	532
Consulting & professional fees			29	29	31
Administrative expenses	45		145	190	163
Advertising & communications			2	2	24
Total expenses	45		543	588	750
 FUND BALANCES					
Change during the period	170	55	10	235	1,005
Beginning balance	4,093	725	707	5,525	4,521
Balance, end of period	4,263	780	717	5,760	5,526

Total contributions since inception (\$'000):

2015 YTD	634
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>13,400</u>

EducationMatters
Operating Budget Comparison
Year-to-Date Sept 30, 2015
(\$'000)

	2015 BUDGET	30 Sept Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	538	366
Events	90	35
Fund Development & Communications	54	14
Organizational Administration	174	128
	<hr/>	<hr/>
Total Expenses	<u>856</u>	<u>543</u>

**EducationMatters
Funds Established
as at Sept 30, 2015**

	Fund Balance \$
Flow Thru Funds (Grants):	
Allan Markin Healthy Learners Fund	-
Athletics Flow Thru Fund, Helping Students in Need	35
Benjamin (Ben) Albert Legacy Fund	-
Beverley Hubert Global Citizenship Fund	-
Bowness High School Enhancement Flow Thru Fund	-
Bridlewood School Enhancement Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Campus Calgary Programs Flow Thru Fund	-
Career Pathways Flow Thru Projects Fund	5,550
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	147
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	238
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	475
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	729
For the Love of Learning Fund	-
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	713
Future Leaders Flow Thru Fund	9,608
Heather and N. Murray Edwards Literacy Fund	-
High School Transition Program	-
Integro Legacy Fund	-
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	-
Louis Riel School Fund	1,145
Louise Dean School Fund	950
McGill University Faculty of Agricultural and Environmental Sciences Fund	-
Mawer Investment Management Literacy Flow Thru Fund	12,002
Public Education Enhancement Flow Thru Fund (Designated)	48,968
Public Education Enhancement Flow Thru Fund	14,455
Schools Helping Schools Fund	2,265
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	-
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Flow Thru Fund	-
West Springs School Enhancement Fund	3,396
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
Total Flow Through Funds (Grants)	\$100,767

	Fund Balance \$
Endowment Funds (Grants):	
Athletics Endowment Fund, Helping Students in Need	42,237
Bob Bannerman Memorial Fund	15,713
Beverley Hubert Global Citizenship Fund	21,645
Career Pathways Field of Interest Endowment Fund	77,195
Civil Society & Citizenship Education Endowment Fund	20,606
ConocoPhillips World Schools Debate Development Endowment Fund	48,733
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	69,172
Creagh Family Fund	27,250
Dr. Brendan Croskery Aboriginal Culture Fund	36,819
EducationMatters Admin Endowment Fund	36,820
Enhancing Education for Students with Special Needs Endowment Fund	34,325
Enhancing ESL Education Endowment Fund	52,035
Future Leaders Endowment Fund	41,489
Georgie C Higgins Junior High Memorial School Fund	13,900
Georgie C Higgins Investment Fund for Lester B Pearson High School	13,214
Governors' Endowment Fund	7,880
Jason and Jane Louie Memorial Fund	7,795
Kaiti Perras Love of Dance Memorial Fund	83,857
Lehew-Wyman Family Endowment Fund	43,118
M.P. Hess Fund	9,345
Margaret and Bill Whelan Endowment Fund	69,028
Mary Nelson Memorial Fund	61,233
Mawer Investment Management Literacy Fund	26,308
McGill University Faculty of Agricultural and Environmental Sciences Fund	6,814
Public Education Enhancement Endowment Fund	308,888
Public Education Enhancement Endowment Fund (Designated)	45
Schools Helping Schools Fund	34,771
Southland Transportation Career Pathways Endowment Fund	7,295
Sunnyside School Endowment Fund	27,795
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	38,302
TEAM Leadership Lord Beaverbrook HS Endowment Fund	6,638
Terry Wright Endowment Fund	7,507
Tiberious Publishing Program Fund	14,317
Tyler Zeer Endowment Fund	32,255
William Reid School Endowment Fund	19,123
Youth Mentorship Endowment Fund	9,447
Total Endowment Funds (grant availability capped @ 4.5% per annum)	\$1,372,914

EducationMatters
Funds Established
as at Sept 30, 2015

	Fund Balance \$
Flow Thru Funds (Student Awards):	
Aboriginal Students Award Fund	4,714
Accomplished Angels Student Award Fund	11,250
Adrienne Goudie Memorial Bursary	856
Arrata Family Award for New Canadians	258
Ataturk Peace Scholarship	-
Benjamin (Ben) Albert Legacy Fund	-
Bennett Jones Scholarship Fund	-
Calgary Bridge Foundation for Youth Student Awards Fund	10,135
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	-
Calgary Entrepreneur Organization (CEO)	12,625
City of Calgary Degree Granting Scholarship Fund	34,002
City of Calgary Post Secondary Scholarships	25,500
ConocoPhillips Canada Awards	12,195
CTS Scholarship Flow Thru Fund	-
David James Anderson Memorial Award Fund	-
EducationMatters Scholarship Flow Thru Fund	60,206
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	6,969
Future Leaders Scholarship Flow Thru Fund	958
Gary Weimann Award for Community Service	-
Green & Gold Flow Thru Scholarship Fund	319
Hal Winlaw Health & Nutrition Legacy Award	-
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	5,251
Henry Wise Wood Warriors Legacy Flow Thru Fund	4,925
Henry Wise Wood Class of 1970 Scholarship Fund	2,695
Hopewell Scholarship Fund	-
Integro Legacy Scholarship Fund	52,888
Ivy & Len Freeston Student Award Flow Thru Fund	430
Jennifer Ellen Shepherd Memorial Award Fund	12,000
Jim Hoepfner Award	20
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at The Cgy Found	98,810
Lauber Student Award	9,750
Louise Dean High School Awards	7,718
The Marguerite Patricia P. Bannister Scholarship Fund at The Calgary Foundation	248,565
Marofke Family Aberhart Music Scholarship	116
Maureen Langston Memorial Fund	4,500
Pay It Forward Fund	5,900
Queen Eliz Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	27,244
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard D. Tingle Student Award Flow Thru Fund	-
Richard Dunn Music Scholarship Fund	3,055
Southland Transportation Scholarship Flow Thru Fund	70
Tenaris Merit Awards Fund	5,000
Tom Inkster Memorial Scholarship Fund	4,424
Verna Hart Toole Legacy Award Fund	1,935
William & Toshimi Sembo Badminton Scholarship Fund	-
Total Flow Thru Funds (Student Awards)	\$682,789

	Fund Balance \$
Endowment Funds (Student Awards):	
Aaron, Harben Vocal Music Prize Fund	9,855
Aaron Family Scholarship Fund	12,956
Aberhart Alumni Scholarship Fund	72,506
Accomplished Angels Student Award Fund	573,451
Ann Strand Memorial Awards Fund	6,699
Anthony Ward Memorial Fund	3,351
Archie McKillop Student Award Endowment Fund	33,226
Arrata Family Award for New Canadians	46,223
Avis Hibbard Bursary	3,325
Benjamin (Ben) Albert Legacy Fund	250,280
Bennett Jones Scholarship Fund	8,836
Bob Clarke Memorial Scholarship	2,046
Bruce Leidl Composition Award Fund	13,279
Carolyn Baxter Memorial Award Fund	7,538
CNIB Memorial Scholarship Fund	3,516
Claire Poppit Award	7,613
Colonel Walker Community School 1950 to 1965 Alumni Award	12,080
CTS Scholarship Endowment Fund	77,170
David E. Mitchell Award	50,448
David James Anderson Memorial Award Fund	13,711
Doris Donald Memorial Bursary in Fine Arts	1,653
Douglas Norton Scholarship	1,982
Dr. Gordon Higgins Student Award Fund	22,293
Dustin Peers Memorial Visual Arts Award	201,534
Edith Berger Memorial Scholarship Fund	19,970
EducationMatters Endowed Scholarship Fund	2,230
EF Coste Scholarship	4,038
E George Brigden Memorial Scholarship	4,546
Ena Paul Memorial Award	3,373
F Margaret Milligan Scholarship	590
Frank L Woodman Scholarship	1,760
Frank Whipple Memorial Bursary	6,374
Future Leaders Scholarship Endowment Fund	26,107
Gary Weimann Award for Community Service	22,604
George Morley Memorial Scholarship	10,496
Green & Gold Endowment Scholarship Fund	179,106
Hal Winlaw Health & Nutrition Legacy Award Fund	3,490
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	31,525
HD Cartwright Memorial Award	9,165
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	36,957
Hugh Robertson Science Award Fund	16,629
Ivy & Len Freeston Student Award Endowment Fund	19,611
James Fowler School Award Fund	14,717
Jennifer Ellen Shepherd Memorial Award Endowment Fund	73,968
Jennifer Eyton Memorial Trust Fund	2,368
Joan Ethier Women in Science Scholarship	398,821
Joanne Mugford Memorial Art Award	7,079
John Bancroft Memorial Award	11,102
Keith Carswell Memorial Scholarship	10,369
Keith Yu Memorial Scholarship Fund	27,675
Laine McLeod Memorial Scholarship	7,433

	Fund Balance \$
Endowment Funds (Student Awards) cont'd:	
Lawrence Parker Memorial Scholarship	6,904
Lester B. Pearson Work Experience/RAPP Scholarship Fund	8,999
Marjorie Taylor Memorial Scholarship Fund	65,045
Marnie Whitehead Memorial Scholarship	2,365
Marofke Family Aberhart Music Scholarship	32,174
Mary Belkin Memorial Scholarship Fund	25,581
Maurice A Spring (Vocational) Scholarship	4,775
MW & JR Tebo Memorial Journalism Fund	18,066
Pamela Jane Hardy Memorial Award Fund	44,605
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Prog Enhancement Fund	59,557
Richard D. Tingle Student Award Fund	30,539
Rick Theriault Outstanding Athletic Contribution Award Fund	17,448
Ruth Ursula Leipziger Scholarship Fund	30,880
Shawn Whitney Memorial Award Fund	12,653
Sir Winston Churchill Enterprise & Innovation Scholarship	6,028
Southland Transportation Scholarship Endowment Fund	7,217
Steven Irving Memorial Music Scholarship	35,587
Susy Devlin Memorial Award Fund	29,533
Teens Against Drunk Drivers (TADD) Scholarship	6,023
Thomas Moore Memorial Bursary Fund	15,156
Thomas Walter Morrish Memorial Scholarship	8,798
Viscount Bennett Band Parents Association Award Fund	10,339
William Keir MacGougan Memorial Bursary	24,318
Total Endowment Funds (scholarship availability capped @ 4.5% per annum)	\$2,890,264

EducationMatters
Statement of Grants & Scholarships Awarded
Year-to-Date Sept 30, 2015

	\$
All Boys Program - Literacy Program	1,900
Bowness High School	1,670
Calgary Youth Attendance Centre / West View School	2,801
CBE - Entrepreneurial Artist Program	14,500
CBE - Exploratory Programs (Student Transportation)	1,900
CBE - Fuel For School Program	35,058
CBE - International Youth Leadership Summit 2015	7,573
CBE - Leader in Me Program	41,734
CBE - Leadership & Learning: Viviane Robinson presentation grant	3,800
CBE - Supply Chain Program	58,995
Dr. Oakley School - Enhancing Effective Literacy Intervention	9,469
Ernest Manning High School - Alberta Skills Competition	130
Father Lacombe High School- Athletics Program	80
Forest Lawn High School - Alberta Skills Competition	900
Glenbriar Technologies Inc. - Computer purchases	5,038
James Fowler High School - Alberta Skills Competition	500
James Fowler High School - Kaiti Perras Dance Residency Program	3,434
James Short Memorial School - Library Collection Replenishment	4,750
Junior Achievement of Southern Alberta - Entrepreneurial Artist	33,000
Lester B. Pearson High School - Finance Club	546
Lester B. Pearson High School - Pride in the Properties Event	10,000
Lord Beaverbrook High School - Alberta Skills Competition	650
National Sport School - Technology Resources	238
Notre Dame High School - Athletics Program	200
Queen Elizabeth High School - Athletics Program	105
Queen Elizabeth High School - Debate Club	2,029
Sir Winston Churchill High School - Athletics Program	255
Thomas B. Riley School - Program Fees for financial need students	2,842
Twelve Mile Coulee School - Debate Club	2,029
Total Program Grants	\$246,126
Total Scholarships	310,457
Total Grants and Scholarships	<u>\$556,583</u>
 Total Grants since Inception	 \$6,673,379
Total Scholarships since Inception	\$1,977,195

EducationMatters
Discussion of Financial Position and Results of Operations

Statement of Financial Position

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

In October, 2014 we deferred \$440,000 of CBE operating contributions received in 2014 that relate to our fiscal year 2015.

Capital assets consist primarily of office equipment.

Statement of Operations

We are boldly pursuing the fund development targets set for 2015.

As is common with most not for profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

Operating Budget Comparison

Expenditures reported include only cash expenses for budget comparison purposes.

Funds Established and Grants Awarded

Our report on Funds Established and their balances to September 30, 2015 reflect both realized and unrealized gains on funds. The first nine months of 2015 have shown positive returns on EducationMatters' balanced funds. For the long term EducationMatters expects steady growth of their investments.

Grants and scholarships at \$550,000, issued year-to-date, continue to provide a significant contribution back to public school students at the CBE.

report to Board of Trustees

Chief Superintendent's Update

Date | December 8, 2015

Meeting Type | Regular Meeting, Public Agenda

To | Board of Trustees

From | David Stevenson,
Chief Superintendent of Schools

Purpose | Information

Governance Policy | Operational Expectations
Reference | OE-8: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

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

OE-8: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.



Personalize Learning

International Education Week

During the week of November 16th, the CBE recognized International Education week. The CBE is proud to have one of the largest international student populations in Canada receiving approximately 8,000 students over the past 10 years. Currently 785 international students from 40 different countries are studying in 80 CBE schools. These students bring a diverse and global perspective to CBE schools that is welcomed by students and staff alike. A highlight of the week was the Japanese Culture Workshop for teachers co-hosted with the Japanese consulate. This provided hands-on learning experiences for 60 participants and created explicit ties to the social studies program of studies. Using the outcomes from Canadian studies and English Language Learning, International students at John G. Diefenbaker High School explored symbolism through poetry and art to share the feelings and emotions experienced during their first weeks in Canada. This work is currently displayed in the link at the Education Centre.

Oral Health Services

Alberta Health Services (AHS) will provide oral health support for three of the Early Development Centres for the 2015-2016 school year. The three schools are Douglas Harkness School, James Short Memorial School and Patrick Airlie School. Additionally, AHS will provide a parent session that will focus on oral health for preschoolers and identifying available services.

Build Professional Capital

Honouring Educator

Elizabeth Gouthro, Director, Learning, was a recipient of the education award, "Partner in Indigenous Education" at the Indspire National Gathering Awards Gala on Friday, November 13th. Students from Piitoayis Family School drumming group performed three songs: an "Honour Song" in Cree, a "Love" song in Blackfoot and a "Calling In The Four Grandfathers" song in Ojibway. The audience praised the students following their performances and students shared their excitement in being a part of the special event, "I was proud to share drumming and singing I learned in school."

English Language Learning

The CBE English Language Learning (ELL) team is well-respected throughout Alberta and is frequently invited to share research, knowledge and expertise regarding English as a Second Language (ESL) and ELL. Our ELL specialists have had the opportunity to present at three separate conferences in the past few

weeks. At the *Moving Forward with High School Re-Design* conference Dayna Duman presented a session entitled ELA 30 Enhanced: A Collaborative Measure to Serve Advanced ELLs. Joan Miles presented at the *TESL Canada Conference* on the topic of High School Inclusion and English Language Learners. At the *ESL Council Conference*, Joan Miles, Karen Bose and Melanie Wong offered sessions on Developing Language and Technology for English Language Learners.

Recognition of Accomplishment

We are excited to announce that Pat Thalheimer, Principal, Lester B Pearson, completed his Doctor of Education on October 2nd, 2015. He is a member of the first CBE Doctoral Cohort which represents an innovative and personalized partnership between the Calgary Board of Education and the University of Calgary

Engage Our Public

Listening and Understanding Perspectives on Public Engagement

We are continuing to work through our Gather phase, the first of four phases in the process to develop a new system-wide public engagement framework. By the end of December numerous face-to-face conversations and online surveys will have been completed as noted below.

Parents and community members were invited to participate in three in-person sessions and an online survey. We also provided a specific opportunity for culturally and linguistically diverse families to connect with us in their language in December.

More than 80 school council members shared their perspectives with us at the Nov. 5 Council of School Councils meeting. In addition, we invited feedback on our plans to develop a new system-wide approach to public engagement through conversations with members of the Calgary Association of Parents and School Councils, Support our Students and the Alberta School Councils' Association.

Employees were invited to attend six in-person sessions and complete an online survey in November and December. Members of the ATA Council of School Representatives were also invited to a session in advance of their December meeting. In addition, a session for principals and assistant principals was held in conjunction with their December system meetings.

We also had conversations with students, including our junior and senior high student advisory groups and two sessions in schools. Students were also invited to complete an online survey.

To ensure a broad representation of perspectives, members of all stakeholder groups were also selected or volunteered to participate in individual interviews about public engagement practices. In addition to this, vendor(s) will have been

selected in December to assist the CBE with its ongoing engagement requirements.

Elder Advisory Council

Established in 2010, the Calgary Board of Education's Elder Advisory Council (EAC) includes local Elders from the Blackfoot, Stoney-Nakota, Tsuu T'ina, Cree and Métis Nations. The CBE Chair of the Board of Trustees, Chief Superintendent of Schools and other senior leaders meet with the Elders on a bimonthly basis to learn and lead together. The Elders share their guidance and wisdom, often through story, on a particular topic following circle protocol. After listening to the Elders, there is an opportunity for all to reflect on their learning and its impact on our work together through our circle sharing. The EAC have gathered twice since September, coming together around the topics of Naming and Acknowledgement of Land and People. This way of walking forward with one another is reflective of our commitment to Reconciliation, of leading the work together, and our recognition of the value of Aboriginal knowledge and ways of being.

Multi-Agency Collaboration Planning for Syrian Refugees

CBE is collaborating on a city wide steering committee focusing on the Syrian refugees. This committee is comprised of representatives from the City of Calgary- Office of the Mayor, Calgary Housing Company, Alberta Health Services and Calgary Catholic Immigration Society. Christine Davies, Director, Learning will chair the education sub-committee comprised of representatives from Calgary Board of Education, Calgary Catholic School District, Conseil scolaire Franco Sud and the Calgary Public Library.

A cross-functional committee within CBE has been established including staff from Human Resources, English Language Learning and Diversity, Finance, Communications and Transportation and Planning. This committee will ensure that the CBE is ready and prepared to welcome the new refugees.

Steward Our Resources

New Grant Agreements

The Government of Alberta has approved the following six grants for Calgary Board of Education school projects.

- New South East Calgary High School - \$55,995,718
- New Martindale Elementary School - \$15,899,890
- New Springbank Hill/Discovery Ridge Elementary/Middle School - \$25,116,955
- New Silverado Elementary School- \$15,899,890
- Lord Beaverbrook High School - modernization - \$27,098,346
- James Fowler High School - modernization - \$17,705,571

The CBE will be responsible for the management and delivery of these projects. The Treasury Board has implemented a new process for disbursing grant funds for school capital projects in order to minimize provincial costs of borrowing. The payment of grant funds will be provided on an “as needed” basis, based on individual progress payments.

Transportation Review

Over 38,000 Calgary Board of Education (CBE) students are transported to school daily. Of those, approximately 27,000 students ride yellow buses serving 1100 routes. Our students access a variety of transportation services provided by Southland and First Student Canada (yellow school buses), Calgary Transit, as well as taxis and some smaller yellow buses for students with complex learning needs.

Due to fiscal pressures, this September saw a move to congregated stops for all students. Based on parent feedback, we subsequently adjusted routes and added buses to ensure all students riding yellow school buses could access stops within 1.6 km for elementary and 1.8km junior high students respectively. The CBE also noted that parents expressed concerns about bus ride times and fees.

Our current transportation model is unsustainable and we have exhausted our transportation reserves. Accordingly, a transportation review is underway to assist in developing a range of sustainable options that support the CBE mission and values, optimize resources and consider public input. We will gather the perspectives of parents, staff and other stakeholders before any future changes to transportation are made.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

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Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.



Calgary Board
of Education

report to Board of Trustees

Construction Projects Status Report

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

Following the demolition of the old Ernest Manning High School, the National Sport School was moved temporarily into leased office accommodation at Calgary Olympic Park. On September 26, 2012, the Alberta Government approved provincial funding of \$3M for the National Sport School on the condition that the Calgary Board of Education (CBE) funds an additional \$6M for a total project value of \$9M. The proposed new National Sport School at Canada Olympic Park is on hold, subject to funds being raised to enable a construction start in 2015. Discussions have recommenced with WinSport on potential funding strategies and options.

On July 7, 2012, the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments have been finalized. Meetings have been held with the Alberta Government (Justice, Infrastructure and Education) and the Calgary Municipal Land Corporation to review different concepts for the potential redevelopment of the Booth Centre site with a private developer. Discussions are ongoing.

On May 1, 2013, the Alberta Government announced the approval of six new schools for the CBE as part of Building Alberta Schools Construction Program (BASCP). This was the fourth phase of a Provincial alternative procurement program. The six schools included the North East High School, two middle schools located in Royal Oak and Saddle Ridge and three K-4 schools located in Copperfield, Evanston and New Brighton.

On January 21, 2014, the Alberta Government announced the approval of four major modernizations for the CBE. The four projects are: Christine Meikle School – A New Replacement, Harold W Riley School – An Aboriginal Family School Modernization, Jack James High School – A Modernization and Bowness High School - A Modernization.

On February 10, 2014, the Alberta Government announced the approval of six new schools for the CBE as part of the Provincial Government's commitment to build 50 new schools. The six schools include three K-4 schools located in Auburn Bay, Panorama and Tuscany and three middle schools located in Evergreen, McKenzie Towne and New Brighton-Copperfield.

On February 12, 2014, the Alberta Government advised that CBE's request for capital funding to rebuild Elbow Park School had been approved by the Flood Relief Ministerial Task Force.

On March 11, 2014, the Alberta Government also advised that Elbow Park School was eligible for flood mitigation funding up to \$2.5M. The new school will be built on the original site and will incorporate flood mitigation in the design. On March 13, 2015, the Alberta Government advised that the CBE's request for flood mitigation funding had been approved.

On March 11, 2014, the Alberta Government advised that Rideau Park School was eligible for flood mitigation funding up to \$2.5M. These funds will be used to implement measures that will better protect the school infrastructure to ensure that the facility is able to withstand future flood events. On March 13, 2015, the Alberta Government advised that CBE's request for flood mitigation funding had been approved.

In June 2014, the Provincial Government announced that they would not be pursuing the BASCP school package, that was originally announced in May 2013, and that these new schools, with the exception of the North East High School, would be handed over to the CBE for development and construction.

On September 22, 2014, the Provincial Government announced a \$30.6M investment for four starter schools in Calgary. These schools will be located in West Springs/Cougar Ridge (middle school), Cranston (middle school), Saddle Ridge (elementary school) and Aspen Woods (elementary school). In addition \$2.8M of funding has been approved for the supply and installation of modular classrooms for Westgate School and \$1.0M for the design development of the new high school in South East Calgary.

On October 8, 2014, the Provincial Government announced Phase 3 of a consolidated advancement of education capital projects. The new projects for the CBE included the design of schools located in Martindale and Silverado (elementary schools) and Springbank Hill/Discovery Ridge (elementary/middle school). In addition, the designs of two major modernization projects at Lord Beaverbrook and James Fowler High Schools were approved.

In November 2014, Alberta Education granted the CBE flexibility regarding the use of modular classroom capital originally intended for Westgate School. A revised plan has been developed to install additional modular units to the Glenmeadows School, which is scheduled to be returned from a charter school use to the CBE in September 2016.

On February 19, 2015, the Provincial Government advised the CBE that the four starter schools announced in September 2014 would proceed as full build-out developments, subject to the CBE committing to completing the middle schools by December 2016 and the elementary schools by September 2016.

On March 31, 2015, the Premier announced that the Province was proceeding ahead with the construction of the Phase 3 schools announced in 2014. They included four new schools and two modernization projects.

On May 24, 2015, Premier Rachel Notley announced appointment of David Eggen as the Minister of Education and Brian Mason as the Minister of Infrastructure and Transportation.

On September 23, 2015, Alberta Education advised Administration that the six school projects that had been approved for design only (Refer to the 2016-2019 School Capital Plan) were approved for full buildout.

From November 11-12, 2015, Alberta Education released grants for the construction or modernization of 6 schools totalling \$157.7M. This funding will allow the construction of the Southeast HS (Seton), Martindale MS, Springbank Hill/Discovery Ridge MS and Silverado ES, and the modernization of James Fowler HS, Lord Beaverbrook HS.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

The following eighteen Project Steering Committees have been setup for the twenty-four school projects being managed by CBE Administration:

- Aboriginal Learning Centre
- Christine Meikle School
- Bowness HS
- Jack James HS

- Elbow Park ES
- Evergreen MS (Bundle 1)
- Buffalo Rubbing Stone ES, Eric Harvie ES, Auburn Bay ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS
- William D. Pratt MS (Bundle 4)
- Peter Lougheed MS Bundle 4)

- Evanston ES (Bundle 5)
- Copperfield and New Brighton ES (Bundle 6)
- West Springs and Cranston MS (Bundle 7)
- Hugh A. Bennett and Dr. Roberta Bondar K-4 School (Bundle 8)

- Springbank Hill/Discovery Ridge K-9 (Bundle 10)
- Martindale and Silverado ES (Bundle 11)
- Seton High School.

These Steering Committees are scheduled to meet on a monthly basis. Individual project management committees meet on a more frequent basis.

The status of the BASCP North East High School, being managed by Alberta Infrastructure, is provided in **Attachment I**.

The Province also recently announced their approval of a modernization project at Sir William Van Horne High School, which is currently leased to Westmount Charter School.

Modular Classrooms

Administration submitted the 2015/16 Modular Classroom Plan, which was approved by the Board on October 14, 2014, to the Province for approval. This request included 28 modular classrooms in eleven CBE schools. The installations were completed during Summer and Fall 2015 and all 28 modular classrooms are now occupied and operational.

A map showing the locations of the modular receiving schools is shown in **Attachment III**.

An internal project team has been set up to administer the roll-out and installation of these modular classrooms.

Photos of the commencement of construction work are shown on **Attachment IV**.

5 | Conclusion

This report provides the current update on the status of new and modernized CBE facilities under development or construction by the Calgary Board of Education and Alberta Infrastructure.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	New/Modernized Facilities Construction Status
Attachment II:	Project Location Map
Attachment III:	Modular Classrooms Location Map.
Attachment IV:	Project Photos

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CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2015

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
1. National Sport School	Dec-14	TBD	The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Comments sent to consultants for final revisions. Development Permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed. Discussions have commenced with WinSport on potential funding strategies, and with the City on progressing the Development Permit approval application extension.
2. Booth Centre (Chinook Learning Services) Capacity 675 students	Mar-14	TBD	<p>Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime Consultants were appointed through a request for (RFP) proposal process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts have been finalized.</p> <p>Different concepts are being assessed for the potential redevelopment of the site with the Calgary Municipal Land Corporation and developers. Discussions are ongoing. An Expression of Interest (EOI) proposal call was issued to developers in January 2015. Following the review of EOI submissions, four developers will be invited to submit RFPs.</p> <p>An educational program charrette was held in June to determine the functional program needs and requirements. A Draft Vision Statement has been prepared by Learning Services. The Land Use Re-designation Application has been submitted to the City of Calgary. The preparation of the Developer RFP has been suspended until the land use re-designation has been approved by the City.</p>
3. Evanston School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Sahuri + Partners Architecture Inc. appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Altus Group was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to APM Construction Services Ltd. and mobilization and construction commenced on April 14, 2015 following the issuing of a partial Building Permit by the City. Excavations and foundations are complete with masonry being installed to the gymnasium. Site services are completed. An erosion and sedimentation control audit has been successfully undertaken. Masonry block work and steel erection is ongoing. Construction is slightly behind schedule.</p>
4. Peter Lougheed School (Saddle Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2015**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			<p>appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Structural steel erection is complete with roofing in progress. AHU has been delivered to the site and provisions for temporary heat are in place. Exterior walls and sheathing are 90% complete. Construction is on schedule.</p>
5. Copperfield School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commencing in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Masonry work has commenced. Structural steel and q-deck erection is complete with roofing in progress. ENMAX transformer has been installed. Installation of window frames has commenced. Construction is currently about 2 weeks behind schedule. Tribuild is working on a recovery plan.</p>
6. New Brighton School Grades K-4 Capacity 600 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Group 2 Architecture appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. On January 29, Alberta Infrastructure approved the construction contract award. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>A Letter of Award was issued to Tribuild Contracting (Calgary) Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Deep services are complete. Masonry is continuing. Structural steel and q-deck erection is complete with roofing in progress. Mechanical equipment has been installed on to the second floor and HVAC installation is ongoing. Exterior walls and sheathing is progressing. Construction is on schedule.</p>
7. William D. Pratt School (Royal Oak/Rocky Ridge School) Grades 5 – 9 Capacity 900 students	Fall-16		<p>Project handed over to the CBE to develop and construct in June 2014. Gibbs Gage Architects appointed as Prime Consultant. Steering Committee set up. Working drawings were prepared for a fixed price lump sum tender. Tenders were issued in November 2014 and closed in December 2014. Pivotal Projects was appointed as Project Manager. The Development Permit was approved by the City. An Open House was held on February 25, 2015, at the Education Centre.</p>

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8. Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Fall-16		<p>A Letter of Award was issued to LEAR Construction Management Ltd. and mobilization and construction commenced in mid-March 2015. Site piling and foundations are complete. Slabs on grades are completed. Structural steel and q-deck erection is being completed with roofing in progress. Installation of temporary lighting and electrical rough-ins are ongoing. ENMAX transformer has been installed. AHU's have been delivered and installed. Construction is on schedule.</p> <p>School approved for Provincial funding May 1, 2013, as part of BASCP using the Design/Build delivery process, with the CBE to look after maintenance. Bridging Consultants worked with CBE to develop the site layout and floor plans for the proponent RFP. Gibbs Gage Architects and the Bird Construction team were the successful design build proponents.</p> <p>Alberta Education approved an increase in capacity of the school to 1800 students. Construction has commenced and continues as scheduled on site. Furniture, fixtures and equipment fit-up and commissioning will commence after the school is turned over to the CBE in Summer 2016. Two successful open houses were held in April and September 2014.</p> <p>Construction is proceeding without incident. A site tour was held on September 25, 2015.</p>
9. Harold W. Riley School Aboriginal Learning Centre	Sep-16		<p>Harold W. Riley modernization for the Aboriginal Learning Centre was announced January 21, 2014. A provincial pre-design charrette was held on November 25 and 26, 2013 as part of a Value Management exercise to gather support for the project. The Provincial kick-off meeting occurred February 25, 2014. The Leblond Partnership has been selected as Prime Consultant.</p> <p>The design process has been completed. Pivotal Projects Incorporated has been selected as Project Managers. Public engagement and open house held on June 18 and September 17, 2014. Development Permit application submitted in August 2014. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Hazmat abatement work has been completed.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approval by Trustees, Everest Construction Management Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. Demolition has been completed and the full Building Permit has been approved. A number of unforeseen structural issues have been identified as a result of the demolition work and these are being dealt with by the team on site. Structural steel erection has commenced following initial delivery delays. Block work progressing with gym 75% complete. AHUs and glulam beams delivered to site. Construction is still currently 3 weeks behind schedule.</p>

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10. Christine Meikle School (Replacement school)	Dec-16		<p>Christine Meikle School replacement for students with complex learning needs was announced January 21, 2014. This new school located on a greenfield site will combine attributes of both educational and health care facilities to address the special needs of the students. A provincial program charrette was held on February 12, 2014 as part of a Value Management exercise to gather information on the project. The Provincial kick-off meeting occurred February 25, 2014.</p> <p>Marshall Tittermore Architects has been selected as Prime Consultant. Resource Planning Group has been retained to complete the functional program for the project. Stantec Consulting Ltd. has been selected as Project Manager. Public engagement and open house held on June 19, August 6 and September 17, 2014. Development Permit application submitted in September 2014.</p> <p>A Statement of Claim has been registered by a group of residents who are opposed to the development. No judgment has been made by the courts. Design development has been completed. Working drawings were finalized for tender, which was scheduled for mid-January 2015. Tenders closed on March 19, 2015.</p> <p>Following the tender reviews by Alberta Infrastructure and the recommendation approved by Trustees, Starcraft Construction Ltd. was awarded the construction contract in mid-April 2015. Mobilization and construction has commenced on site. The full Building Permit has been approved. Foundations are complete. Structural steel installation and q-deck erection is complete with roofing in progress. Masonry work, steel stud and drywall progressing well. Winter hoarding for masonry walls and concrete work being put in place. Construction is on schedule.</p>
11. Bowness High School Modernization	Sep-16	Dec-16	<p>Modernization of Bowness High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. BKDI Architects has been selected as Prime Consultant. The design process is underway. MHPM Project Managers Inc. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Chandos Construction Ltd. as the Construction Manager. Working drawings have been prepared for sequential tendering, which will commence at the end of January 2015. A Design Development Cost Report has been completed and submitted to Alberta Infrastructure for staged Tender Approval reviews. The first tender package was released in March 2015, and approved for award.</p> <p>Tender Package #2 (Remaining Scope) was submitted to Alberta Infrastructure in Mid-April 2015 for approval to proceed to tender. A partial Permit for Demolition was received from the City in mid-April and construction demolition activities have been completed.</p> <p>Processing of contract awards for Tender Package #2 took longer than forecast and this will extend the construction schedule. The full Building Permit has been approved.</p>

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			<p>The Learning Commons sprinkler installation and hazmat removal has been completed. A kitchen equipment supplier has been identified. A change of the CTS Fashions program to a Robotics/Pre-Engineering program has been approved. Foundations are complete. Awaiting delivery of steel for erection in December. Construction is currently on schedule.</p>
12. Jack James High School Modernization	Sep-16		<p>Modernization of Jack James High School was announced January 21, 2014. The modernization will update the spaces to meet the current and future needs of the students. The Provincial kick-off meeting occurred February 25, 2014. Dialog Alberta Architecture has been selected as Prime Consultant. The design process is underway. Turnbull Construction Services Ltd. has been selected as Project Manager. Public engagement and open house held on June 18, August 6 and September 17, 2014.</p> <p>Development Permit application was submitted in August 2014 and approved by the City in December 2014. On October 1, 2014, Alberta Infrastructure approved the appointment of Carbon Constructors Inc. as the Construction Manager. Working drawings have been completed and sequential tendering has commenced since the end of January 2015. A Design Development Cost Report has been completed.</p> <p>Alberta Infrastructure has reviewed and approved the tender documents and Cost Report. The first Bid Package for work has been approved for award by Alberta Infrastructure. Construction mobilization has commenced.</p> <p>A second Bid Package (balance of work) was approved by Alberta Infrastructure and the Trustees and awarded to the Construction Manager in mid-April. A full Building Permit has been issued and mobilization and construction activities have commenced. Construction remains on schedule. The first program area, existing construction trades was ready for occupancy at the commencement of the new school year.</p> <p>Building Trades Expansion nearing completion for turnover in December 2015. Interior work progressing with mechanical and electrical installations. Autobody exterior block walls completed with interior walls and mechanical and electrical installations progressing. Horticulture structural steel issues being resolved. Greenhouse structural steel complete. Construction is on schedule.</p>
13. Marshall Springs School (Evergreen School) Grades 5 - 9 Capacity 900 students	Sep-16	Mar-17	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Zeidler Partnership Architects has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, August 6 and September 17, 2014. Development Permit application submitted in August 2014.</p> <p>Design-Build proposal documents have been issued and contractor proposals were received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in August 2015.</p>

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			<p>On September 17, 2015, Alberta Infrastructure approved the construction contract award to LEAR Construction Management Ltd. A Letter of Award was issued to LEAR. Mobilization and construction commenced at the end of September 2015.</p> <p>Foundations are being completed, following the stripping and preparation of the site. Awaiting delivery of structural steel. Construction schedule being re-assessed. Full Building Permit has not yet been released by the City.</p>
14. Eric Harvie School (Tuscany School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is completed. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Everest Construction Management Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Construction is tracking behind schedule.</p>
15. Buffalo Rubbing Stone School (Panorama Hills School) Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approval by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Westcor Construction. Mobilization and construction has commenced. Cast in place piles are complete. Foundations complete. Deep services utility connections complete. Structural steel erection is in progress. Block work is in progress. Construction is currently tracking behind schedule.</p>

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
16. Auburn Bay School Grades K-4 Capacity 600 students	Sep-16		<p>The new K-4 school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014.</p> <p>Development Permit application submitted in August 2014 was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015. The Design-Build responses were unsatisfactory and over budget. The Design Team has finalized a new set of working drawings and lump sum tender documents were issued in March 2015.</p> <p>Tender closed in early April 2015. After tender reviews and approvals by Alberta Infrastructure and the Trustees, a Letter of Award has been issued to Starcraft Construction Ltd. Mobilization and construction has commenced. Site grading and piling complete. Foundations complete. Deep services utility connections complete. Structural steel erection is in progress. Block work is in progress. Construction is currently tracking behind schedule.</p>
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p> <p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents will be issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A partial Building permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Grade beams and piling complete. Concrete slabs in progress. Under slab deep services complete. Awaiting structural steel. Construction is on schedule.</p>
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	Sep-16	Dec-16	<p>The new Middle school was announced February 10, 2014, as part of the Provincial government's commitment to build 50 new schools. The Provincial kick-off meeting occurred February 25, 2014. Group 2 Architecture has been selected as Bridging Consultant. The design process is underway. Public engagement and open house held on June 18, 2014. The Development Permit application was submitted in August 2014 and was approved by the City. Design-Build proposal documents have been issued and contractor proposals will be received and assessed in February 2015.</p>

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Building	Orig. Open Date	Rev. Open Date	Notes/Comments
19. Elbow Park School (Replacement school)	Dec-16		<p>The Design-Build responses were unsatisfactory and over budget. The Design Team will finalize a new set of working drawings and lump sum tender documents were issued in May 2015 for award and commencement of construction by July 2015. After tender approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Maple Reinders. Mobilization and construction has commenced. A partial Building permit has been issued.</p> <p>Erosion control in place. Top soil stripping and stock piling complete. Piling is complete. Grade beams are complete. Concrete slabs in progress. Under slab deep services complete. Awaiting structural steel. Construction sequencing being re-assessed and is currently tracking behind schedule.</p> <p>The June 2013 flood caused significant structural damage to the existing Elbow Park School due to differential settlement. As a result, a replacement of the Elbow Park School was approved by the Provincial government on February 12, 2014. The Provincial kick-off meeting occurred on February 25, 2014. Gibbs Gage Architects were selected as the Prime Consultant. The new school will meet current building standards including barrier free access and will address flood mitigation in the design. The library will reflect the original aesthetic design.</p> <p>The first information meeting with the community was held on April 2, 2014. The consultant team led by Gibbs Gage Architects and advised by Donald Luxton & Associates and MMP Engineering recommended the preservation of the North, West and East exterior walls along with a partial preservation of the South façade, while demolishing the remainder of the school.</p> <p>This design concept for the Elbow Park Replacement School was presented to the public on July 3, 2014. Comments received were consistently favorable. A new and modern school is planned to be constructed within the historic walls, with a new brick veneer and glass curtain wall gymnasium addition to the South. The new roofs are to emulate the original sloped roofs between the historic facades, while the new addition will have a flat roof with clerestory lighting over the central ancillary spaces.</p> <p>In June 2014, Duke Evans Inc. was retained as the Project Manager. Due to the nature of this project a Construction Management construction procurement process is to be followed to meet the phased schedule of activities. The Schematic Design Report has been completed and has been approved by Alberta Infrastructure. A Development Permit application has been approved. On October 1, 2014, Alberta Infrastructure approved the appointment of Stuart Olson Construction Ltd. as the Construction Manager.</p> <p>The first Tender Package for the specialist foundation work, demolition and structural wall stabilization was retendered and has been awarded. The balance of the work has been tendered. Hazmat abatement work has been completed. Demolition work continues as planned. Tender Package 2 (balance of work) has been approved for award by Alberta Infrastructure. Construction is proceeding as planned and is currently on schedule.</p>

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20. Rideau Park School (Flood mitigation)	TBD		Rideau Park School was approved for flood mitigation funding on March 11, 2014. Engineering Consultants have been appointed to commence flood mitigation design. Options have been assessed and it is anticipated that construction of this work will commence in the 1Q 2016. The first phase design work for the mechanical systems move and new mechanical and electrical room scope is being developed.
21. West Springs/ Cougar Ridge School Grades 5 – 9 Capacity 900 students	Jan- 17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee Meetings have commenced and Schematic Design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issued in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>Following tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Chandos Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation in progress. Slab installation in progress. Installation of precast walls in progress. Construction is tracking on schedule. A full Building Permit has been issued.</p>
22. Cranston School Grades 5 - 9 Capacity 900 students	Jan-17		<p>A new starter middle school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Riddell Kurczaba Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents has been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Delnor Construction Ltd. Mobilization and construction has commenced. Erosion control in place. Top soil stripping and stock piling complete. Site piling and foundations complete. Deep services installation in progress. Slab installation in progress. Installation of precast walls in progress. Construction is tracking on schedule. A full Building Permit has been issued.</p>
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning

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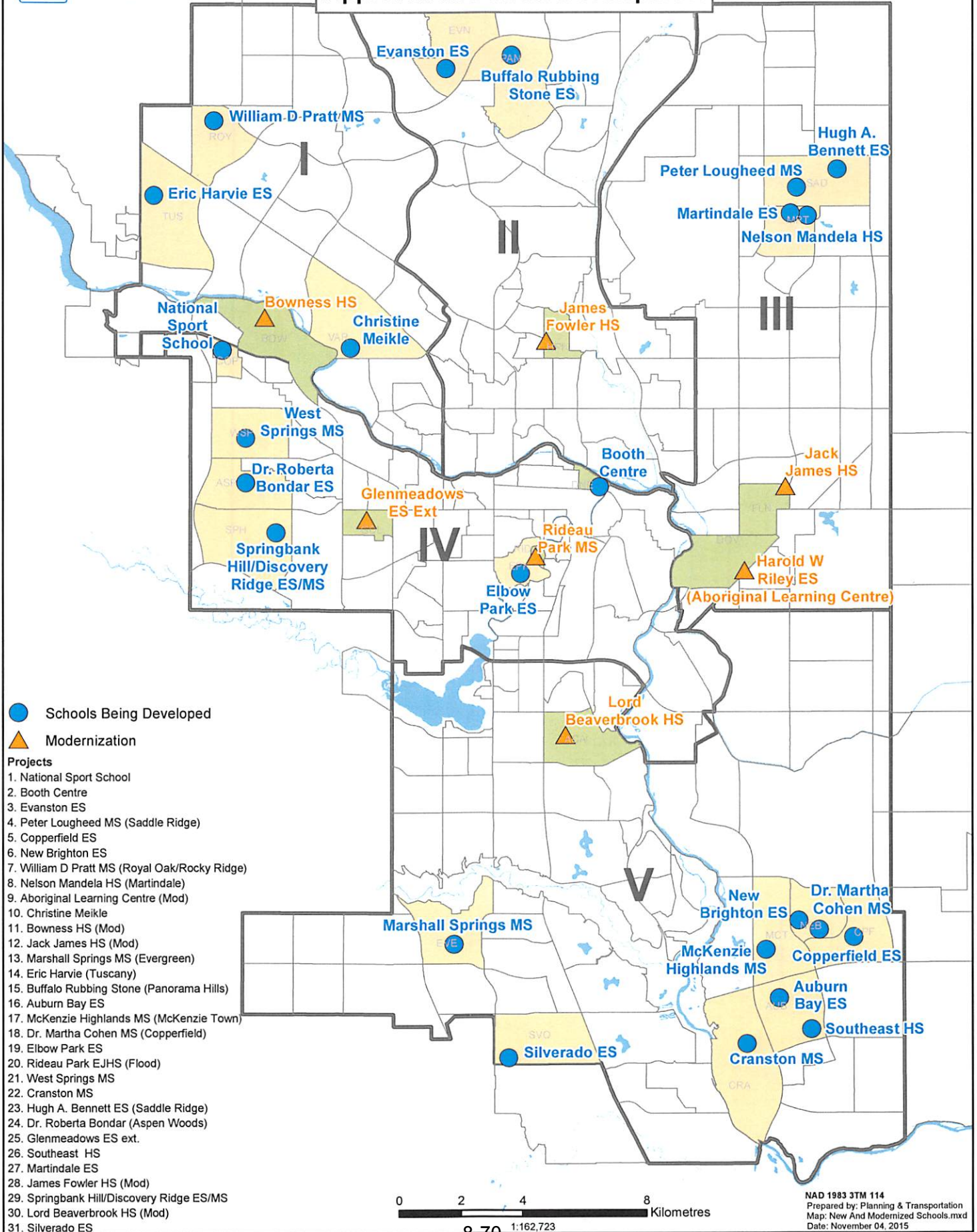
Building	Orig. Open Date	Rev. Open Date	Notes/Comments
			and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.
			On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue in June 2015. An Open House was held on February 25, 2015, at the Education Centre.
			After tender reviews and approvals by Alberta Infrastructure and the Board, a Letter of Award was issued to Bird Construction Group. Mobilization commenced at end of August. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams in progress. Construction is currently tracking behind schedule. A full Building Permit has not yet been released by the City.
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-4 Capacity 600 students	Sept-16	Jan-17	<p>A new starter elementary school was announced September 22, 2014, as part of the Provincial government's commitment to build four starter schools. On October 8, 2014, the Province committed to the immediate planning of the final school design. Manasc Isaac Architects was appointed to commence planning and design. Steering Committee meetings have commenced and schematic design options have been developed for phasing the construction build-out.</p> <p>On February 19, 2015, full build-out was approved. Detailed Design and tender documents have been prepared for a tender issue by June 2015. An Open House was held on February 25, 2015, at the Education Centre.</p> <p>The tenders closed September 1, 2015. Following review and approvals by Alberta Infrastructure and the Board, a contract was awarded on September 18, 2015. Mobilization and construction commenced at the end of September 2015. Erosion control in place. Top soil stripping and stock piling complete. Foundation grade beams in progress. Construction is currently tracking behind schedule. A full Building Permit has not yet been released by the City.</p>
25. Glenmeadows School Grades K-6 Extension	Sep-16		<p>The original plan to place eight modular units on the Westgate School site (Provincial approval September 22, 2014) has been changed to a revised plan to install six modular units (five classrooms and a washroom) at the Glenmeadows School site.</p> <p>A Development Permit application has been made to the City. A meeting with the Glenmeadows Community Association was held on January 12, 2015. The City has advised the CBE that an Appeal has been lodged against the issuance of the Development Permit. The Hearing ruled for the CBE with a substantial number of conditions for the release of the Development Permit. The CBE is awaiting the formal release of the Hearing's ruling.</p>
26. Southeast High School Grades 10 -12 Capacity 1800 students	Sep-18		The Province announced the design development funding for the new high school on September 22, 2014. Proposals for a prime consultant have been assessed. Gibbs Gage Architects was appointed on February 10, 2015, to commence Design Development Services. Site investigation studies have commenced. Steering Committee Meetings have commenced. CTS Programs

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			have been identified.
			A schematic concept has been developed and the Development Permit application process has commenced with the pre-application planning process.
27. Martindale School Grades K-6 Capacity 600 students	Sep- 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. RFPs were issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimates are being reviewed by Alberta Infrastructure for a tender release in January 2016.
28. James Fowler High School Modernization	Sep- 17	Sep-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Taff Architecture has been appointed to lead the Design Team. Steering Committee Meetings have commenced.
29. Springbank Hill/ Discovery Ridge School Grades K-9 Capacity 900 students	Sep- 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary/middle school. RFPs have been issued for design services and proposals were reviewed in December 2014. Design Services Contract was awarded to CEI Architecture Planning Interiors. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings are being prepared for Alberta Infrastructure review in January 2016 for a tender release in February 2016.
30. Lord Beaverbrook High School Modernization	Sep- 17	Sep-18	On October 8, 2014, the Province committed to the immediate planning and development of design scope of the high school modernization. Onsite inspections and program assessments are being undertaken with the Province to determine an agreed scope of work. Responses for Design Services and Design Consultants have been received. Riddell Kurczaba Architects have been appointed to lead the Design Team. Steering Committee Meetings have been set-up.
31. Silverado School Grades K-4 Capacity 600 students	Sep- 17		On October 8, 2014, the Province committed to the immediate planning and design of the elementary school. Tenders were issued November 2014 and proposals were reviewed in December 2014. Design Services Contract was awarded to Sahuri + Partners Architecture Inc. Steering Committee Meetings have commenced. Schematic Designs have been developed. Working drawings and the pretender estimate are being reviewed by Alberta Infrastructure for a tender release in January 2016.

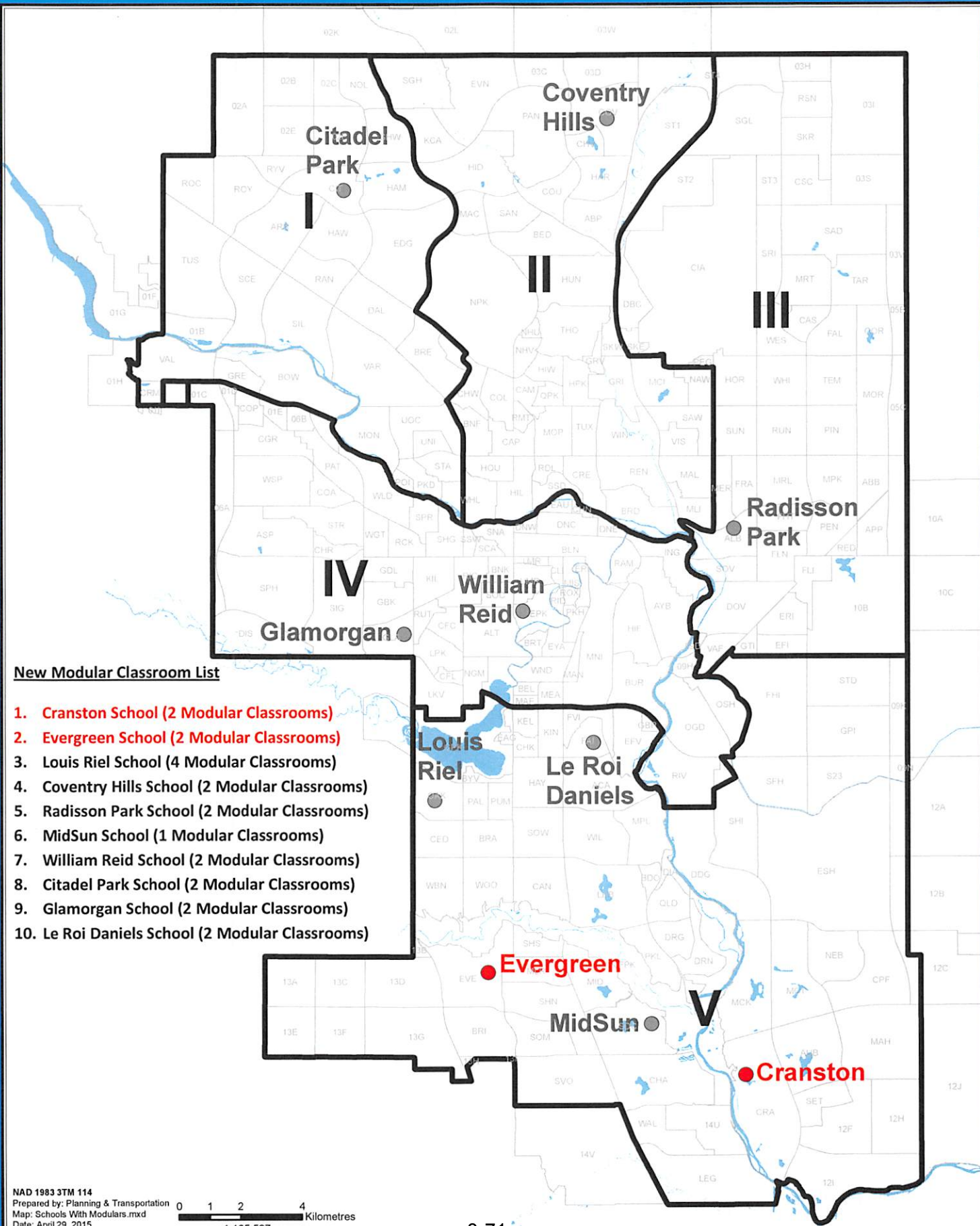


CBE New/Modernized Schools Approved and Under Development





Schools With Modular Classrooms 2015-2016



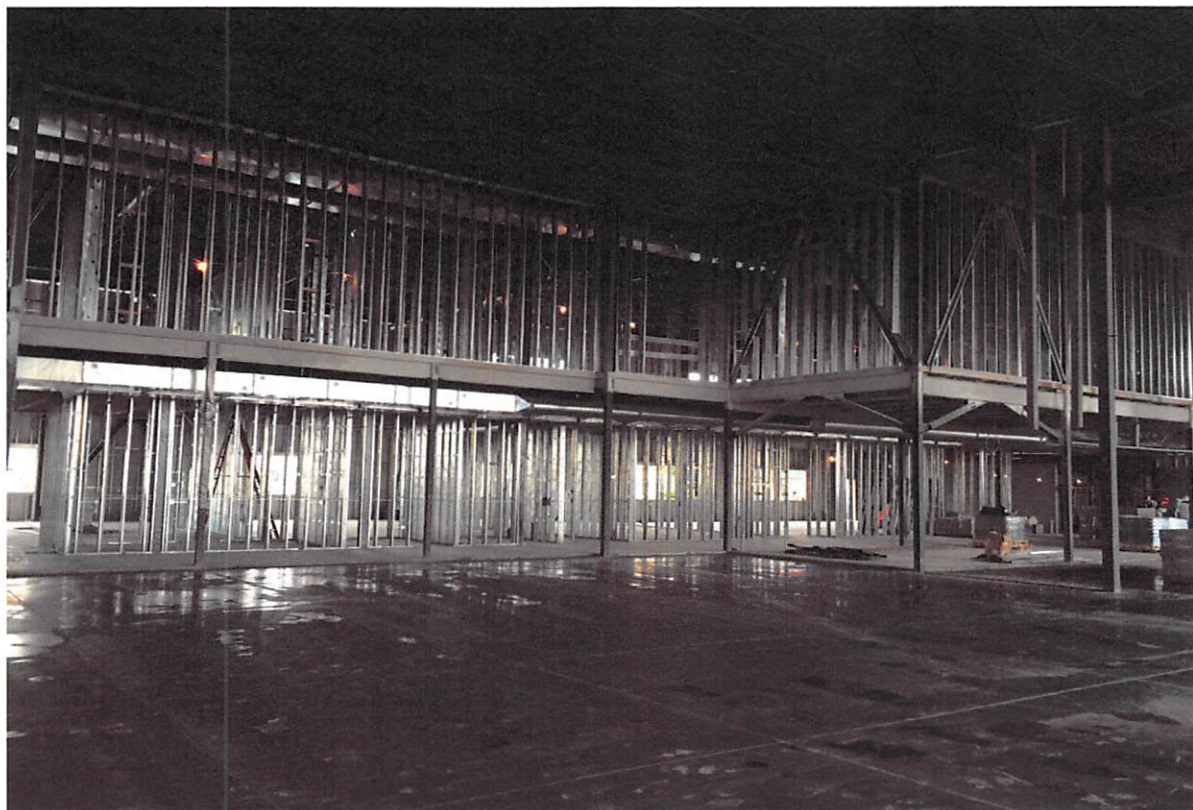
Evanston K-4 School



Peter Loughheed School (Saddle Ridge Middle School)



Peter Lougheed School (Saddle Ridge Middle School)



Copperfield and New Brighton K-4 Schools



Copperfield and New Brighton K-4 Schools



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



William D. Pratt School (Royal Oak/Rocky Ridge Middle School)



Christine Meikle School



South Wing Steel, Roof Deck, Block Wall and Underground



Mechanical Room and Basement Foundation Walls looking West

Christine Meikle School



Classroom in the South Wing looking North through future window



Structural Steel Erection in the Common Space (centre) of the building, looking East

McKenzie Highlands School (McKenzie Towne Middle School)



Deep Services Week of October 14, 2015



Grade Beam Insulation

McKenzie Highlands School (McKenzie Towne Middle School)



Placing lines for mud-slab week of October 28, 2015



Mud-slab placing October 29, 2015

Dr. Martha Cohen School (New Brighton-Copperfield Middle School)



Elbow Park Elementary School



Elbow Park Elementary School



West Springs / Cougar Ridge Middle School



Cranston Middle School



Cranston Middle School



Elevator Shaft

Hugh A. Bennett School (Saddle Ridge K-4 School)



Plumbing trailer mobilizing to site



Dr. Roberta Bondar School (Aspen Woods K-4 School)



Future Gymnasium Corridor Location

report to Board of Trustees

School Accommodation Criteria

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication with and Support for the Board OE-9: Communication with the Public OE-12: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

The Calgary Board of Education (CBE) revised the criteria used for establishing capital priorities for new school construction and major modernization funding requests in the fall of 2014. At that time, criteria were also established for prioritizing the CBE's annual request for modular classrooms. A follow-up report regarding the changes made last year was requested by the Board of Trustees.



3 | Background

The ranking of new school construction, modernization and modular classroom priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary.

Last year, the CBE reviewed both the eligibility and ranking criteria for new school construction and major school modernizations. Commencing in May 2014, the CBE hosted a public engagement to receive feedback on their existing processes as well as considerations for developing criteria to prioritize modular classroom requests.

On October 7, 2014, the Board of Trustees approved revisions to the criteria for new school construction and major modernizations. They also approved criteria for prioritizing modular classroom requests. These criteria have since been used in preparation of two modular classroom requests, as well as in the most recent Three Year School Capital Plan.

4 | Analysis

How the CBE ranks their capital projects is and remains an important issue for many stakeholders. The City of Calgary is continuing to grow, even with the recent economic downturn, and new communities are still being developed in the city. Student growth continues in communities with no schools, established communities with schools and in schools with alternative programs.

The CBE will continue to have schools that require major modernizations. School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address educational programming requirements to deliver the required curriculum, physical obsolescence and/or improve functional adequacy and suitability.

Recognizing the importance of these ranking criteria, CBE engaged with stakeholders last year to find out what they thought. Stakeholders were asked for feedback on four questions.

- What do you value in public education?
- What are some of the challenges with the current School Capital Planning process?
- What are some of the strengths of the current School Capital Planning process?
- What criteria do you think should be considered as a method to rank the need for modular classrooms?

A summary of the feedback collected indicated that stakeholder's value:

- Small class size, qualified teachers and positive learning environments
- Facilities that are appropriate for the student population size
- Easy access to schools
- Excellence in education
- Children come first
- Respectful and safe learning environments

Key challenges identified by stakeholders were:

- Provincial government funding
- Crowding in schools
- Takes too long to build schools
- Balancing immediate needs with future needs
- Linkage with developers/development
- Population growth

Strengths identified by stakeholders of the process historically used by CBE were:

- Uses statistics and data
- Information is public
- Provides government with a snapshot of what is needed
- Considers many factors – it is fair
- Considers schools in adjacent communities
- Logical point system

The following is a summary of what stakeholders believed the CBE should take into consideration when developing a method for prioritizing modular placement requests:

- Utilization rate of the school
- Distance children travel to the bus receiver school
- Class size
- Ability to accommodate the immediate community
- Projected number of students
- Accommodation of siblings

In October 2014, CBE administration presented a report to the Board of Trustees with a detailed analysis of feedback received during the engagement process and how it was used to revise existing criteria and create new criteria for modular classroom requests.

Overall, the feedback received through the previous engagement indicated that the ranking criteria for new school construction had merit for establishing priorities. Feedback indicated that the criteria being used by the CBE for over 10 years generally met the original intention of transparency, equity and fairness. As a



result, the changes made last year to the new school ranking were minor and focused primarily on adding a mechanism for looking at future student growth and need – not just current needs. (Attachment I-III)

With respect to major modernizations, feedback indicated that the criteria currently being used by the CBE were valid and that consideration should be given to changing the number of points assigned in some of the categories to reflect the importance of educational programming needs, the safety of buildings and fiscal considerations. As a result of this feedback, changes were made to point assignments for the modernization ranking criteria. (Attachment IV)

At the time of the review last year, the CBE did not have criteria in place for ranking modular classroom needs. The criteria developed, and approved by the Board of Trustees last fall incorporated stakeholder feedback as well as aspects of the internal administrative assessment process that had been occurring for many years. In particular, the establishment of the Eligibility Filters has brought transparency and understanding as to why some schools are considered for modular classroom additions and others are not. (Attachment V-VI)

Assessing and reviewing ranking criteria every few years as circumstances change is good practice. Changes based on stakeholder feedback will continue to be considered in the future. Gathering stakeholder feedback and making changes where possible to reflect that feedback enhances objectivity and transparency.

5 | Financial Impact

The revised ranking criteria for new school construction and modernizations, as well as the new criteria for prioritizing modular classroom requests, align with the CBE's need to be fiscally responsible. These criteria are intended to prioritize funding requests in areas where the greatest student needs exists.

6 | Implementation Consequences

The revised criteria have been used for one cycle of the Three Year Capital Planning process and the criteria that were established for modular classrooms were used to establish priorities both in November 2014 and November 2015.

7 | Conclusion

The ranking criteria have worked well over time. Periodic reviews have been used to assess how well the criteria are working and a major review occurred in the 2014-2015 school year.

The revisions, modifications and new criteria that were developed last year reflect stakeholder feedback and remain consistent with the CBE values:

- Students Come First
- Learning is Our Central Purpose
- Public Education Serves the Common Good.

No changes or review of these existing criteria are under consideration at this time.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Eligibility Filters for New Schools (K-GR9)
- Attachment II: New School Ranking Criteria (K-GR4)
- Attachment III: New School Ranking Criteria (GR5-9)
- Attachment IV: Major Modernization Ranking Criteria
- Attachment V: Eligibility Filters for Modular Classroom
- Attachment VI: Modular Classroom Ranking Criteria

GLOSSARY –

Board: Board of Trustees

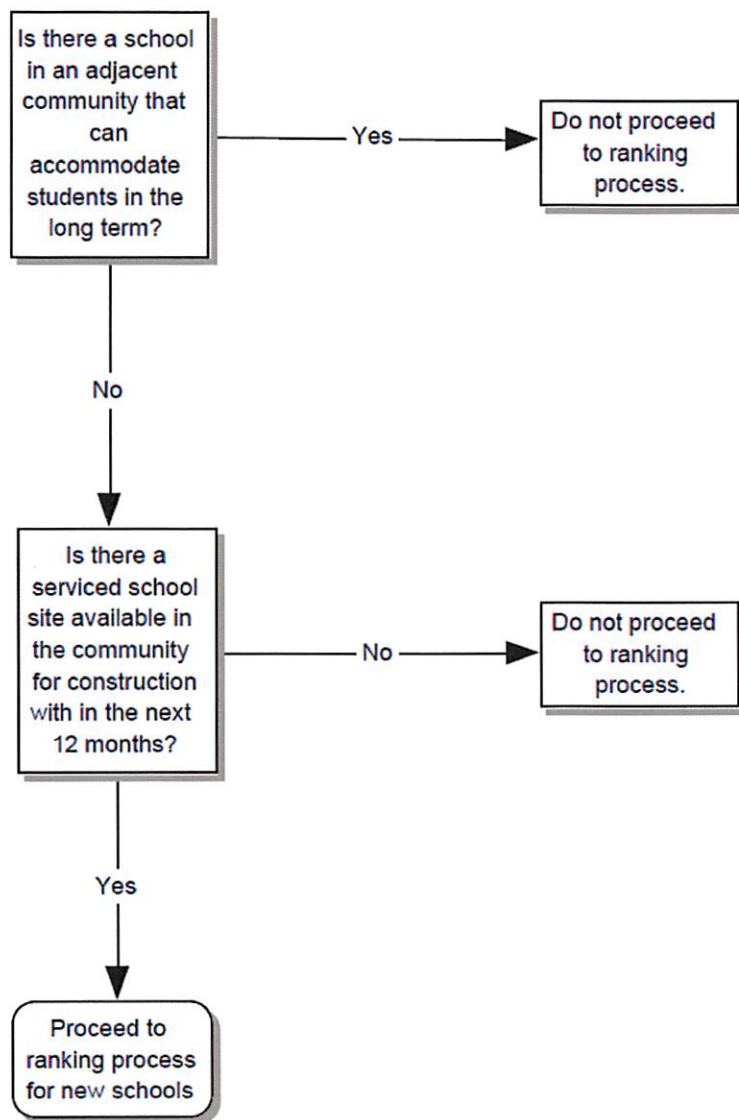
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Attachment I: Eligibility Filters for New Schools (K-GR9)



Preschool Census

Use Actual Value of Total Preschool Census (Age 1-5)

Current K-GR4 Enrolment

Use Actual September 30th enrolment

Ratio of K-4 Enrolment to # of Housing Units in Community (%)
(September 30th of each year)

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

* Based on City of Calgary Suburban Residential Growth (Prepared Annually)

Distance Travelled (km's)*

	≤9	10 to 14	15 to 19	20 to 24	≥25
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school

Other Considerations

More than one bus receiver school required for established grade configuration 50 points
 within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9)

Existing Starter School approved or in existence 50 points

Notes:

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.

2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

Preschool Census

Use Actual Value of Total Preschool Census (Age 1-5)

Current K-GR4 Enrolment

Use Actual September 30th enrolment

Ratio of K-4 Enrolment to # of Housing Units in Community (%)
(September 30th of each year)

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

* Based on City of Calgary Suburban Residential Growth (Prepared Annually)

Distance Travelled (km's)*

	≤9	10 to 14	15 to 19	20 to 24	≥25
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
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30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school

Other Considerations

More than one bus receiver school required for established grade configuration 50 points
 within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9)

Existing Starter School approved or in existence 50 points

Notes:

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.

2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

Current K-GR4 Enrolment
Use Actual September 30th enrolment

Current GR5-9 Enrolment
Use Actual September 30th enrolment

Ratio of GR5-9 Enrolment to # of Housing Units in Community (%)
(September 30th of each year)

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points

** Based on City of Calgary Suburban Residential Growth (Prepared Annually)*

Distance Travelled (km's)*

	≤9	10 to 14	15 to 19	20 to 24	≥25
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school*

Bus Receiver - Elementary

More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9) **50 points**

Existing K-4 or Starter School approved or in existence **50 points**

Greater than 2 Transition Points (K-9) **50 points**

Notes:

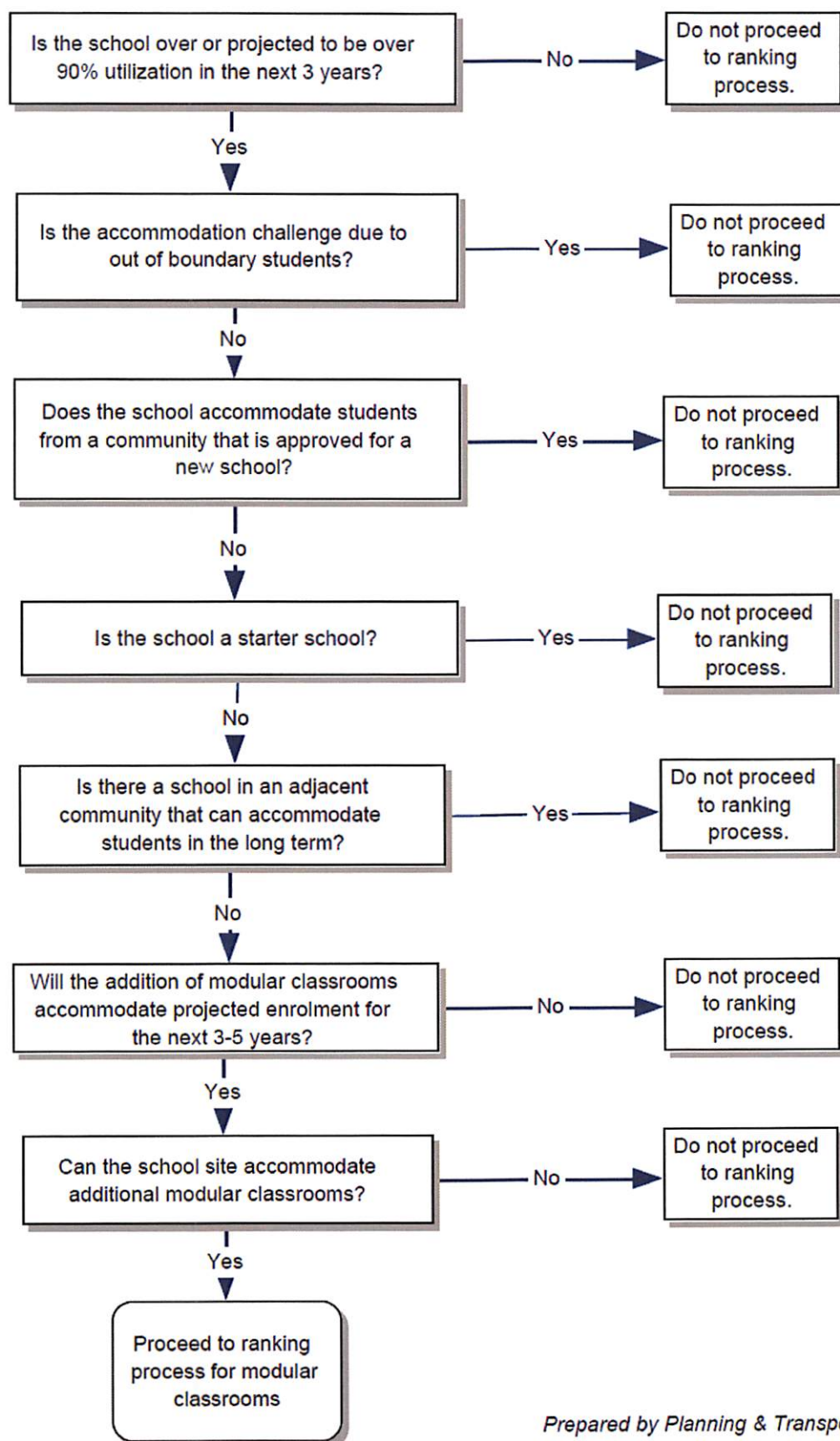
1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.

2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.

Programming requirements (maximum number of points = 35)	Points
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	35
5 Year projected enrolment (maximum number of points = 10)	
Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10
Quality of site location to serve students (maximum number of points = 10)	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u>	
Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)	
Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2
<u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u>	
Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25

Note: the higher the number, the poorer the facility

Attachment V: Eligibility Filters for Modular Classrooms



Category A	Points
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

Category B**Site Features, Location****Ability to add modular units to the site**

Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirements	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulares	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics.....front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

Ranking Range: 0 (difficult) to 1 (easy)**Category C****Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site****What is the anticipated cost of modular units at this site?**

1 = Poor	\$\$\$\$\$ (more than 25% more)	5
2= Fair	\$\$\$\$ (Between 20 to 24% more)	10
3 = Good	\$\$\$ (Between 15 to 19% more)	15
4 = Very Good	\$\$ (Between 10 to 14% more)	20
5 = Excellent	\$ (Less than 9% more)	25

report to Board of Trustees

2015-2016 School Enrolment Report

Date	December 8, 2015
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-8: Communication With and Support for the Board OE-9: Communication With the Public OE-12: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Sheri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Learning Lori Walsh, System Assistant Principal, Learning

1 | Recommendation

It is recommended:

- This report is being provided for information to the Board. No decision is required at this time.

2 | Issue

Each year in late November or early December, Administration presents a School Enrolment Report to the Board of Trustees for information.



3 | Background

The purpose of the report is to provide enrolment data for CBE schools and programs each year. This report is intended to provide a snapshot of key CBE data based on the September 30 enrolment each year. It does not provide analysis of CBE growth trends. The information contained in this report is used throughout the year by CBE administration to prepare other key documents such as the annual Three Year School Capital Plan and the Ten Year Student Accommodation and Facilities Strategy which will provide updated analysis of projected enrolment growth and population trends.

The School Enrolment Report does not provide any financial data or information on class size within schools. School RAM budgets are adjusted in the fall to allocate resources to schools based on actual enrolment on September 30.

The School Enrolment Report includes several attachments which provide the following information:

- The number of students enrolled in each school, by grade and program, including alternative programs, complex learning classes, and the number of out-of-attendance area students enrolled in each school as of September 30th in the current school year
- Provincial capacity of schools, including the number of modular classrooms; the utilization rate of each school building including lease exemptions; and the amount of instructional space available in each school based on the number of classrooms (rated room capacity)
- A list of the leases and the amount of space leased for each building

4 | Analysis

City of Calgary's Population

The population in Calgary grew from 1,195,194 in April 2014 to 1,230,915 in April 2015. This represents an increase of 3% or 35,721 residents. In the *Calgary & Region Economic Outlook 2015-2020*, the City of Calgary projects the city's population will increase by 135,585 people over the next five years for a total of 1,366,500 persons in 2020. This represents an average population growth of just over 27,000 residents per year.

In the *Calgary & Region Economic Outlook 2015-2020*, the City notes that Calgary's population grew even in cases when oil prices were declining. Over the period of 1971-2014 there were only two periods of population decline in Calgary, 1983 and 1984. The impact of the 2008-2009 world-wide recession was observed in the city's 2010 census data when population increased by just over 6,000 people. Despite the severity of the recession, population growth remained

positive. Based on the observations noted above, the City of Calgary's Corporate Economics department projects the City's population will continue to grow over the next few years.

Calgary's population growth is comprised of two factors; natural increase and net migration. Natural increases are the result of the excess of births over deaths. The natural increase from 2014-2015 was 10,812 which is an increase of just over 320 from the natural increase in the previous census period.

Net migration fluctuates, making it difficult to predict from year to year. Net migration is the difference between the total population growth recorded and the natural increase. Net migration for the past twelve months resulted in 24,909 new people moving to Calgary. This is a decrease from the previous year's net migration which saw just over 28,000 new residents moving to the city.

Population and housing statistics are monitored on an annual basis for all residential districts. From April 2014 to April 2015 there were eight communities that grew by more than 1,000 residents compared to seven communities in the previous census. The communities that grew by more than 1,000 residents are listed below in order of increased level of growth:

Community	CBE Administrative Area	Number of New Residents 2014-2015
Mahogany	V	2,300
Auburn Bay	V	2,064
Cranston	V	1,831
Copperfield	V	1,468
Saddle Ridge	III	1,219
Nolan Hill	I	1,173
Redstone	III	1,120
Skyview Ranch	III	1,055

Source: 2015 Civic Census Results

Total population growth in the eight communities listed above was 12,230 residents which is just under 35% of the total growth last year. Seven of the eight fastest growing communities were located in Areas V and III.

Calgary Board of Education

The 2015-2016 Student Enrolment Summary, which was presented to the Board of Trustees on October 13, indicated a total enrolment of 116,987 students. As noted in that report, changes to the initial September 30 enrolment occur as Administration works with the province to review enrolment submitted through the PASI System (Provincial Approach to Student Information). Total September 30 enrolment after completion of this review process is 116,985, a decrease of 2 students compared to the previously reported enrolment.

Enrolment has increased for the eighth consecutive year. Over the past eight years, enrolment has increased by almost 15,500 students with enrolment increasing by 2.2% or 2,485 students from 2014 to 2015. The enrolment increase this year is lower than the 3,737 student increase last year which was the highest increase since 2007.

The table below compares September 30, 2014 student enrolment to September 30, 2015 by division:

Comparison of September 30, 2014 to September 30, 2015

	September 30, 2014	September 30, 2015	Difference
Pre-Kindergarten	176	180	4
Kindergarten	9,213	9,209	-4
Grades 1-3	27,649	28,888	1,239
Grades 4-6	23,604	24,441	837
Grades 7-9	22,237	22,624	387
Grades 10-12	26,420	26,375	-45
Sub-Total (Pre-K to GR12)	109,299	111,717	2,418
Home Education	248	270	22
Outreach Programs	1,281	1,384	103
Unique Settings	690	676	-14
CBe-learn	589	611	22
Chinook Learning Services	2,393	2,327	-66
Total	114,500	116,985	2,485

The most significant increases occurred at Grades 1-3 (1,239 students) and Grades 4-6 (837 students).

Fifteen schools offer a full day kindergarten program and reported total enrolment of 824 students on September 30, 2015. The CBE has seven Early Development Centre (EDC) locations which offer pre-kindergarten programming.



School Enrolment

Attachment I lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. For schools and/or programs whose attendance area is the same as the CBE boundary, the number of out-of-attendance area students, if any, are students attending from outside of the CBE boundary. Enrolment in classes for students with complex needs is included in the regular program enrolment. A few schools have classes for students with complex learning needs and do not offer a regular program for the same grades as the complex learning classes. In these cases enrolment in the complex learning classes is noted separately.

A graph of the total student enrolment in the last decade and the projected enrolment in the next three years is included in Attachment VI.

Attachment IX is a map of student population change by community. It shows prek-12 enrolment growth by community from September 30, 2014 to September 30, 2015. The map also indicates the locations of the approved new schools which are projected to open for the 2016 and 2017 school years.

Alternative Programs

Enrolment in approved alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 23,693 which is an increase of 779 students from last year. This increase in alternative program enrolment is lower than the 1,629 increase from the previous year.

Complex Learning Needs

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments III and IV. Enrolment in classes for students with complex learning needs is 2,857 which is an increase of 40 students from last year. This increase is lower than the 118 student increase from the previous year.

A list of definitions and acronyms of classes for students with complex learning needs is included in Attachment X.

Capacity and Utilization

Attachment V provides capacity and utilization rates for schools, including lease exemptions, on both a provincial and a rated room basis. The formula mandated by the Province to calculate the capacity and utilization of a school was revised and implemented for the first time for the 2014-2015 school year. This new method focuses on the "instructional" area of a school. The following instructional spaces, if applicable for a particular school, are exempted and deducted from the total capacity of a school:

- areas leased to the public sector and non-profit groups
- areas leased by private schools
- areas leased by charter schools
- decentralized administration space in schools

Area exemptions are not granted for space leased to the private sector for non-private school use.

The way in which the new method allows for lease exemptions will mean that provincial capacities of schools may change from year to year if a new lease is added to a school or if an existing lease arrangement has changed or been discontinued.

The Provincial capacity may not always reflect the amount of usable space available for instructional purposes in a particular school. When addressing specific accommodation concerns, the number of students an individual school may accommodate is best measured through assessing the number of teaching spaces in the school. For this reason, CBE Administration also calculates a rated room capacity and utilization for all schools.

Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments VII and VIII.

The following table provides a summary of changes in pre-kindergarten to Grade 12 enrolments, out of attendance area students (Grade 1 to Grade 12) and school capacity utilization rates from September 30, 2014 to September 30, 2015 by Area.

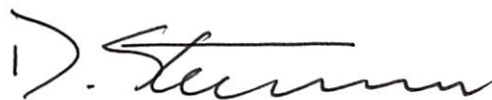
	<i>Enrolment</i>			<i>Out of Attendance (GR1-12)</i>			<i>Provincial Utilization Rates</i>			<i>Rated Room Utilization Rates</i>		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
Area I	16,873	17,584	711	1,582	1,490	-92	84%	88%	4%	84%	88%	4%
Area II	25,895	26,462	567	3,550	3,149	-401	88%	90%	2%	89%	91%	2%
Area III	20,529	20,719	190	1,454	1,368	-86	84%	85%	1%	83%	84%	1%
Area IV	17,526	17,809	283	2,541	1,833	-708	85%	86%	1%	82%	83%	1%
Area V	28,476	29,143	667	2,525	2,245	-280	86%	88%	2%	85%	88%	3%
	109,299	111,717	2,418	11,652	10,085	-1,567	85%	87%	2%	85%	87%	2%

Analysis excludes Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn

Note: Kindergarten excluded from out of boundary student count

5 | Conclusion

Total student enrolment increased by 2,485 students from September 30, 2014 to September 30, 2015 with notable increases at Grades 1-3 and Grades 4-6.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Enrolment by Area, school and program, number of out-of-attendance area students
Alternative program enrolment by school and grade
Classes for Students with Complex Learning Needs by Area, school and program
System specialized program enrolment by program, school and grade
School capacity and utilization
CBE Actual Enrolment 2006-2015 & Projected Enrolment 2016-2019
Lease of space by Area
2015/2016 Lease Surplus School Facilities
Student Population Change (by Community)
Attachment X: Definitions of Classes for Students with Complex Learning Needs

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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CALGARY BOARD OF EDUCATION
September 30, 2015 Enrolment

Attachment I

Indicates Full Day Kindergarten

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
ARBOUR LAKE		910							131	170	187	219	203				25
BELVEDERE PARKWAY		327		45	52	54	35	48	44	49							32
BOWCROFT	German Bilingual	113		21	26	26	18	10	9	3							0
BOWCROFT		113		21	16	15	13	21	15	12							6
BOWNESS		674												216	217	241	71
BRENTWOOD	System Classes	19		1	5	4	2	1	4	2							0
BRENTWOOD	Traditional Learning	619		119	125	119	134	122									4
CAPTAIN JOHN PALLISER	Montessori	298		64	69	49	54	23	18	21							2
CAPTAIN JOHN PALLISER		323		18	26	30	44	49	73	83							40
CITADEL PARK		455		86	80	88	98	103									5
DALHOUSIE	Spanish Bilingual	582		79	87	99	123	102	92								44
DR E W COFFIN		188		20	22	23	28	27	34	34							91
EDGEMONT		720		107	98	92	125	100	98	100							4
F E OSBORNE		408									146	129	133				41
H D CARTWRIGHT		397									126	125	146				55
HAMPTONS (THE)		217		37	53	34	50	43									40
HAWKWOOD		614		76	110	89	92	92	72	83							67
MARION CARSON	Chinese (Mandarin) Bil	137		57	47	33											0
MARION CARSON		354		32	49	57	60	52	51	53							41
RANCHLANDS		396		45	65	70	47	65	52	52							23
ROBERT THIRSK		1,364												421	435	508	135
ROYAL OAK		542		109	108	104	107	114									2
SCENIC ACRES		139		27	25	43	26	18									13
SILVER SPRINGS		233		37	40	38	22	35	34	27							35
SIMON FRASER		699						117	84		161	176	161				35
SIR WINSTON CHURCHILL		2,100												727	651	722	467
TERRACE ROAD		156	27	21	22	22	19	18	10	17							34
THOMAS B RILEY	Traditional Learning	386						108	79		78	63	58				0
THOMAS B RILEY		187									79	62	46				8
TOM BAINES		676									215	221	240				28
TUSCANY		665		152	152	181	180										3
TWELVE MILE COULEE		943						170	175	155	174	137	132				5
UNIVERSITY		356		50	58	59	62	56	44	27							78
VARSITY ACRES	French Immersion	563		78	100	88	89	81	56	71							5
W O MITCHELL	Spanish Bilingual	257		82	92	83											1
W O MITCHELL		120				15	30	18	31	26							27
WEST DALHOUSIE		334		31	49	57	39	57	57	44							23
AREA I TOTAL		17,584	27	1,415	1,576	1,572	1,497	1,425	1,325	1,192	1,166	1,132	1,119	1,364	1,303	1,471	1,490

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ALEX MUNRO		402		58	70	85	81	44	31	33							21
BALMORAL	Traditional Learning	617							123	139	114	113	128				40
BANFF TRAIL	French Immersion	429		57	69	57	62	68	48	68							50
BEDDINGTON HEIGHTS		448		76	67	60	65	73	47	60							34
BELFAST		255		29	44	43	34	36	32	37							189
BRANTON	French Immersion	713									254	232	227				41
BRIAR HILL		208			35	29	40	31	39	34							86
BUCHANAN		161		21	23	24	27	25	26	15							27
CAMBRIAN HEIGHTS		375		40	55	59	51	59	57	54							26
CAPITOL HILL		310		46	47	55	35	46	43	38							68
CAPTAIN NICHOLA GODDARD		935						189	144	169	164	137	132				8
CATHERINE N GUNN		364		61	58	62	55	50	46	32							105
COLLINGWOOD	Spanish Bilingual	511		89	87	99	81	80	75								40
COLONEL IRVINE	Chinese (Mandarin) Bil	165							43	49	32	24	17				0
COLONEL IRVINE	Traditional Learning	369							92	90	97	46	44				45
COLONEL IRVINE		131									25	55	51				18
COLONEL MACLEOD		631						141	99	107	99	101	84				12
COLONEL SANDERS	Traditional Learning	359			50	104	101	104									6
COVENTRY HILLS		623		153	151	164	155										10
CRESCENT HEIGHTS	Traditional Learning	155													80	75	0
CRESCENT HEIGHTS		1,810												661	582	567	487
DR J K MULLOY	Traditional Learning	469		105	93	95	83	93									2
GEORGES P VANIER	French Immersion	240									77	91	72				45
GEORGES P VANIER		259									82	97	80				61
HIDDEN VALLEY	French Immersion	248		62	68	59	59										16
HIDDEN VALLEY		236		50	59	60	67										2
HIGHWOOD	Chinese (Mandarin) Bil	399		75	69	89	86	80									14
HILLHURST		314		22	28	29	31	75	51	78							28
HUNTINGTON HILLS		227		25	33	37	30	38	29	35							39
JAMES FOWLER	Arts Centered Learning	277												86	84	107	4
JAMES FOWLER		1,245												478	348	419	168
JOHN G DIEFENBAKER		1,443												468	458	517	167
KING GEORGE	French Immersion	524		104	95	77	80	76	54	38							11
LANGEVIN	Science	640		44	50	52	78	54	54	54	88	84	82				11
LANGEVIN	System Classes	9									4	1	4				0
LOUISE DEAN		131												38	37	56	8
MAYLAND HEIGHTS	French Immersion	297		60	69	63	57	26	22								4
MAYLAND HEIGHTS		144		13	29	26	22	27	20	7							57
MOUNT VIEW		168		33	28	26	28	21	15	17							44

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SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
NORTH HAVEN		435	38	63	74	55	55	58	41	51							33
NOSE CREEK		786						135	139	141	135	112	124				8
PANORAMA HILLS		632		152	156	158	166										1
QUEEN ELIZABETH		314		57	55	49	38	40	40	35							21
QUEEN ELIZABETH JR/SR		913									149	133	163	143	151	174	144
ROSEDALE		270		21	24	27	28	30	27	20	29	34	30				56
ROSEMONT		205		28	37	40	30	31	22	17							55
SENATOR PATRICK BURNS	Spanish Bilingual	467								142	119	115	91				1
SENATOR PATRICK BURNS		85									24	33	28				28
SIMONS VALLEY		708		100	114	99	120	93	94	88							32
SIR JOHN A MACDONALD		636									194	209	233				107
SIR JOHN FRANKLIN	Arts Centered Learning	403							20	52	103	113	115				7
SIR JOHN FRANKLIN	System Classes	31							1		7	12	11				0
STANLEY JONES	Alice Jamieson	269						28	26	47	64	58	46				0
STANLEY JONES		234		30	48	36	27	26	39	28							54
SUNNYSIDE		147		17	20	20	22	18	23	27							50
THORNCLIFFE	Traditional Learning	135		89	46												28
THORNCLIFFE		142		20	27	20	29	18	16	12							0
VALLEY CREEK	French Immersion	202						47	39	30	32	29	25				9
VALLEY CREEK		522						63	71	92	107	82	107				37
VISTA HEIGHTS		150		32	22	19	27	22	15	13							7
WILLIAM ABERHART	French Immersion	769												253	255	261	13
WILLIAM ABERHART	Spanish Bilingual	178												68	61	49	0
WILLIAM ABERHART		588												153	208	227	464
AREA II TOTAL		26,462	38	1,832	2,000	1,977	1,950	2,045	1,803	1,949	1,999	1,911	1,894	2,348	2,264	2,452	3,149

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ABBEYDALE		302		60	55	52	48	46	41								15
ANNIE FOOTE		447		71	78	66	66	48	66	52							28
ANNIE GALE	Traditional Learning	163								60	59	44					8
ANNIE GALE		368									124	121	123				50
BOB EDWARDS	French Immersion	167								22	49	40	56				4
BOB EDWARDS		235								65	41	66	63				79
CAPPY SMART	SKILL	16				4	1	5	3	3							0
CAPPY SMART		169		25	31	29	23	32	29								13
CECIL SWANSON		384		67	70	49	45	61	51	41							34
CHIEF JUSTICE MILVAIN	Traditional Learning	284		32	50	52	49	51	50								1
CHIEF JUSTICE MILVAIN		261		50	35	42	43	33	29	29							2
CHRIS AKKERMAN	Traditional Learning	631		105	104	105	107	103	107								3
CLARENCE SANSOM		444									162	136	146				56
COLONEL J F SCOTT		518		73	82	73	75	69	72	74							22
CROSSING PARK		1,121		110	111	114	109	115	110	120	109	112	111				22
DOUGLAS HARKNESS		271	15	31	35	46	50	33	32	29							5
DR GLADYS M EGBERT		379								85	99	111	84				62
DR GORDON HIGGINS		470									144	181	145				19
ERIN WOODS		384		69	72	62	68	57	56								9
ERNEST MORROW		727								206	174	176	171				48
FALCONRIDGE		497		75	82	88	77	63	61	51							48
FOREST LAWN		1,361												386	419	556	150
G W SKENE		201					80	60	61								4
GRANT MACEWAN		637		85	92	106	119	88	75	72							27
GUY WEADICK		457		87	92	94	59	48	48	29							5
IAN BAZALGETTE		465								117	115	123	110				19
JACK JAMES		447												115	131	201	46
JAMES SHORT MEMORIAL		300	38	105	76	81											5
KEELER		293		52	50	51	48	46	46								22
LESTER B PEARSON	French Immersion	96												34	38	24	3
LESTER B PEARSON		1,548												520	489	539	173
MARLBOROUGH		204		36	35	32	29	33	39								10
MONTEREY PARK		566		69	84	81	71	84	97	80							41
O S GEIGER		422		57	67	74	49	55	75	45							46
PATRICK AIRLIE		170	21	24	31	33	23	17	21								19
PENBROOKE MEADOWS		213		33	32	37	27	44	40								28
PINERIDGE		275		35	42	50	33	46	43	26							39
RADISSON PARK		311		61	52	46	59	46	47								10
ROLAND MICHENER		237		50	43	35	34	35	40								29

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RUNDLE		576		85	110	89	86	74	60	72							20
SADDLE RIDGE		768		224	186	190	168										1
SIR WILFRID LAURIER	Traditional Learning	386								130	99	66	91				6
SIR WILFRID LAURIER		56										20	36				13
TARADALE		687		141	138	140	133	135									2
TED HARRISON		744							157	149	141	159	138				41
TERRY FOX		543									172	193	178				38
VALLEY VIEW	Medicine Wheel	15		15													0
VALLEY VIEW		248		44	44	40	46	45	29								15
WEST DOVER		255		55	41	56	33	37	33								28
AREA III TOTAL		20,719	74	2,026	2,020	2,017	1,858	1,609	1,618	1,557	1,488	1,548	1,452	1,055	1,077	1,320	1,368

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SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
A E CROSS		501									176	168	157				4
ALEXANDER FERGUSON		253		31	42	40	35	29	45	31							43
ALL BOYS	Sir James Loughheed	157		11	25	25	45	19	16	16							2
ALTADORE		331		50	50	50	49	53	42	37							38
ALTERNATIVE HIGH		121											3	11	30	77	8
BANTING AND BEST		224		60	53	52	59										17
BATTALION PARK		699		98	107	118	103	97	91	85							10
BISHOP PINKHAM	French Immersion	375								52	136	97	90				10
BISHOP PINKHAM	Spanish Bilingual	125								39	41	24	21				1
BISHOP PINKHAM		130									56	27	47				17
CENTRAL MEMORIAL		1,114												372	327	415	186
COLONEL WALKER		112		20	17	13	23	15	20	4							11
CONNAUGHT		322		85	57	54	39	32	28	27							9
EARL GREY		211		17	36	34	32	30	32	30							76
ELBOW PARK		158		15	30	15	36	11	35	16							18
ELBOYA	French Immersion	244							35	48	61	52	48				22
ELBOYA		376		38	48	52	40	40	36	41	30	24	27				56
ERNEST MANNING		1,729												570	558	601	145
GLAMORGAN	Traditional Learning	668		77	76	94	94	98	82	76	31	23	17				6
GLENBROOK		306		35	42	58	49	42	45	35							21
GLENDALE		234		30	33	37	41	30	32	31							73
JENNIE ELLIOTT		573		85	124	98	96	61	57	52							14
KILLARNEY	Montessori	350		69	75	65	49	34	31	27							9
MOUNT ROYAL		224									78	84	62				26
NATIONAL SPORT SCHOOL		167											28	49	39	51	45
OLYMPIC HEIGHTS		751		95	120	120	100	103	109	104							12
PIITOAYIS FAMILY SCHOOL	Colonel Walker	153		22	25	24	17	28	17	20							3
RAMSAY		105		23	18	19	15	9	12	9							20
RICHMOND		194		31	30	34	26	18	30	25							38
RIDEAU PARK		415		31	26	26	31	21	30	21	85	70	74				105
RIVERBEND		383		62	70	68	55	43	41	44							37
ROSSCARROCK	French Immersion	77		77													0
ROSSCARROCK	Spanish Bilingual	62		62													0
ROSSCARROCK		205		28	39	28	22	30	28	30							47
SHERWOOD		397						40	48	36	98	93	82				17
SUNALTA		321		42	40	49	49	50	46	45							108
VINCENT MASSEY		793									250	258	285				46
W H CUSHING WORKPLACE		65		26	10	15	14										1
WEST SPRINGS		596		79	99	111	106	76	76	49							15

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WESTERN CANADA	French Immersion	435												153	137	145	425
WESTERN CANADA		1,616												496	543	577	40
WESTGATE	French Immersion	373			96	85	74	55	63								2
WESTGATE	Spanish Bilingual	319			76	68	67	63	45								6
WILDWOOD		543		61	83	101	84	79	63	72							38
WILLIAM REID	French Immersion	302		69	61	83	47	42									6
AREA IV TOTAL		17,809	-	1,429	1,608	1,636	1,497	1,248	1,235	1,102	1,042	920	941	1,651	1,634	1,866	1,833

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SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
ACADIA		522		113	120	111	84	94									11
ANDREW SIBBALD		537		121	131	107	97	81									4
BRAESIDE		226		35	34	31	28	30	35	33							33
BRIDLEWOOD		603		81	89	87	93	82	99	72							3
CANYON MEADOWS	Spanish Bilingual	444		72	73	82	116	101									57
CEDARBRAE		261		43	36	44	35	37	34	32							42
CENTENNIAL		1,800												564	602	634	310
CHAPARRAL		571		67	70	99	100	64	100	71							10
CHINOOK PARK		194		19	31	35	26	30	25	28							13
CHINOOK PARK	French Immersion	336		60	52	55	57	37	40	35							34
CRANSTON		669		118	147	148	145	111									2
DAVID THOMPSON		641							144	127	127	120	123				31
DEER RUN		358		54	58	64	52	40	47	43							15
DOUGLASDALE	System Classes	14			4	4	4	1	1								0
DOUGLASDALE		388		76	105	56	87	64									31
DR E P SCARLETT	French Immersion	291												107	109	75	9
DR E P SCARLETT	Spanish Bilingual	72												41	23	8	3
DR E P SCARLETT		1,299												368	427	504	274
ETHEL M JOHNSON		452		50	68	64	55	52	95	68							28
EUGENE COSTE	Spanish Bilingual	193		88	63	42											30
EVERGREEN		608		128	121	133	126	100									2
FAIRVIEW	French Immersion	436							85	91	99	87	74				0
FAIRVIEW	Traditional Learning	469							94	96	101	90	88				10
FISH CREEK		654		87	89	95	96	80	98	109							1
HAROLD PANABAKER	French Immersion	252							21	28	69	68	66				28
HAROLD PANABAKER		196									62	65	69				23
HAULTAIN MEMORIAL		265	26	43	36	33	26	41	30	30							33
HAYSBORO		181		24	28	27	30	25	28	19							18
HENRY WISE WOOD	Traditional Learning	137													79	58	0
HENRY WISE WOOD		1,141												408	322	411	184
JANET JOHNSTONE	French Immersion	224		58	58	45	33	30									1
JANET JOHNSTONE		315		58	59	71	59	68									6
JOHN WARE		390									119	109	162				69
JUNO BEACH ACADEMY	Dr Norman Bethune	52										9	15	12	7	9	4
LAKE BONAVISTA	Montessori	357		83	57	69	61	41	26	20							6
LE ROI DANIELS	Traditional Learning	545		112	106	111	107	109									12
LORD BEAVERBROOK	Arts Centered Learning	86												37	26	23	0
LORD BEAVERBROOK		1,716												546	539	631	136

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LOUIS RIEL	GATE	260						50	46	47	58	59					2
LOUIS RIEL	Science	570		58	69	66	66	55	71	58	52	47	28				13
LOUIS RIEL		23											23				11
MAPLE RIDGE		445		92	107	81	102	63									28
MCKENZIE LAKE		529		105	136	96	104	88									16
MCKENZIE TOWNE		635		125	148	121	137	104									1
MIDNAPORE	Chinese (Mandarin) Bil	175		37	40	35	30	25	8								0
MIDNAPORE		273		46	47	39	43	32	31	35							35
MIDSUN		807									262	269	276				37
MOUNTAIN PARK		833							158	151	159	186	179				53
NELLIE McCLUNG		382		63	59	62	47	57	52	42							13
NICKLE		662							97	108	142	156	159				44
PRINCE OF WALES		392		40	68	60	65	70	42	47							212
R T ALDERMAN		571							149	134	142	83	63				79
ROBERT WARREN	Spanish Bilingual	313							84	60	67	53	49				7
SAM LIVINGSTON	French Immersion	502		108	117	115	81	81									15
SAMUEL W SHAW		808							120	119	196	170	203				35
SOMERSET		332		55	68	69	74	66									29
SUNDANCE	French Immersion	409		99	73	78	66	47	30	16							6
SUNDANCE		95			12	8	21	19	19	16							25
WILLOW PARK	Arts Centered Learning	658							90	121	150	149	148				0
WILMA HANSEN		297									100	96	101				31
WOODBINE		394	15	47	50	67	59	60	44	52							26
WOODLANDS		282		42	52	36	41	32	45	34							23
WOODMAN		601							70	66	152	170	143				31
AREA IV TOTAL		29,143	41	2,507	2,681	2,546	2,453	2,167	2,158	2,008	2,057	1,986	1,969	2,083	2,134	2,353	2,245
TOTAL		111,717	180	9,209	9,885	9,748	9,255	8,494	8,139	7,808	7,752	7,497	7,375	8,501	8,412	9,462	10,085

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12
OUTREACH PROGRAMS																
DISCOVERING CHOICES	Downtown	543												8	48	487
DISCOVERING CHOICES II	Marlborough	402												5	45	352
START OUTREACH - BOWNESS	Bowness	196												8	28	160
WESTBROOK OUTREACH	Westbrook	243												6	24	213
TOTAL OUTREACH PROGRAMS		1,384	-	-	-	-	-	-	-	-	-	-	-	27	145	1,212

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UNIQUE SETTINGS																	
AADAC	Area II	3													1	2	
CHILDREN'S VILLAGE	Area II	58		4	11	4	12	7	11	9							
CHRISTINE MEIKLE	Area II	75									1	6	10	7	18	33	
DR GORDON TOWNSEND	Area I	23			2	2	3	2	1	3	2	3	1	0	2	2	
DR OAKLEY	Area IV	136					5	25	45	34	13	12	2				
EMILY FOLLENSBEE	Area IV	85		8	8	17	6	14	11	10	4	7					
PROJECT TRUST	Area II	22													5	17	
WEST VIEW SECONDARY	Area I	79										1	3	12	22	41	
WILLIAM ROPER HULL	Area V	97			2	2	4	3	8	4	9	17	12	11	17	8	
WOOD'S HOMES	Area I	54					1		2		4	3	16	10	12	6	
YOUNG ADULT PROGRAM	Area I	44										1	3	7	12	21	
TOTAL UNIQUE SETTINGS		676	-	12	23	25	31	51	78	60	33	50	47	47	89	130	
HOME EDUCATION	Windsor Park	270			24	33	35	29	28	30	30	34	20	4	3		
CBe-LEARN*		611									5	21	32	43	69	441	
CHINOOK LEARNING SERVICES*		2,327												4	21	2,302	
SUB-TOTAL		3,208	-	-	24	33	35	29	28	30	35	55	52	51	93	2,743	
*includes students 20 years old and older																	
TOTAL ENROLMENT		116,985	180	9,221	9,932	9,806	9,321	8,574	8,245	7,898	7,820	7,602	7,474	8,626	8,739	13,547	

Alternative Programs and Schools														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy					28	26	47	64	58	46				269
Stanley Jones School					28	26	47	64	58	46				269
All - Boys School	11	25	25	45	19	16	16							157
Sir James Loughheed School	11	25	25	45	19	16	16							157
Arts-Centred Learning						110	173	253	262	263	123	110	130	1,424
James Fowler High School											86	84	107	277
Lord Beaverbrook High School											37	26	23	86
Sir John Franklin School						20	52	103	113	115				403
Willow PA School						90	121	150	149	148				658
Chinese (Mandarin) Bilingual	169	156	157	116	105	51	49	32	24	17				876
Colonel Irvine School						43	49	32	24	17				165
Highwood School	75	69	89	86	80									399
Marion Carson School	57	47	33											137
Midnapore School	37	40	35	30	25	8								175
French Immersion (Early & Late)	832	858	805	705	590	493	499	777	696	658	547	539	505	8,504
Banff Trail School	57	69	57	62	68	48	68							429
Bishop Pinkham School							52	136	97	90				375
Bob Edwards School							22	49	40	56				167
Branton School								254	232	227				713
Chinook PA School	60	52	55	57	37	40	35							336
Dr. E.P. Scarlett High School											107	109	75	291
Elboya School						35	48	61	52	48				244
Fairview School						85	91	99	87	74				436
Georges P. Vanier School								77	91	72				240
Harold Panabaker School						21	28	69	68	66				252
Hidden Valley School	62	68	59	59										248
Janet Johnstone School	58	58	45	33	30									224
King George School	104	95	77	80	76	54	38							524
Lester B. Pearson High School											34	38	24	96
Mayland Heights School	60	69	63	57	26	22								297
Rosscarrock School	77													77
Sam Livingston School	108	117	115	81	81									502
Sundance School	99	73	78	66	47	30	16							409
Valley Creek School					47	39	30	32	29	25				202
Varsity Acres School	78	100	88	89	81	56	71							563
Western Canada High School											153	137	145	435
Westgate School		96	85	74	55	63								373
William Aberhart High School											253	255	261	769
William Reid School	69	61	83	47	42									302
German Bilingual	21	26	26	18	10	9	3							113
Bowcroft School	21	26	26	18	10	9	3							113
Juno Beach Academy									9	15	12	7	9	52
Juno Beach Academy									9	15	12	7	9	52
Medicine Wheel	15													15
Valley View School	15													15
Montessori	216	201	183	164	98	75	68							1,005
Captain John Palliser School	64	69	49	54	23	18	21							298
Killarney School	69	75	65	49	34	31	27							350
Lake Bonavista School	83	57	69	61	41	26	20							357
Piitoayis Aboriginal Family School	22	25	24	17	28	17	20							153
Piitoayis Family School	22	25	24	17	28	17	20							153
Science School	102	119	118	144	109	125	112	140	131	110				1,210
Langevin School	44	50	52	78	54	54	54	88	84	82				640
Louis Riel School	58	69	66	66	55	71	58	52	47	28				570

Spanish Bilingual	472	478	473	387	346	296	241	227	192	161	109	84	57	3,523
Bishop Pinkham School							39	41	24	21				125
Canyon Meadows School	72	73	82	116	101									444
Collingwood School	89	87	99	81	80	75								511
Dalhousie School	79	87	99	123	102	92								582
Dr. E.P. Scarlett High School											41	23	8	72
Eugene Coste School	88	63	42											193
Robert Warren School						84	60	67	53	49				313
Rosscarrock School	62													62
Senator Patrick Burns School							142	119	115	91				467
W.O. Mitchell School	82	92	83											257
Westgate School		76	68	67	63	45								319
William Aberhart High School											68	61	49	178
Traditional Learning Centre	639	650	680	675	680	656	670	579	445	426		159	133	6,392
Annie Gale School							60	59	44					163
Balmoral School						123	139	114	113	128				617
Brentwood School	119	125	119	134	122									619
Chief Justice Milvain School	32	50	52	49	51	50								284
Chris Akkerman School	105	104	105	107	103	107								631
Colonel Irvine School						92	90	97	46	44				369
Colonel Sanders-TLC		50	104	101	104									359
Crescent Heights High School												80	75	155
Dr. J.K. Mulloy School	105	93	95	83	93									469
Fairview School						94	96	101	90	88				469
Glamorgan School	77	76	94	94	98	82	76	31	23	17				668
Henry Wise Wood High School												79	58	137
Le Roi Daniels School	112	106	111	107	109									545
Sir Wilfrid Laurier School							130	99	66	91				386
Thomas B. Riley School						108	79	78	63	58				386
Thorncliffe School	89	46												135
Grand Total	2,499	2,538	2,491	2,271	2,013	1,874	1,898	2,072	1,817	1,696	791	899	834	23,693

Area	School	Program	# of Classes
I	Arbour Lake	Learning & Literacy (L&L)	2
I	Bowness	Paced Learning Program (PLP)	1
I	Brentwood	Communication, Sensory and Social Interaction (CSSI)	2
I	Captain John Palliser	Learning & Literacy (L&L II)	1
I	F E Osborne	Paced Learning Program (PLP)	1
I	H.D. Cartwright	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
I	H.D. Cartwright	Learning & Literacy (L&L)	2
I	Hawkwood	Bridges II	1
I	Marion Carson	Communication, Sensory and Social Interaction (CSSI)	1
I	Ranchlands	Paced Learning Program (PLP)	1
I	Robert Thirsk	Adapted Learning Program (ALP)	1
I	Robert Thirsk	Paced Learning Program (PLP)	1
I	Sir Winston Churchill	Mental Health - The Class	1
I	Terrace Road	Early Development Centre	4
I	Terrace Road	Paced Learning Program (PLP)	1
I	Thomas B. Riley	Adapted Learning Program (ALP)	1
I	Thomas B. Riley	Paced Learning Program (PLP)	1
I	University	Communication, Sensory and Social Interaction (CSSI)	2
I	West Dalhousie	Social Knowledge, Independent Living and Language (SKILL I/II)	1
II	Banff Trail	Learning & Literacy (L&L II)	1
II	Briar Hill	Mental Health	1
II	Buchanan	Social Knowledge, Independent Living and Language (SKILL I/II)	2
II	Cambrian Heights	Paced Learning Program (PLP)	1
II	Capitol Hill	Bridges I	1
II	Capitol Hill	Teaching of Attitude, Social Skills and Communication (TASC)	1
II	Children's Village	Early Development Centre (Full Day)	2
II	Colonel Macleod	Bridges III	1
II	Crescent Heights High	Bridges IV- High School Integration Program (HIP)	1
II	Georges P Vanier	Paced Learning Program (PLP)	1
II	Georges P. Vanier	Learning & Literacy (L&L)	2
II	Hillhurst	Gifted and Talented Education (GATE)	6
II	Huntington Hills	Learning & Literacy (L&L II)	2
II	James Fowler High	Literacy, English & Academic Development (LEAD)	2
II	James Fowler High	Paced Learning Program (PLP)	2
II	Langevin	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
II	Mayland Heights	Communication, Sensory and Social Interaction (CSSI)	1
II	North Haven	Bridges II	1
II	North Haven	Early Development Centre	4
II	Nose Creek	Autism Spectrum Disorder (ASD) cluster	1
II	Nose Creek	Paced Learning Program (PLP)	2
II	Queen Elizabeth	Deaf and Hard of Hearing (Total Communication)	2
II	Queen Elizabeth High	Deaf and Hard of Hearing (III/IV)	4
II	Queen Elizabeth High	Gifted and Talented Education (GATE III)	10
II	Queen Elizabeth High	Gifted and Talented Education (GATE IV)	5
II	Queen Elizabeth High	Mental Health - Transitions	1
II	Simons Valley	Social Knowledge, Independent Living and Language (SKILL I/II)	1
II	Sir John A. Macdonald	Learning & Literacy (L&L)	2
II	Sir John A. Macdonald	Paced Learning Program (PLP)	1
II	Sir John A. Macdonald	Teaching of Attitude, Social Skills and Communication (TASC)	1
II	Sir John Franklin	Communication, Sensory and Social Interaction (CSSI)	1
II	Sir John Franklin	Mental Health - AIM	2
II	Stanley Jones	Deaf and Hard of Hearing (Aural)	6
II	William Aberhart High	Adapted Learning Program (ALP)	1
II	William Aberhart High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
III	Annie Foote	Literacy, English & Academic Development (LEAD)	2
III	Annie Gale	Learning & Literacy (L&L)	2
III	Annie Gale	Paced Learning Program (PLP)	1
III	Bob Edwards	Mental Health	1
III	Cappy Smart	Social Knowledge, Independent Living and Language (SKILL I/II)	2
III	Cecil Swanson	Social Knowledge, Independent Living and Language (SKILL I/II)	2
III	Clarence Sansom	Adapted Learning Program (ALP)	1
III	Clarence Sansom	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1

Area	School	Program	# of Classes
III	Crossing Park	Learning & Literacy (L&L)	2
III	Douglas Harkness	Early Development Centre	2
III	Dr. Gladys M. Egbert	Paced Learning Program (PLP)	2
III	Dr. Gordon Higgins	Paced Learning Program (PLP)	2
III	Erin Woods	Bridges I	2
III	Ernest Morrow	Literacy, English & Academic Development (LEAD)	1
III	Ernest Morrow	Paced Learning Program (PLP)	3
III	Forest Lawn High	Literacy, English & Academic Development (LEAD)	2
III	Forest Lawn High	Mental Health - Class	2
III	Forest Lawn High	Paced Learning Program (PLP)	2
III	Ian Bazalgette	Bridges III	2
III	Jack James High	Paced Learning Program (PLP)	2
III	James Short Memorial	Early Development Centre	4
III	Keeler	Communication, Sensory and Social Interaction (CSSI)	1
III	Lester B. Pearson High	Adapted Learning Program (ALP)	1
III	Lester B. Pearson High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
III	Monterey Park	Communication, Sensory and Social Interaction (CSSI)	1
III	O.S. Geiger	Paced Learning Program (PLP)	1
III	Patrick Airlie	Early Development Centre	2
III	Penbrooke Meadows	Literacy, English & Academic Development (LEAD)	2
III	Pineridge	Communication, Sensory and Social Interaction (CSSI)	2
III	Radisson Park	Autism Spectrum Disorder (ASD) cluster	1
III	Roland Michener	Paced Learning Program (PLP)	1
III	Rundle	Bridges I	2
III	Sir Wilfrid Laurier	Learning & Literacy (L&L)	2
III	Ted Harrison	Communication, Sensory and Social Interaction (CSSI)	1
III	Terry Fox	Bridges III	1
III	Terry Fox	Literacy, English & Academic Development (LEAD)	1
III	West Dover	Social Knowledge, Independent Living and Language (SKILL I/II)	1
III	West Dover	Teaching of Attitude, Social Skills and Communication (TASC)	1
IV	AE Cross	Paced Learning Program (PLP)	2
IV	Alternative High	HERA	1
IV	Bishop Pinkham	Communication, Sensory and Social Interaction (CSSI)	1
IV	Cbe-Learn	Bridges IV	1
IV	Central Memorial High	Communication, Sensory and Social Interaction (CSSI)	1
IV	Central Memorial High	Teaching of Attitude, Social Skills and Communication (TASC)	3
IV	Earl Grey	Learning & Literacy (L&L II)	1
IV	Ernest Manning High	Paced Learning Program (PLP)	2
IV	Jennie Elliott	Teaching of Attitude, Social Skills and Communication (TASC)	2
IV	Mount Royal	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
IV	Mount Royal	Teaching of Attitude, Social Skills and Communication (TASC)	1
IV	Richmond	Bridges II	1
IV	Riverbend	MH	1
IV	Rosscarrock	Paced Learning Program (PLP)	1
IV	Sherwood	Bridges III	1
IV	Sunalta	Autism Spectrum Disorder (ASD) cluster	1
IV	Sunalta	Bridges I	1
IV	Vincent Massey	Learning & Literacy (L&L)	2
IV	Vincent Massey	Literacy, English & Academic Development (LEAD)	1
IV	Western Canada	Mental Health - Class	1
IV	Wildwood	Social Knowledge, Independent Living and Language (SKILL I/II)	2
V	Braeside	Bridges II	1
V	Centennial High	Mental Health - Class	1
V	Centennial High	Paced Learning Program (PLP)	2
V	Chinook Park	Communication, Sensory and Social Interaction (CSSI)	2
V	Douglasdale	Communication, Sensory and Social Interaction (CSSI)	1
V	Douglasdale	Social Knowledge, Independent Living and Language (SKILL I/II)	1
V	Dr EP Scarlett High	Communication, Sensory and Social Interaction (CSSI)	1
V	Ethel M. Johnson	Learning & Literacy (L&L II)	2
V	Ethel M. Johnson	Paced Learning Program (PLP)	2
V	Ethel M. Johnson	Social Knowledge, Independent Living and Language (SKILL I/II)	2
V	Harold Panabaker	Learning & Literacy (L&L)	2

Area	School	Program	# of Classes
V	Haultain Memorial	Early Development Centre	4
V	Henry Wise Wood	Autism Spectrum Disorder (ASD) cluster	1
V	Henry Wise Wood High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	2
V	Henry Wise Wood High	Gifted and Talented Education (GATE)	10
V	Henry Wise Wood High	Literacy, English & Academic Development (LEAD)	1
V	Henry Wise Wood High	Paced Learning Program (PLP)	1
V	John Ware	Communication, Sensory and Social Interaction (CSSI)	1
V	John Ware	Gifted and Talented Education (GATE)	2
V	John Ware	Mental Health	1
V	Lord Beaverbrook High	Adapted Learning Program (ALP)	1
V	Lord Beaverbrook High	Mental Health - Class	1
V	Louis Riel	Gifted and Talented Education (GATE II)	8
V	Louis Riel	Gifted and Talented Education (GATE III)	3
V	Maple Ridge	Autism Spectrum Disorder (ASD) cluster	1
V	Midsun	Adapted Learning Program (ALP)	1
V	Midsun	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
V	Nickle	Bridges III	2
V	Nickle	Learning & Literacy (L&L)	2
V	Prince of Wales	Bridges I	1
V	R T Alderman	Autism Spectrum Disorder (ASD) cluster	2
V	Samuel W. Shaw	Paced Learning Program (PLP)	2
V	Wilma Hansen	Paced Learning Program (PLP)	1
V	Woodbine	Early Development Centre	2
V	Woodman	Communication, Sensory and Social Interaction (CSSI Elem)	1

Total 259

Enrolment in Classes for Students with Complex Learning Needs (excludes Unique Settings)

Row Labels	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS									15	16	10	13	15	12	81
Clarence Sansom School									4	5	2				11
H.D. Cartwright School									3	3	1				7
Henry Wise Wood High School												4	6	6	16
Langevin School									4	1	4				9
Lester B. Pearson High School												3	4	2	9
MidSun School									2	3	2				7
Mount Royal School									2	4	1				7
William Aberhart High School												6	5	4	15
AIM - Mental Health									6	11	7				24
Sir John Franklin School									6	11	7				24
ALP - Adapted Learning Program									10	15	12	22	13	21	93
Clarence Sansom School									3	6	4				13
Lester B. Pearson High School												7	3	2	12
Lord Beaverbrook High School												5	4	7	16
MidSun School									4	5	5				14
Robert Thirsk High School												7		7	14
Thomas B. Riley School									3	4	3				10
William Aberhart High School												3	6	5	14
ASD Cluster			5	6	6	1	2	7	10	3	5	5	4		54
Henry Wise Wood High School												5	4		9
Maple Ridge School			3	2	3										8
Nose Creek School									6	2					8
R.T. Alderman School							2	4	4	1	5				16
Radisson PA School			1	2	2	1									6
Sunalta School			1	2	1			3							7
Bridges			16	14	10	16	8	19	16	14					113
Braeside School						3	3								6
Capitol Hill School				2	4										6
Colonel Macleod School									5	2	2				9
Erin Woods School			4	3	2	2									11
Hawkwood School					1	4	1								6
Ian Bazalgette School								1	6	4	4				15
Nickle School								3	3	7	1				14
North Haven School						2	2	1							5
Prince Of Wales School			1	3	1										5
Richmond School							1	2							3
Rundle School			6	3			4								13
Sherwood School									4	1	3				8
Sunalta School			3	1	1										5
Terry Fox School									1	2	4				7

CSSI	1	23	19	9	13	9	12	8	5	10	2	7	4	122
Bishop Pinkham School								1	2	2				5
Brentwood School	1	5	4	2	1	4	2							19
Central Memorial High School											1	6	2	9
Chinook PA School		4		1	1	1	2							9
Douglasdale School		3	1	1		1								6
Dr. E.P. Scarlett High School											1	1	2	4
John Ware School									1	4				5
Keeler School		4												4
Marion Carson School		1	1	1	4									7
Mayland Heights School		1	1		4									6
Monterey PA School			3	1	1	1								6
Pineridge School		3	5	1	1	1	1							12
Sir John Franklin School						1		1	1	4				7
Ted Harrison School							1	3	1					5
University School		2	4	2	1		2							11
Woodman School							4	3						7
DHH (Deaf and Hard of Hearing)		7	7	11	12	6	12	3	4	6	5	5	9	87
Queen Elizabeth Elementary			2	2	2	1	6							13
Queen Elizabeth High School								3	4	6	5	5	9	32
Stanley Jones School		7	5	9	10	5	6							42
Early Development Centre	178													178
Douglas Harkness School	15													15
Haultain Memorial School	26													26
James Short Memorial School	38													38
North Haven School	38													38
Patrick Airlie School	19													19
Terrace Road School	27													27
Woodbine School	15													15
Elem MH Programs - Transitions			2	1	2	3	6							14
Briar Hill School					1	3	6							10
Riverbend School		2	1	1										4
GATE					93	79	97	114	117	106	49	63	49	767
Henry Wise Wood High School											34	42	27	103
Hillhurst School					43	33	50							126
John Ware School										51				51
Louis Riel School					50	46	47	58	59					260
Queen Elizabeth High School								56	58	55	15	21	22	227
Hera										3	2		4	9
Alternative High School										3	2		4	9
High-School Integration Program (HIP)											1	4	4	9
Crescent Heights High School											1	4	4	9
Jr High MH Programs - Transitions/AIM								7	4	15	4	1	1	32
Bob Edwards School								3	2	3				8
John Ware School								2	2	8				12
Queen Elizabeth High School								2		4	4	1	1	12

L&L	13	32	50	79	82	79					335
Annie Gale School				10	7	3					20
Arbour Lake School				10	10	11					31
Banff Trail School		1	8								9
Captain John Palliser School		6	6								12
Crossing PA School	2	5	9	8							24
Earl Grey School	1	2	8								11
Ethel M. Johnson School	6	12	9								27
Georges P. Vanier School				8	7	11					26
H.D. Cartwright School				10	12	8					30
Harold Panabaker School				9	10	10					29
Huntington Hills School	4	6	10								20
Nickle School				10	11	10					31
Sir John A. Macdonald School				7	12	8					27
Sir Wilfrid Laurier School					8	9					17
Vincent Massey School				7	5	9					21
LEAD	1	4	16	6	11	10	12	7	27	63	157
Annie Foote School		2	8	3							13
Ernest Morrow School				3	4	3	2				12
Forest Lawn High School								1	11	40	52
Henry Wise Wood High School								1	8	10	19
James Fowler High School								5	8	13	26
Penbrooke Meadows School	1	2	8								11
Terry Fox School				4	4	2					10
Vincent Massey School				3	3	8					14
PLP	30	44	52	65	72	67	67	63	80		540
A. E. Cross School				6	6	7					19
Annie Gale School				5	7	2					14
Bowness High School								4	8	3	15
Cbe-Learn								1	2		3
Cambrian Heights School	4	3	5								12
Centennial High School								4	7	18	29
Dr. Gladys McKelvie Egbert School			5	8	10	5					28
Dr. Gordon Higgins School				4	13	9					26
Ernest Manning High School							10	5	14		29
Ernest Morrow School			13	5	11	13					42
Ethel M. Johnson School	3	12	8								23
F.E. Osborne School				4	4	4					12
Forest Lawn High School							15	11	8		34
Georges P. Vanier School				2	2	3					7
Henry Wise Wood High School							5	4	7		16
Jack James High School							9	10	14		33
James Fowler High School							12	12	8		32
Nose Creek School	6	2	5	6	2	6					27
O.S. Geiger School	2	7	3								12
Ranchlands School	4	2	5								11
Robert Thirsk High School							7	4	8		19
Roland Michener School	4	8									12
Rosscarrock School	2	6	3								11
Samuel W. Shaw School		1	3	11	6	6					27
Sir John A. Macdonald School				6	3	5					14
Terrace Road School	5	3	2								10
Thomas B. Riley School				7	2	3					12
Wilma Hansen School				1	6	4					11

SKILL	11	20	20	22	22	11									106	
Buchanan School		3	3	5	3	2									16	
Cappy Smart School		4	1	5	3	3									16	
Cecil Swanson School	1	1	1	5	5	2									15	
Douglasdale School	1	3	3	1											8	
Ethel M. Johnson School	4	1	1	2	9	1									18	
Simons Valley School		1	7			1									9	
West Dalhousie School	1	1	2	1	1	1									7	
West Dover School	2	5													7	
Wildwood School	2	1	2	3	1	1									10	
TASC	2	7	3	2	6	3	4	4	4	5	8	9			57	
Capitol Hill School	1	1	1	2	2										7	
Central Memorial High School											5	8	9			22
Jennie Elliott School	5	2	1	2	1										11	
Mount Royal School							2	1	3							6
Sir John A. Macdonald School							2	3	1							6
West Dover School	2	1		2											5	
The Class											18	22	39			79
Centennial High School											2	6	8			16
Forest Lawn High School											4	5	9			18
Lord Beaverbrook High School											5	3	7			15
Sir Winston Churchill High School											5	4	7			16
Western Canada High School											2	4	8			14
Grand Total	178	3	53	73	64	206	232	261	351	359	350	200	232	295	2,857	

2015 - 2016 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

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SCHOOL	2014 WEIGHTED ENROLMENT	2015 WEIGHTED ENROLMENT	2015 PROVINCIAL CAPACITY	# Of Modulars	2015 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2015 RATED RM CAPACITY	2015 RATED ROOM % UTILIZ.	
AREA I									
ARBOUR LAKE	975	948	847	8	112%	37	915	104%	68
BELVEDERE PARKWAY	324	329	498	0	66%	28	700	47%	202
BOWCROFT	236	219	455	0	48%	21	525	42%	70
BOWNESS	776	808	1513	0	53%	57	1365	59%	-148
BRENTWOOD	582	606	771	0	79%	30	750	81%	-21
CAPTAIN JOHN PALLISER	603	636	622	0	102%	24	600	106%	-22
CITADEL	436	432	458	8	94%	18	500	86%	42
DALHOUSIE	496	545	625	4	87%	25	625	87%	0
DR E W COFFIN	208	190	218	1	87%	8	200	95%	-18
EDGEMONT	704	697	650	14	107%	28	700	100%	50
F E OSBORNE	396	432	770	0	56%	30	735	59%	-35
H D CARTWRIGHT	402	435	571	2	76%	23	565	77%	-6
HAMPTONS (THE)	194	207	240	4	86%	11	275	75%	35
HAWKWOOD	572	612	611	0	100%	27	675	91%	64
MARION CARSON	375	477	526	3	91%	24	600	79%	74
RANCHLANDS	340	404	499	8	81%	20	500	81%	1
ROBERT THIRSK	1,383	1,500	1527	0	98%	53	1305	115%	-222
ROYAL OAK	526	512	537	10	95%	22	550	93%	13
SCENIC ACRES	125	130	183	8	71%	8	200	65%	17
SILVER SPRINGS	204	215	277	1	77%	12	300	72%	23
SIMON FRASER	728	735	760	6	97%	28	690	107%	-70
SIR WINSTON CHURCHILL	2,111	2,214	2007	6	110%	79	1905	116%	-102
TERRACE ROAD	135	150	286	0	52%	14	350	43%	64
THOMAS B RILEY	545	633	628	0	101%	22	540	117%	-88
TOM BAINES	721	708	814	1	87%	30	740	96%	-74
TUSCANY	607	601	647	14	93%	28	700	86%	53
TWELVE MILE COULEE	913	981	895	16	110%	36	885	111%	-10
UNIVERSITY	346	371	537	0	69%	20	500	74%	-37
VARSITY ACRES	544	536	628	3	85%	25	625	86%	-3
W O MITCHELL	315	360	452	8	80%	19	475	76%	23
WEST DALHOUSIE	335	353	328	6	107%	15	375	94%	47
AREA I - TOTAL	17,161	17,971	20,380	131	88%	822	20,370	88%	-10
AREA II									
ALEX MUNRO	371	389	451	0	86%	20	500	78%	49
BALMORAL	635	617	547	0	113%	23	575	107%	28
BANFF TRAIL	378	407	456	0	89%	18	450	90%	-6
BEDDINGTON HEIGHTS	405	424	507	8	84%	19	475	89%	-32
BELFAST	243	255	257	1	99%	10	250	102%	-7
BRANTON	730	731	831	6	88%	34	835	88%	4
BRIAR HILL	213	238	278	0	86%	14	350	68%	72
BUCHANAN	188	183	243	0	75%	10	250	73%	7
CAMBRIAN HEIGHTS	392	393	429	0	92%	16	400	98%	-29
CAPITOL HILL	306	329	362	0	91%	15	375	88%	13
CAPTAIN NICHOLA GODDARD	917	977	895	16	109%	36	885	110%	-10
CATHERINE N GUNN	393	384	458	0	84%	20	500	77%	42
COLLINGWOOD	426	469	562	0	83%	22	550	85%	-12
COLONEL IRVINE	570	689	757	0	91%	32	780	88%	23

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SCHOOL	2014 WEIGHTED ENROLMENT	2015 WEIGHTED ENROLMENT	2015 PROVINCIAL CAPACITY	# Of Modulars	2015 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2015 RATED RM CAPACITY	2015 RATED ROOM % UTILIZ.	
COLONEL MACLEOD	609	671	670	4	100%	28	690	97%	20
COLONEL SANDERS (Traditional Learning Centre)	359	359	363	0	99%	15	375	96%	12
COVENTRY HILLS	565	577	623	13	93%	25	675	85%	52
CRESCENT HEIGHTS	2,034	2,085	2345	0	89%	85	2025	103%	-320
DR J K MULLOY	380	417	496	0	84%	20	500	83%	4
GEORGES P VANIER	515	527	653	0	81%	24	590	89%	-63
HIDDEN VALLEY	441	440	523	10	84%	22	550	80%	27
HIGHWOOD	360	362	364	0	99%	16	400	90%	36
HILLHURST	299	311	336	0	93%	12	300	104%	-36
HUNTINGTON HILLS	231	231	365	0	63%	15	375	61%	10
JAMES FOWLER	1,601	1,650	1953	0	84%	77	1835	90%	-118
JOHN G DIFENBAKER	1,473	1,513	1480	4	102%	54	1330	114%	-150
KING GEORGE	446	476	615	0	77%	26	650	73%	35
LANDEVIN	672	661	648	0	102%	26	640	103%	-8
LOUISE DEAN	228	217	184	0	118%	11	265	82%	81
MAYLAND HEIGHTS	445	441	552	0	80%	21	525	84%	-27
MOUNT VIEW	150	160	188	0	85%	8	200	80%	12
NORTH HAVEN	332	421	452	0	93%	19	475	89%	23
NOSE CREEK	784	868	895	16	97%	36	885	98%	-10
PANORAMA HILLS	628	590	572	10	103%	24	600	98%	28
QUEEN ELIZABETH	290	324	361	0	90%	13	325	100%	-36
QUEEN ELIZABETH JR/SR	1,062	1,015	1375	0	74%	55	1345	75%	-30
ROSEDALE	264	268	259	2	103%	11	275	97%	16
ROSEMONT	177	199	242	0	82%	10	250	80%	8
SENATOR PATRICK BURNS	664	566	862	0	66%	34	830	68%	-32
SIMONS VALLEY	674	702	694	12	101%	28	700	100%	6
SIR JOHN A MACDONALD	724	706	921	4	77%	36	880	80%	-41
SIR JOHN FRANKLIN	561	556	570	0	98%	25	615	90%	45
STANLEY JONES (incl. Alice Jamieson Girls' Academy)	543	584	581	0	101%	24	600	97%	19
SUNNYSIDE	149	145	165	0	88%	7	175	83%	10
THORNCLEFFE	245	235	231	0	102%	10	250	94%	19
VALLEY CREEK	759	766	856	12	89%	34	840	91%	-16
VISTA HEIGHTS	169	164	224	0	73%	10	250	66%	26
WILLIAM ABERHART	1,607	1,605	1753	4	92%	63	1545	104%	-208
AREA II - TOTAL	26,802	27,290	30,404	122	90%	1,213	29,940	91%	-464
AREA III									
ABBEYDALE	301	312	403	6	77%	18	450	69%	47
ANNIE FOOTE	495	436	510	9	85%	21	525	83%	15
ANNIE GALE	513	561	617	8	91%	26	640	88%	23
BOB EDWARDS	310	436	598	0	73%	26	640	68%	42
CAPPY SMART	227	221	380	4	58%	16	400	55%	20
CECIL SWANSON	413	428	443	6	97%	18	450	95%	7
CHIEF JUSTICE MILVAIN	524	512	535	10	96%	22	550	93%	15
CHRIS AKKERMAN	566	579	534	6	108%	23	575	101%	41
CLARENCE SANSOM	512	496	768	8	65%	28	690	72%	-78
COLONEL J F SCOTT	448	498	474	8	105%	20	500	100%	26
CROSSING PARK	1,106	1,104	990	15	112%	43	1065	104%	75
DOUGLAS HARKNESS	330	282	335	2	84%	14	350	80%	15

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SCHOOL	2014 WEIGHTED ENROLMENT	2015 WEIGHTED ENROLMENT	2015 PROVINCIAL CAPACITY	# Of Modulars	2015 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
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DR G M EGBERT	448	417	538	4	78%	22	530	79%	-8
DR GORDON HIGGINS	498	506	686	8	74%	24	590	86%	-96
ERIN WOODS	411	384	482	8	80%	20	500	77%	18
ERNEST MORROW	581	847	870	0	97%	35	860	98%	-10
FALCONRIDGE	544	527	576	12	91%	24	600	88%	24
FOREST LAWN	1,653	1,535	2133	0	72%	87	2095	73%	-38
G W SKENE	252	223	328	2	68%	14	350	64%	22
GRANT MACEWAN	569	603	578	12	104%	24	600	100%	22
GUY WEADICK	429	424	430	6	98%	18	450	94%	20
IAN BAZALGETTE	431	553	652	0	85%	27	635	87%	-17
JACK JAMES	787	741	863	0	86%	37	835	89%	-28
JAMES SHORT MEMORIAL	342	299	471	1	63%	21	525	57%	54
KEELER	360	323	609	0	53%	24	600	54%	-9
LESTER B PEARSON	1,698	1,740	1732	0	100%	63	1540	113%	-192
MARLBOROUGH	255	200	297	2	67%	20	300	67%	3
MONTEREY PARK	586	574	644	17	89%	27	675	85%	31
O S GEIGER	410	420	511	9	82%	21	525	80%	14
PATRICK AIRLIE	185	188	252	0	74%	11	275	68%	23
PENBROOKE MEADOWS	237	227	378	0	60%	16	400	57%	22
PINERIDGE	280	300	457	6	66%	18	450	67%	-7
RADISSON PARK	336	339	388	2	87%	14	400	85%	12
ROLAND MICHENER	218	232	263	0	88%	12	275	84%	12
RUNDLE	511	582	536	10	108%	21	525	111%	-11
SADDLE RIDGE	629	674	585	12	115%	22	600	112%	15
SIR WILFRID LAURIER	452	454	522	0	87%	21	515	88%	-7
TARADALE	632	623	627	10	99%	26	650	96%	23
TED HARRISON	745	776	895	16	87%	36	885	88%	-10
TERRY FOX	628	591	762	0	78%	29	725	82%	-37
VALLEY VIEW	346	283	588	0	48%	25	625	45%	37
WEST DOVER	321	289	448	0	65%	20	500	58%	52
AREA III - TOTAL	21,613	21,732	25,888	219	85%	1,064	26,870	84%	182
AREA IV									
A E CROSS	538	563	878	0	64%	38	930	61%	52
ALEXANDER FERGUSON	239	252	255	0	99%	10	250	101%	-5
ALL BOYS @ Sir James Loughheed	186	200	232	0	86%	9	225	89%	-7
ALTADORE	319	384	370	0	104%	14	350	110%	-20
ALTERNATIVE HIGH	286	239	267	0	90%	13	325	74%	58
BANTING AND BEST	213	218	248	2	88%	11	275	79%	27
BATTALION PARK	679	678	678	13	100%	29	725	94%	47
BISHOP PINKHAM	708	652	713	0	91%	30	740	88%	27
CENTRAL MEMORIAL	1,343	1,292	2012	0	64%	75	1820	71%	-192
COLONEL WALKER (incl. Piitoayis Family School)	245	269	603	1	45%	23	575	47%	-28
CONNAUGHT	305	334	399	0	84%	16	400	84%	1
EARL GREY	215	213	330	10	64%	14	350	61%	20
ELBOW PARK	173	155	289	0	53%	10	250	62%	-39
ELBOYA	608	613	639	0	96%	30	740	83%	101
ERNEST MANNING	1,788	1,793	1652	0	109%	72	1780	101%	128
GLAMORGAN	616	632	700	2	90%	27	725	87%	25

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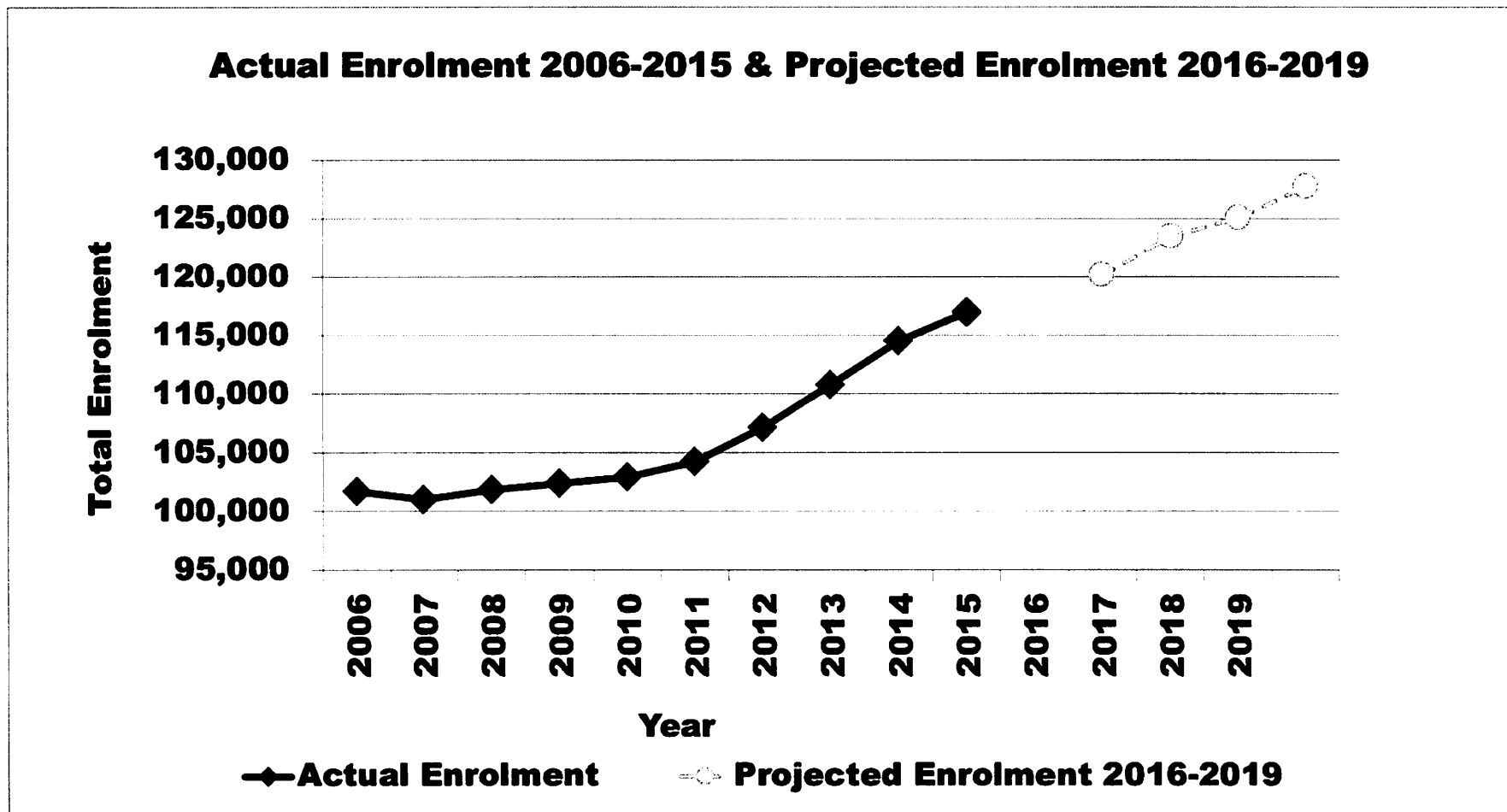
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GLENBROOK	327	311	395	0	79%	16	400	78%	5
GLENDALE	234	231	304	0	76%	13	325	71%	21
JENNIE ELLIOTT	550	588	701	0	84%	27	675	87%	-26
KILLARNEY	288	332	373	0	89%	15	375	88%	2
MOUNT ROYAL	248	254	435	0	58%	16	390	65%	-45
OLYMPIC HEIGHTS	688	716	671	14	107%	28	700	102%	29
RAMSAY	86	98	182	0	54%	13	175	56%	-7
RICHMOND	206	199	257	0	77%	14	350	57%	93
RIDEAU PARK	387	414	473	0	87%	20	490	84%	17
RIVERBEND	348	408	466	6	88%	21	525	78%	59
ROSSCARROCK	208	291	369	0	79%	18	450	65%	81
SHERWOOD	506	487	722	0	67%	32	780	62%	58
SUNALTA	312	326	390	0	84%	17	425	77%	35
VINCENT MASSEY	795	823	937	0	88%	35	855	96%	-82
W H CUSHING WORKPLACE	78	54	73	0	74%	5	100	54%	27
WEST SPRINGS	518	567	584	12	97%	22	600	94%	16
WESTERN CANADA	2,077	2,123	2128	0	100%	87	2080	102%	-48
WESTGATE	655	704	727	0	97%	29	725	97%	-2
WILDWOOD	627	569	557	0	102%	22	550	103%	-7
WILLIAM REID	253	268	274	4	98%	10	300	89%	26
AREA IV - TOTAL	17,847	18,243	21,283	64	88%	881	21,730	84%	447
AREA V									
ACADIA	479	504	546	0	92%	21	525	96%	-21
ANDREW SIBBALD	402	491	445	0	110%	20	500	98%	55
BRAESIDE	225	245	548	0	45%	22	550	44%	2
BRIDLEWOOD	579	593	591	12	100%	24	600	99%	9
CANYON MEADOWS	471	414	546	0	76%	21	525	79%	-21
CEDARBRAE	270	262	272	0	96%	12	300	87%	28
CENTENNIAL	1,976	1,960	1526	0	128%	68	1660	118%	134
CHAPARRAL	597	566	473	8	120%	20	500	113%	27
CHINOOK PARK	514	533	731	0	73%	29	725	73%	-6
CRANSTON	598	658	585	12	112%	22	600	110%	15
DAVID THOMPSON	662	705	680	0	104%	28	680	104%	0
DEER RUN	365	353	434	6	81%	18	450	78%	16
DOUGLASDALE	362	406	481	11	84%	21	525	77%	44
DR E P SCARLETT	1,769	1,740	1669	0	104%	65	1560	112%	-109
ETHEL M JOHNSON	481	523	527	0	99%	20	500	105%	-27
EUGENE COSTE	73	155	558	0	28%	24	600	26%	42
EVERGREEN	540	570	583	12	98%	22	600	95%	17
FAIRVIEW	906	911	964	0	95%	41	940	97%	-24
FISH CREEK	590	641	626	0	102%	27	650	99%	24
HAROLD PANABAKER	468	470	592	4	79%	25	615	76%	23
HAULTAIN MEMORIAL	226	243	293	0	83%	12	300	81%	7
HAYSBORO	172	185	299	0	62%	12	300	62%	1
HENRY WISE WOOD	1,367	1,432	2144	0	67%	75	1845	78%	-299
JANET JOHNSTONE	481	513	508	8	101%	21	500	103%	-8
JOHN WARE	507	458	603	1	76%	23	565	81%	-38
JUNO BEACH @ Dr. Norman Bethune	142	64	414	0	15%	17	425	15%	11

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						# OF CLASSRM	2015 RATED RM CAPACITY	2015 RATED ROOM % UTILIZ.	
LAKE BONAVISTA	313	330	354	0	93%	14	350	94%	-4
LE ROI DANIELS	477	495	567	2	87%	21	575	86%	8
LORD BEAVERBROOK	2,085	2,064	2630	0	78%	100	2345	88%	-285
LOUIS RIEL	771	890	870	4	102%	33	915	97%	45
MAPLE RIDGE	357	437	456	0	96%	18	450	97%	-6
MCKENZIE LAKE	486	493	617	2	80%	25	625	79%	8
MCKENZIE TOWNE	582	623	644	8	97%	27	675	92%	31
MIDNAPORE	396	437	543	12	80%	23	575	76%	32
MIDSUN	866	895	932	1	96%	33	840	107%	-92
MOUNTAIN PARK	928	881	813	16	108%	36	890	99%	77
NELLIE McCLUNG	360	377	516	0	73%	20	500	75%	-16
NICKLE	764	744	720	3	103%	31	755	99%	35
PRINCE OF WALES	364	400	372	4	108%	17	425	94%	53
R T ALDERMAN	534	655	826	1	79%	33	815	80%	-11
ROBERT WARREN	320	321	555	4	58%	25	615	52%	60
SAM LIVINGSTON	447	454	558	7	81%	24	600	76%	42
SAMUEL W. SHAW	863	870	834	12	104%	35	865	101%	31
SOMERSET	335	317	355	4	89%	15	375	84%	20
SUNDANCE	465	465	500	8	93%	21	500	93%	0
WILLOW PARK	700	702	723	0	97%	30	745	94%	22
WILMA HANSEN	389	335	674	8	50%	26	640	52%	-34
WOODBINE	386	391	432	7	91%	19	475	82%	43
WOODLANDS	298	283	402	4	70%	16	400	71%	-2
WOODMAN	620	659	839	0	79%	35	855	77%	16
AREA V - TOTAL	29,299	30,106	34,370	181	88%	1,387	34,345	88%	-25
GRAND TOTALS	112,411	115,341	132,125	717	87%	5,357	132,255	87%	130



Prepared by: Planning and Transportation
November 2015
Subject to Review and Update

2015 - 2016 Leased Space in Operating Schools | Listed By CBE Area

(includes both Full-Time and Part-Time Leases)

Area	School Name	Tenant Name	Lease Area (Square Meters)
I	Belvedere-Parkway	Connect Society *NEW*	275
I	Belvedere-Parkway	Kids Love Bowness Ltd. *NEW*	166
I	Bowcroft	Families Matter Society of Calgary	177
I	Bowcroft	RIEL Institute for Education & Learning *NEW*	87
I	Captain John Palliser	Pre-Kindergarten Educational Services Out-of-School Care	346
I	Dr. E. W. Coffin	Millennium Kidz N Kare Ltd.	224
I	F. E. Osborne	Calgary Board of Education Retired Employees Association	81
I	Hawkwood	Ranchlands Children Come First Association	264
I	Marion Carson	Pre-Kindergarten Educational Services	83
I	Marion Carson	Varsity Community Association Before and After School Childcare	152
I	Terrace Road	1439723 Alberta Ltd O/a Summit Kids	75
I	Terrace Road	University Heights Nursery School Association	74
I	University	1439723 Alberta Ltd O/a Summit Kids	190
I	University	Alberta Science Network	60
I	W. O. Mitchell	1439723 Alberta Ltd O/a Summit Kids	374
I	West Dalhousie	Dalhousie Community Association	349
II	Banff Trail	Ranchlands Children Come First Association	333
II	Belfast	Belfast Student Care	270
II	Briar Hill	Hounsfield Heights - Briar Hill Parent-Child Co-op Playschool	84
II	Briar Hill	Hounsfield Heights-Briar Hill Community Kindergarten	84
II	Briar Hill	Society of Briar Hill Children's Programs	363
II	Buchanan	Ranchlands Children Come First Association	79
II	Cambrian Heights	Alberta Health Services	327
II	Cambrian Heights	Ranchlands Children Come First Association	271
II	Cambrian Heights	Renfrew Educational Services	85
II	Capitol Hill	Adventurers School Age Care Ltd.	364
II	Captain Nichola Goddard	Thornhill Child Care Society	68
II	Colonel Sanders	Northmount Student Care	254
II	Coventry Hills	Topp Kids Child Care Centre	227
II	Highwood	Ranchlands Children Come First Association	357
II	Huntington Hills	1439723 Alberta Ltd O/a Summit Kids *NEW*	224
II	King George	Pleasant Heights After School Care Association	182
II	Louise Dean (Kensington)	Catholic Family Service of Calgary	580
II	Mayland Heights	Society of Briar Hill Children's Programs *NEW*	113
II	Mount View	Churchill Park Family Care Society	145
II	North Haven	1439723 Alberta Ltd O/a Summit Kids	403
II	Panorama Hills	Pleasant Heights After School Care Association	449
II	Queen Elizabeth	Adventurers School Age Care Ltd.	265
II	Queen Elizabeth High	Adventurers School Age Care Ltd. *NEW*	47
II	Rosemont	Rosemont Community Childcare	173
II	Sunnyside	Pre-Kindergarten Educational Services	104
II	Sunnyside	Pre-Kindergarten Educational Services Out-of-School Care	110
III	Abbeydale	RIEL Institute for Education & Learning	107
III	Colonel J. Fred Scott	Immigrant Services Calgary	76
III	O. S. Geiger	Immigrant Services Calgary	76
III	Taradale	Taradale Student Care	201
III	Valley View	Metis Calgary Family Services	82
IV	Alexander Ferguson	Alexander Ferguson Elementary School Society	255
IV	Altadore	Peter Pan Daycare Inc.	263
IV	Battalion Park	Kidzinc School Care Society of Alberta	201
IV	Colonel Walker	Pre-Kindergarten Educational Services *NEW*	77
IV	Connaught	Churchill Park Family Care Society	222
IV	Dr. Carl Safran Centre	EducationMatters	75

2015 - 2016 Leased Space in Operating Schools | Listed By CBE Area

(includes both Full-Time and Part-Time Leases)

Area	School Name	Tenant Name	Lease Area (Square Meters)
IV	Earl Grey	Earl Grey Out of School Care	87
IV	Earl Grey	Thumbelina Nursery School Society	89
IV	Glamorgan	Maple Roots Inc.	361
IV	Glenbrook	Calgary Child's Play Inc.	68
IV	Glenbrook	Glenbrook Community Preschool	73
IV	Glendale	Calgary Child's Play Inc. o/a Quality Care	141
IV	Jennie Elliott	Jennie Elliott Student Care	482
IV	Killarney	Kidzinc School Care Society of Alberta	255
IV	Ramsay	Calgary Catholic Immigration Society	91
IV	Ramsay	Janus Academy Society	484
IV	Richmond	Richmond Child Care Association	324
IV	Rideau Park	1439723 Alberta Ltd O/a Summit Kids	154
IV	Riverbend	Calgary Child's Play Inc.	72
IV	Rosscarrock	Calgary Child's Play Inc.	164
IV	Rosscarrock	Creative Discoveries Nursery School	82
IV	Sir James Lougheed	Calgary Child's Play Inc.	263
IV	Sunalta	Scarboro Community Preschool	92
IV	Sunalta	Sunalta School Parent Association O/a Sunalta Student Care	182
IV	Viscount Bennett	Alberta Computers for Schools	204
IV	W. H. Cushing Workplace	Society of Briar Hill Children's Programs	162
IV	Wildwood	Kidzinc School Care Society of Alberta	275
IV	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	255
V	Acadia	1677939 Alberta Inc. O/a Adventures Child Care	366
V	Andrew Sibbald	1133491 Alberta Ltd. o/a The Adventures	357
V	Braeside	Pre-Kindergarten Educational Services	79
V	Chaparral	Juvenescence Child Development Centre Ltd.	437
V	Chinook Park	Adventurers School Age Care Ltd.	353
V	Douglasdale	A Step Ahead - Child Development Services	104
V	Ethel M. Johnson	1677939 Alberta Inc. O/a Adventures Child Care	358
V	Eugene Coste	Calgary Child's Play Inc.	160
V	Evergreen	Topp Kids Child Care Centre *NEW*	221
V	Haysboro	Maple Roots Inc.	60
V	Janet Johnstone	Creations Child Care	244
V	Kingsland	Boys and Girls Clubs of Calgary	84
V	Kingsland	G.R.I.T. Calgary Society	95
V	Lake Bonavista	1133491 Alberta Ltd. o/a The Adventures	226
V	Maple Ridge	Topp Kids Child Care Centre	236
V	McKenzie Towne	1133491 Alberta Ltd. o/a The Adventures	95
V	Midnapore	Mid-Sun Community Association o/a Mid-Sun Child Care	158
V	Nellie McClung	1439723 Alberta Ltd O/a Summit Kids	324
V	Prince Of Wales	Topp Kids Child Care Centre	231
V	Sam Livingston	1133491 Alberta Ltd. o/a The Adventures	369
V	Sundance	Children Can Succeed Inc.	227

Prepared By: Real Estate and Leasing

Area I: 2,976
Area II: 5,960
Area III: 542
Area IV: 5,451
Area V: 4,783

TOTAL SQUARE METERS LEASED: 19,711

2015 - 2016 Lease of Surplus School Facilities | Listed By CBE Area

<i>Area</i>	<i>School Name</i>	<i>Tenant Name</i>	<i>Lease Area (Square Meters)</i>
I	Belvedere-Parkway Bungalow	Thornhill Child Care Society	373
I	Montgomery	Foundations for the Future Charter Academy	6,442
I	Parkdale	Westmount Charter School	4,395
I	Sir William Van Horne High	Westmount Charter School	9,670
II	Greenview	Foundations for the Future Charter Academy	4,669
III	Mountain View	Almadina School Society	3,846
IV	Bel-Aire	Calgary Girls' School Society	1,252
IV	Clem Gardner	Connect Charter School Society	7,107
IV	Glenmeadows	Calgary Arts Academy Society	2,875
IV	Knob Hill	Calgary Arts Academy Society	2,271
IV	Lakeview	Calgary Girls' School Society	3,594
IV	Ogden	Almadina School Society	4,888
IV	Spruce Cliff	Calgary Quest Children's Society	2,388
V	Alice M. Curtis	Foundations for the Future Charter Academy	3,442
V	Andrew Davison	Foundations for the Future Charter Academy	4,309
V	Southwood	Foundations for the Future Charter Academy	4,192

Prepared By: Real Estate and Leasing

Area I: 20,880

Area II: 4,669

Area III: 3,846

Area IV: 24,374

Area V: 11,943

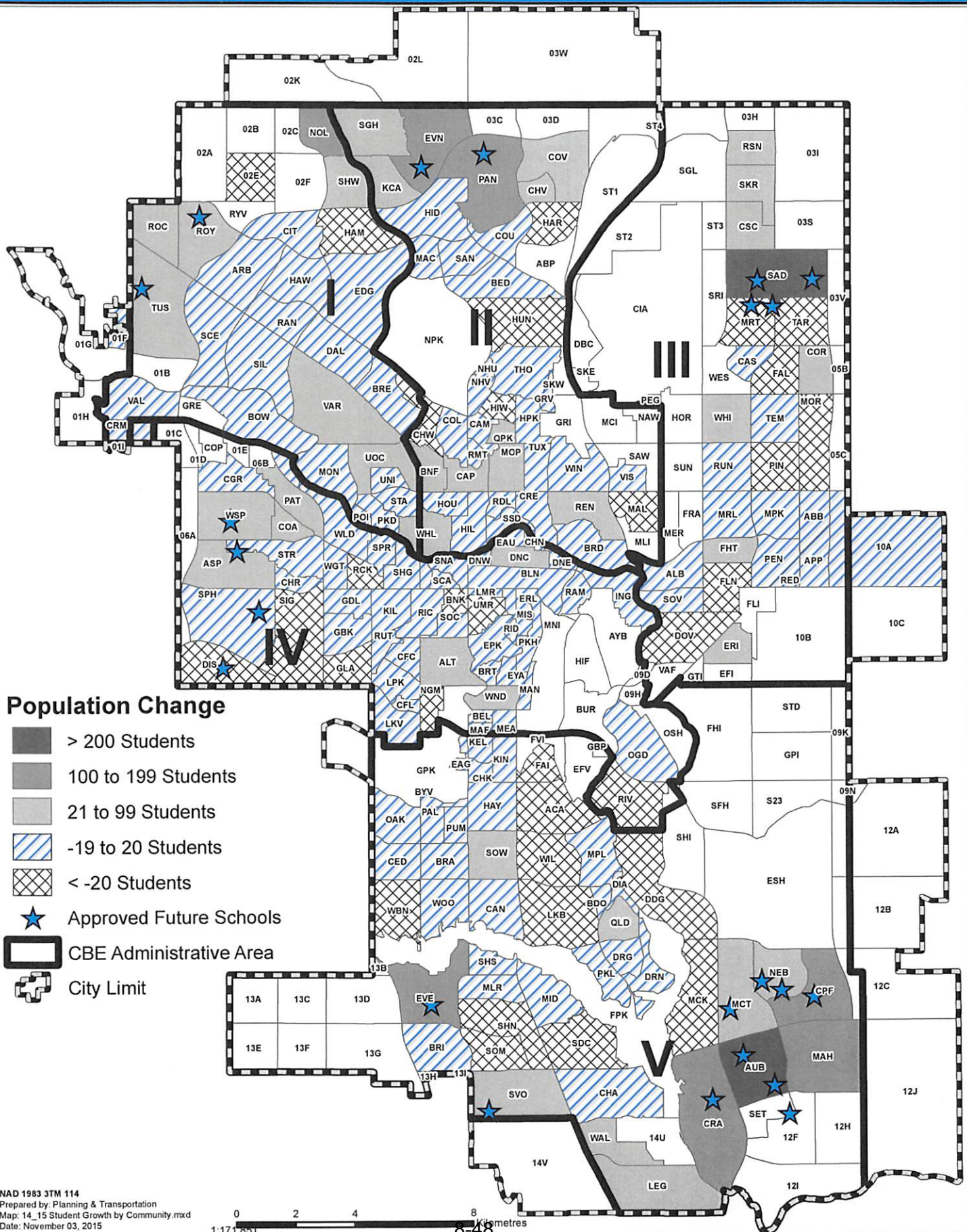
TOTAL SQUARE METERS LEASED: 65,712



Calgary Board
of Education

Student Population Change (by Community)

Sept 30, 2014 to Sep 30, 2015



| appendix | Complex Learning Definitions

ACCESS - Attitude, Community Competence, Elements of Academic Curriculum, Social Skills Grades 7-12

Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS) classes offer intensive supports and services to students in grades 7-12 who are diagnosed with moderate cognitive (intellectual) or developmental disabilities. The goal of the ACCESS program is to prepare students for transition to adult life in the community. ACCESS teachers recognize students' unique sensory and learning needs. They work with their students on functional academic and living skills. These include communication, community awareness and appropriate social interaction, pre-vocational (work) skills, and assisting students to be as independent as possible in their home, school, and community environment. A modified curriculum is implemented based on the individual needs of each student. Instruction may be individual or in small groups and includes the use of assistive technology and augmentative communication systems. Inclusion within community school classes and activities occurs as appropriate. Typically, there are 10 students in each class along with two to three program staff. Program staff includes one teacher and one or two education assistants, depending upon the complexity of the needs of the individual students.

ALP - Adapted Learning Program Grades 7 – 12

The **Adapted Learning Program (ALP)** is for students in grades 7-12 who have moderate cognitive (intellectual) disabilities. The goal is to enable each student to function as independently as possible in home, school, and community settings. ALP teachers work with their students to develop communication, social, functional living, literacy, and numeracy skills. Pre-vocational and vocational opportunities (work experience) are also supported. A modified curriculum is implemented based on the individual needs of each student. Instruction includes individual and small group activities and the use of assistive technologies. ALP provides opportunities to be included in the community school through complementary courses (options), clubs, sports, and special events. ALP classes typically have a up to 12 students with one full time teacher, one full time and one part time educational assistant, and a lunch room supervisor. Vecova is a society providing services to individuals with disabilities. They are contracted to support students in ALP classes at the high school level with Supported Work Study as part of the vocational programming.

AIM –*Covered under mental health, the Class*

ASD Cluster – Autism Spectrum Disorder Cluster Program

Programming for students with Autism Spectrum Disorder

The ASD Cluster class is for students with a diagnosis of high functioning Autism Spectrum Disorder (ASD). Students are fully integrated into typical classrooms with same age peers, and specialized supports are provided as necessary based on individual student's needs. The goal of the class is to teach students skills that will enable them to independently succeed within community school classrooms with their same age peers. The emphasis of instruction is on developing organizational, social, and coping skills to support each student's learning, social, sensory and emotional needs. Instruction accommodations are implemented based on the individual needs of each student.

Bridges – Elementary and Junior High Students

The Bridges class is for elementary and junior high students identified with severe externalizing emotional/behavioural diagnoses. The goal of the Bridges class is to assist each student to achieve academic success and behavioural competence through personalized programming, parental involvement, and supported transitions to regular classrooms. The emphasis of instruction is on establishing safety, building relationships, teaching affect regulation strategies, problem solving strategies, social skills development and academic engagement. Curriculum modifications and instructional accommodations are implemented based on the individual needs of each student. A psychologist is assigned to each Bridges class to support personalization of student programming

High School Integration Class – high school students

The High School Integration Class (HIP) is a high school class designed to support students who have behavioural challenges which interfere with their success. One of the primary components of HIP is supported integration into the typical classrooms with the end goal being successful high school completion. Integration is determined on an individual strength-based system and is designed to both respect and challenge each student's abilities. The students in the class receive personal support, academic support, personalized programming and customized scheduling. Instructional accommodations and curriculum modifications/adaptions are provided as needed.

CSSI - Communication, Sensory, Social Interaction Grade 1-12

Communication, Sensory and Social Interaction (CSSI) classes offer unique learning environments which provide intensive supports and services to students in grades 1 – 12 who have been diagnosed with Autism Spectrum Disorders (ASD) and who have moderate to severe cognitive (intellectual) developmental disabilities. The purpose of CSSI is to develop students' abilities to be as independent as possible in their home, school, and community environments. CSSI teachers recognize students' unique sensory and learning needs. They work with their students on functional academic and living skills, including communication, and appropriate social interactions. A modified curriculum is used. Teachers base their instruction on the individual needs of each student, with a specific focus on sensory regulation. Instructional techniques may include individual and small group instruction and the use of assistive technology and augmentative communication systems. Inclusion in activities and events within the school community is provided where appropriate. CSSI classes typically have six students. Program staff includes one full time teacher and two full time education assistants, depending upon the complexity of the needs of the individual students.

DHH - Deaf & Hard of Hearing

The Deaf and Hard of Hearing (DHH) class is for students with a diagnosis of hearing loss. Students are typically congregated and/or integrated with the same age peers, and specialized supports are provided as necessary, based on the individual student's needs. The goal of the program is to teach students language and literacy skills that will enable them to independently succeed within the school community. The emphasis of language of instruction is either American Sign Language and English, or Auditory/Oral.

EDC - Early Development Centre

EDC offers classes for preschool-aged children with identified exceptional needs. By providing focused attention to these learners at an early age, it prepares preschool children for kindergarten and beyond. The class involves learning through play in a rich learning environment, emphasizes communication skills, fine and gross motor development, development of independence and social interaction. The individualized programming focuses on unique strengths and needs of the child. The EDC class partners with home and school and encourages parental involvement.

GATE – Gifted and Talented Education

The GATE class supports students who have been identified as intellectually gifted. The GATE class offers a congregated environment of intellectually gifted peers and personalized learning experiences that develop student's unique social, emotional and intellectual capacities. Students will progress at a faster pace through the class of studies focusing on in-depth and challenging learning experiences. Central to the class is the development of critical and creative thinking skills as well as social and emotional competence.

Hera

The goal of Hera is to support at risk of sexual exploitation adolescent girls with change and transition into a community school or work placement. The Hera classroom provides support for both the academic and social/emotional needs of each student. Instruction focuses on core academics, experiential learning, and life skills. Student's interests are linked with curriculum outcomes. Curriculum modifications and instructional accommodations are implemented based on the individual needs of each student.

L&L – Learning and Literacy Grades 4- 9

The L&L class is for students identified with learning disabilities. The goal of the L&L class is to assist each student in gaining skills, knowledge and competencies to reach their academic, social and emotional potential. The service delivery model within the L&L class is a fully blended classroom model with an emphasis on developing literacy skills (reading and writing) within classroom instruction. The model of service delivery allows for team teaching using Universal Design for Learning as the basis of curriculum planning and delivery. Inclusive learning technologies, curriculum design, accommodations and all key components for students are implemented based on the individual needs of each student.

LEAD – Literacy, English and Academic Development

The LEAD class provides intensive supports and services for students and families who have been identified as English Language Learners with backgrounds of Limited Formal Schooling. The ultimate programming goal of the LEAD class is to provide sheltered, trauma-sensitive, short-term language, academic and cultural instruction to enable students to transition into community classes. Instructional programming focusses on intensive oral English language development, basic literacy, numeracy, and cultural and social adjustment.

PLP - Paced Learning Program Grade 4-12

Paced Learning Program (PLP) classes are for students in grades 4 – 12 who have been identified with mild or moderate cognitive (intellectual) developmental disabilities. PLP teachers provide instruction and learning opportunities that help students function as independently as

possible at home, in the community, and in the workplace. Curriculum modifications and instructional accommodations are implemented based on each student's strengths and needs. At the elementary level, the modified curriculum includes an emphasis on basic literacy, numeracy, daily living, communication, and problem solving skills. At the secondary level programming includes a focus on functional life and work skills such as time-management, self-advocacy, citizenship, community involvement and recreation. PLP programming also provides pre-vocational and vocational (work) opportunities. As well, it provides students with opportunities for inclusion in complementary courses (options), clubs, sports, and special events within the community school. PLP classes are staffed with one full time teacher and one or more education assistants, depending upon the grade levels of the students and the complexity of their needs. Elementary classes also have a lunchroom supervisor. Typical class sizes are 12 students at the elementary level, 14 students at the junior high level and 18 at the high school level.

SKILL - Social Knowledge, Independent Living and Language Grades 1-6

Social Knowledge, Independent Living and Language (SKILL) classes offer intensive supports and services to students in Grades 1-6 who have been diagnosed with moderate cognitive (intellectual) developmental disabilities. The goal of the SKILL class is to teach students to be able to function as independently as possible in their home and community. SKILL teachers recognize their students' unique sensory and learning needs. They work with them on functional living skills, including communication, appropriate social interactions, and being as independent as possible in their home, school, and community environments. A modified curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems, and individual and small group instruction. Opportunities for inclusion with the rest of the school community are provided wherever appropriate. There are typically up to 8 students in each class. The staff includes one teacher and one or two education assistants, depending on the needs of the students.

TASC - Teaching of Attitude, Social Skills and Communication Grade 1-12

Teaching of Attitude, Social Skills, and Communication (TASC) classes are designed to provide intensive supports and services for students in Grades 1-12 who have moderate to severe cognitive (intellectual) and developmental disabilities. TASC programming teaches students functional living skills. There is focus on communication, appropriate social interactions, and the students' unique sensory needs. The program works to assist students to be as independent as possible in their home, school, and community environments. This is done by helping the student to develop their skills for communication, functional academics, play and leisure, work, and functional living, as well as their health and safety awareness. Individual student needs are identified through the use of an assessment tool that helps to determine learning priorities. A modified curriculum is then implemented based on the individual needs of each student. Students in the TASC class are included in whole school activities (assemblies) as well as age-appropriate learning such as music, art, library, and gym when appropriate. A TASC class is a small group setting within a community school. It typically has up to 6 students and is staffed with one teacher and two full time educational assistants as well as a lunch room assistant.

The Class (Grades 4-12)

The class is for students who have significant internalizing mental health diagnoses that severely impact their ability to function in a regular program. The goal of instruction is to teach skills and strategies to support each student's social, emotional and academic needs. Curriculum modifications, instructional accommodations and integration into regular classrooms are implemented based on the individual needs of each student.

Transitions Class (Grade 4-12)

The Transitions class is for students who are not able to attend and/or benefit from intervention supports in The Class or a regular classroom setting due to internalizing mental health problems/disorders that severely impair their attendance and/or functioning. It will work to support parents and the students to "bridge" to the next school setting by offering:

- Personalized therapeutic programming and support to the student and family
- Assistance in accessing and utilizing medical and community support services
- Preparation and practice with school readiness behaviours
- Support moving the student from the home to the classroom environment
- Support, dependent on need, to transition to the next appropriate setting