

public agenda

Regular Board Meeting

December 6, 2016
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 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 School Presentation – Douglasdale School	S. Smith	R-2	
40 mins	4.2 Social Studies Information Report	D. Stevenson	R-2, OE-8, 10	Page 4-1
	5 Operational Expectations			
10 mins	5.1 OE-11: Learning Environment / Treatment of Students – Annual Monitoring	Board	OE-8, 11, R-2	(Nov. 29/16 Page 5-12)
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action			
20 mins	7.1 Juno Beach Academy of Canadian Studies - Consideration of Closure	D. Stevenson	OE-8,9,10, 11, 12	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-5: Financial Planning – Annual Monitoring (<i>THAT the Board approves the Chief Superintendent is in compliance with the provisions of policy OE-5.</i>)		OE-5	(Nov. 29/16 Page 5-1)
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Correspondence			
	8.2.2 Chief Superintendent's Update			Page 8-1
	8.2.3 Construction Projects Status Update		OE-8, 12	Page 8-7
	8.2.4 2016-2017 School Enrollment Report		OE-8, 9, 12	Page 8-27
	9 In Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

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 6, 2016
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
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

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 2015-16 school year.

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 2016-17 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 2016-17 school year, in keeping with the Board's values identified in OE-10 Instructional Program.

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 evidence that comes from conversations, observations and performance tasks.

From kindergarten to grade 9, student learning in the CBE is reported on a four-point scale on a number of stems 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.

Overall

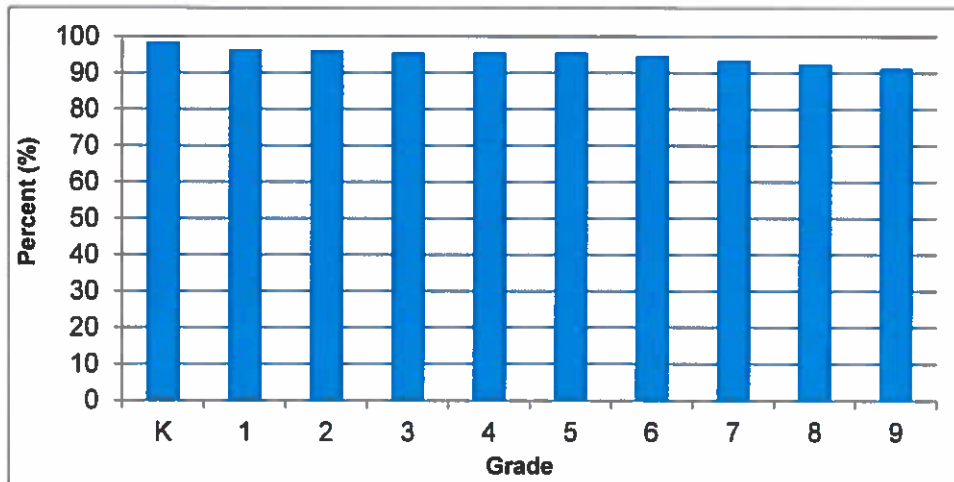
Percentage of students meeting learning expectations within Social Studies as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15*	2015-16
Overall	92.4	94.2	93.0	94.4	95.1

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	97.4	95.9	95.8	94.1	96.1	95.0	94.9	92.8	92.8	90.6
2015-16	98.5	96.5	96.1	95.6	95.6	95.6	94.7	93.5	92.4	91.3

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by grade 2015-16: K-9



Note | *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 a course in grades 10-12.

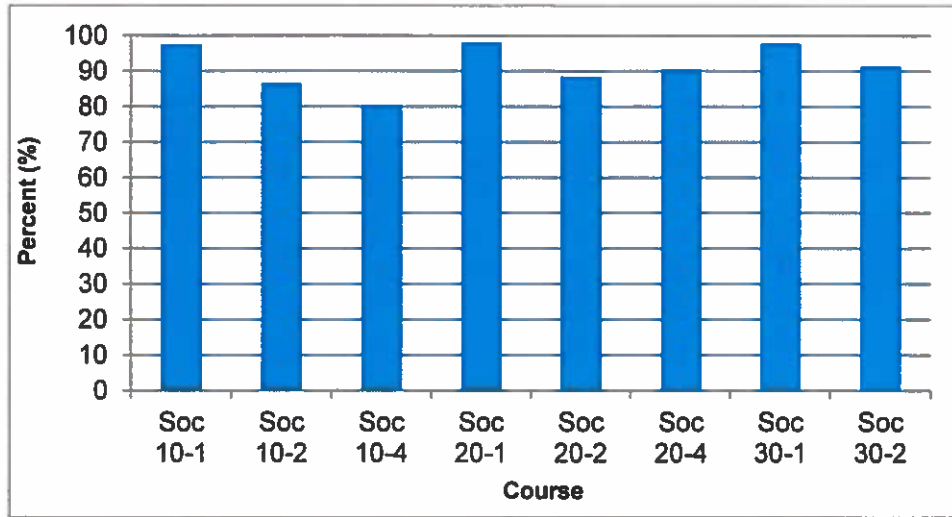
Historical data reflects students receiving:

- 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 on a report card using a percentage scale.

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course: 10-12

Year	10-1	10-2	10-4	20-1	20-2	20-4	30-1	30-2
2014-15	91.0	87.9	79.3	96.3	93.6	93.3	92.3	88.9
2015-16	97.7	86.6	80.5	98.1	88.5	90.5	97.7	91.4

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course 2015-16: 10-12



The percentage of students meeting learning expectations in:

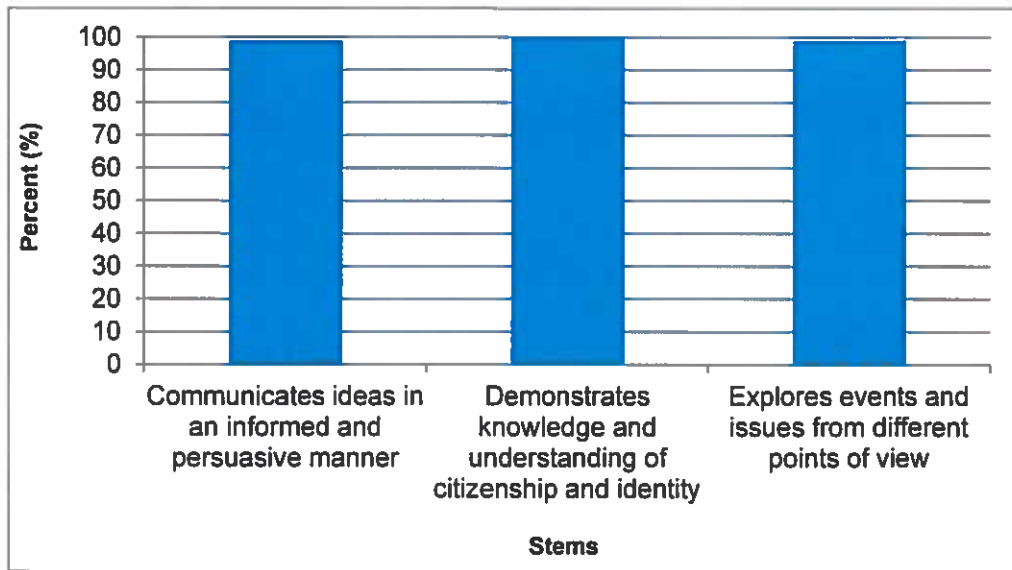
- Kindergarten to grade 9 is 95.2%
- high school is 94.7%

Overall by Stem

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16
Communicates ideas in an informed and persuasive manner ¹	98.5	98.9
Demonstrates knowledge and understanding of citizenship and identity		99.5
Explores events and issues from different points of view	98.5	98.9
Understands and makes connections between concepts	99.0	
Participates actively and responsibly in learning communities	98.5	

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem 2015-16: Kindergarten

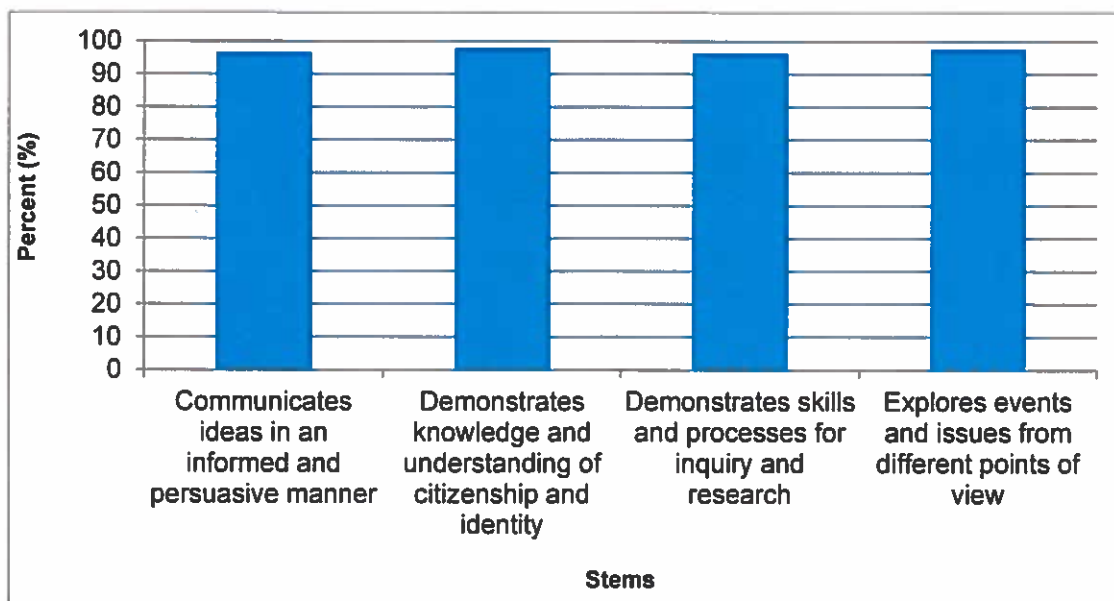


¹ In 2015-16, the report cards stems for Kindergarten were modified. "Understands and makes connections between concepts" and "Participates actively and responsibly in learning communities" were replaced with "Demonstrates knowledge and understanding of citizenship and identity", moving from 4 stems to 3 stems.

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem: Grades 1 – 9

Stem	2014	2015
	-15	-16
Communicates ideas in an informed and persuasive manner	96.4	96.6
Demonstrates knowledge and understanding of citizenship and identity	97.9	97.9
Demonstrates skills and processes for inquiry and research	96.0	96.3
Explores events and issues from different points of view	97.3	97.5

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem 2015-16: Grades 1 – 9



Overall by Stem and Grade

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course and stem 2015-16: Grades 1 – 9

Stem	1	2	3	4	5	6	7	8	9
Communicates ideas in an informed and persuasive manner	97.6	97.6	97.1	97.2	97.1	96.3	96.1	95.2	94.6
Demonstrates knowledge and understanding of citizenship and identity	99.2	98.9	98.9	98.9	98.6	97.7	96.6	96.1	95.3
Demonstrates skills and processes for inquiry and research	97.2	96.9	96.4	96.6	96.7	96.6	96.1	95.2	94.5
Explores events and issued from different points of view	98.0	98.3	98.0	98.4	98.3	97.5	96.8	95.5	95.5

As measured by the stems, the results are consistent from grades 1 to 6. In grades 7 to 9 student success drops slightly in all stems.

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. 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 and in relation to students who 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.

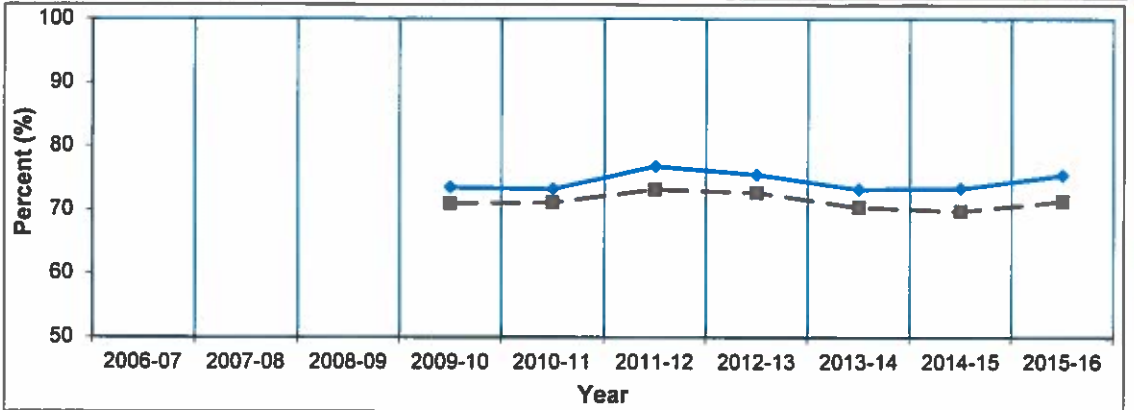
The presentation that accompanies this report demonstrates how further investigation into the success of CBE students writing provincial tests is used to identify more specific information about student performance and operational opportunities for improving student learning experiences and results.

Grade 6 Social Studies Results

*All Students Enrolled (Cohort)

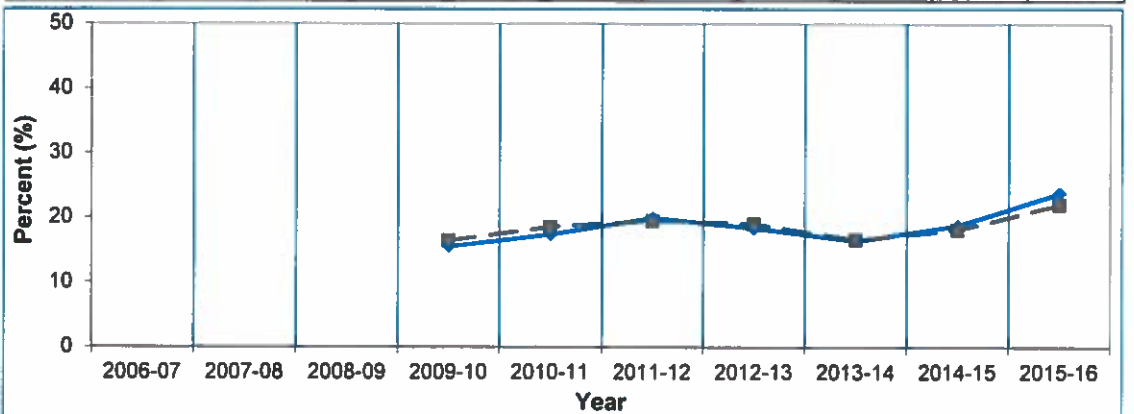
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				73.5	73.2	76.8	75.5	73.2	73.3	75.4
Province				71.0	71.1	73.2	72.7	70.4	69.8	71.4
Difference				2.5	2.1	3.6	2.8	2.8	3.5	4.0



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				15.5	17.3	19.9	18.3	16.4	18.7	23.7
Province				16.4	18.5	19.5	19.0	16.6	18.1	22.0
Difference				-0.9	-1.2	0.4	-0.7	-0.2	0.6	1.7



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10	92.6	90.3	2.3
2010-11	93.3	90.5	2.8
2011-12	94.0	90.7	3.3
2012-13	92.1	90.1	2.0
2013-14	92.6	89.6	3.0
2014-15	92.9	89.8	3.1
2015-16	93.5	90.2	3.3

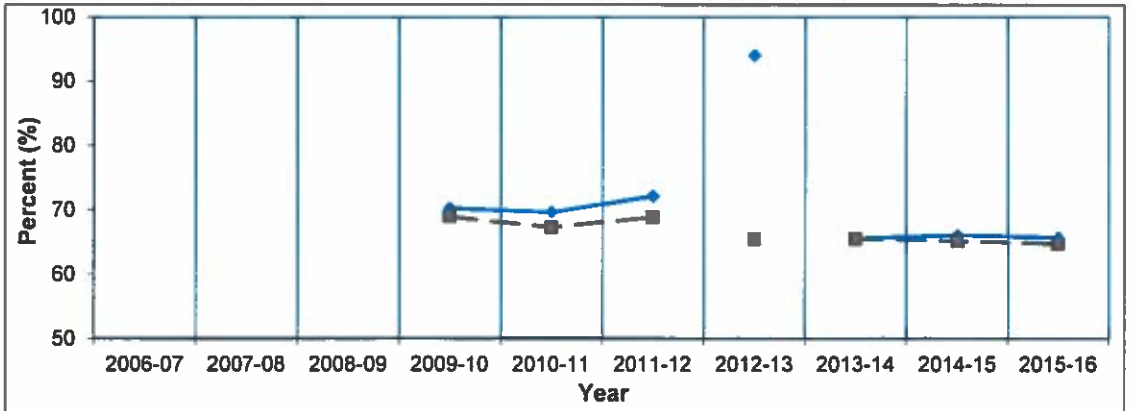
A new Program of Study for Social Studies resulted in a new Social Studies 6 PAT.

Grade 9 Social Studies Results

*All Students Enrolled (Cohort)

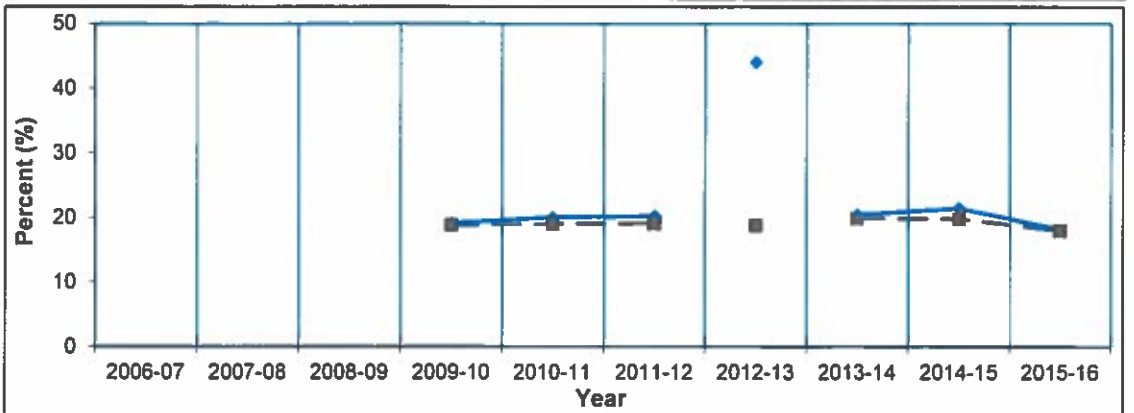
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				70.2	69.6	72.1	94.0	65.5	66.0	65.6
Province				68.9	67.2	68.9	65.5	65.5	65.1	64.7
Difference				1.3	2.4	3.2	28.5	0.0	0.9	0.9



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				19.1	20.0	20.2	44.0	20.4	21.4	18.1
Province				18.8	19.0	19.1	18.8	19.9	19.8	18.0
Difference				0.3	1.0	1.1	25.2	0.5	1.6	0.1



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10	92.2	90.2	2.0
2010-11	91.4	88.8	2.6
2011-12	91.9	89.1	2.8
2012-13	99.0	88.6	10.4
2013-14	90.6	88.7	1.9
2014-15	90.6	88.6	2.0
2015-16	90.9	89.1	1.8

A new Program of Study for Social Studies resulted in a new Social Studies 9 PAT.

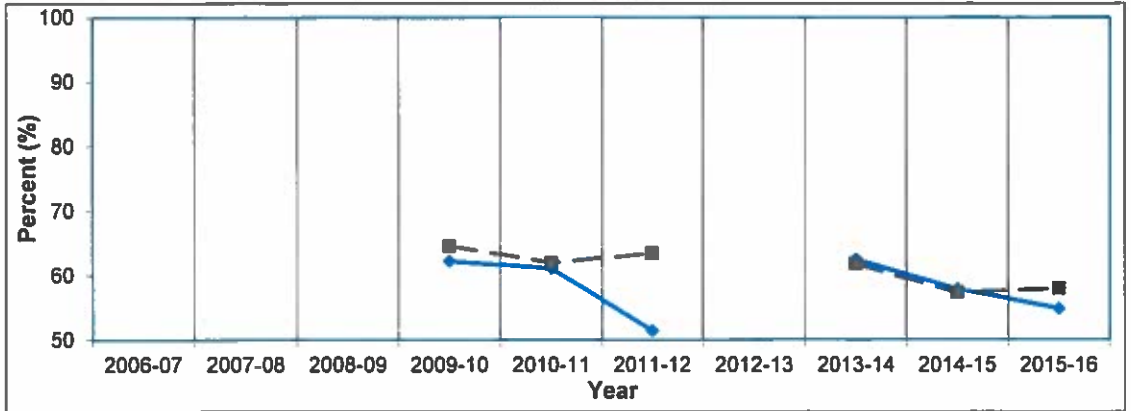
As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject. Results reflect only a small cohort of students who wrote in the January administration. Caution must be used in interpreting these results.

Grade 9 Social Studies Knowledge and Employability Results

*All Students Enrolled (Cohort)

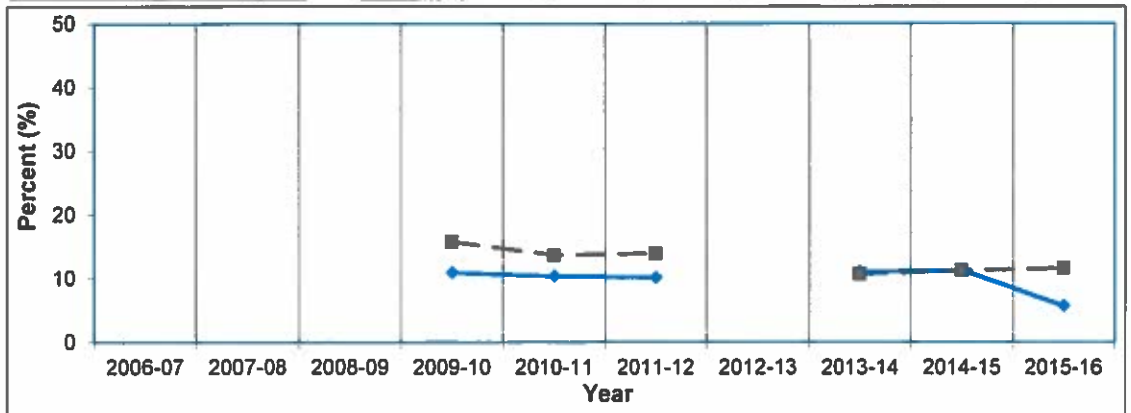
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				62.2	61.0	51.4		62.4	57.8	54.8
Province				64.6	61.9	63.5		61.8	57.3	58.0
Difference				-2.4	-0.9	-12.1		0.6	0.5	-3.2



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				10.9	10.3	10.1		11.0	11.2	5.6
Province				15.7	13.6	13.9		10.7	11.2	11.6
Difference				-4.8	-13.6	-3.8		0.3	0.0	-6.0



Participation

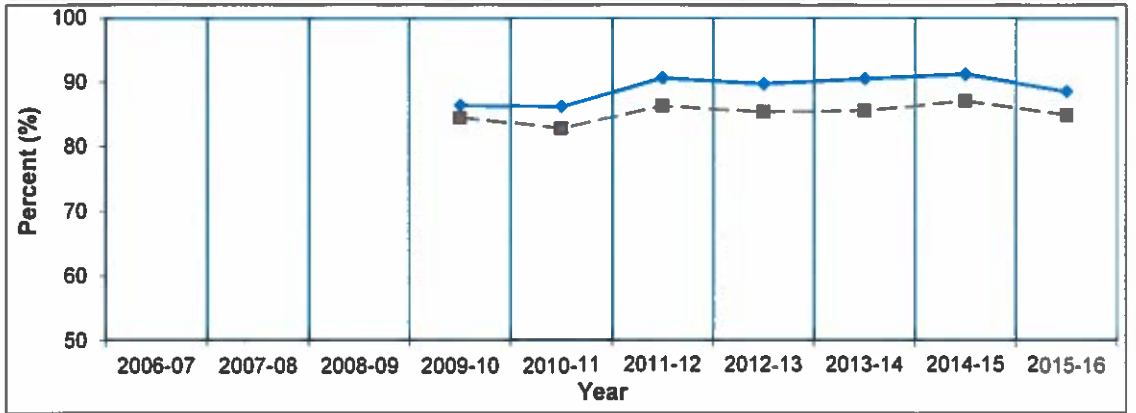
Year	CBE	Prov.	Diff.
2009-10	82.2	85.2	-3.0
2010-11	87.0	84.1	2.9
2011-12	79.7	84.0	-4.3
2012-13			
2013-14	83.5	84.5	-1.0
2014-15	89.7	85.4	4.3
2015-16	81.5	83.5	-2.0

The KAE Social Studies PAT was introduced in the 2009-10 school year when the new program of study was implemented.

As a result of the flooding that substantially impacted Calgary and areas in southern Alberta in 2013, Alberta Education cancelled the June administration of the Grade 9 PAT for this subject.

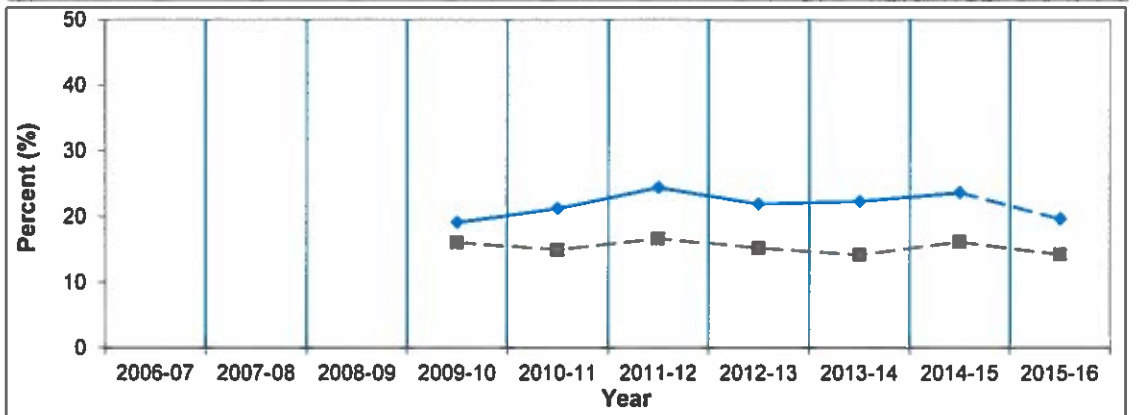
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				86.4	86.1	90.6	89.7	90.5	91.2	88.5
Province				84.5	82.8	86.3	85.4	85.6	87.1	84.9
Difference				1.9	3.3	4.3	4.3	4.9	4.1	3.6



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				19.1	21.2	24.4	21.9	22.3	23.6	19.6
Province				16.1	14.9	16.7	15.2	14.3	16.2	14.3
Difference				3.0	6.3	7.7	6.7	8.1	7.4	5.3



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10	49.7	45.7	4.0
2010-11	50.9	48.2	2.7
2011-12	48.0	47.6	0.4
2012-13	44.2	45.8	-1.6
2013-14	45.0	45.1	-0.1
2014-15	43.7	43.5	0.2
2015-16	46.9	45.0	1.9

A new Program of Study for Social Studies 30-1 in 2009-10 resulted in a new diploma exam.

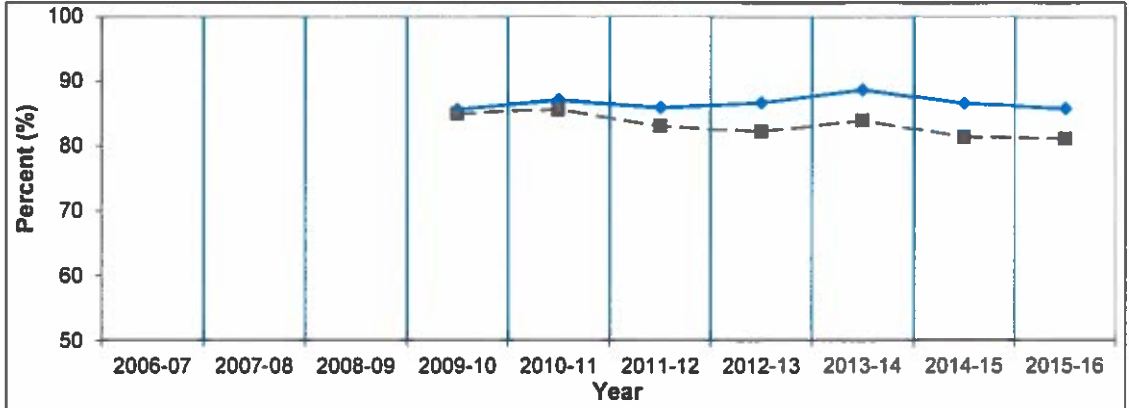
For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year of high school. They recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

Social Studies 30-2

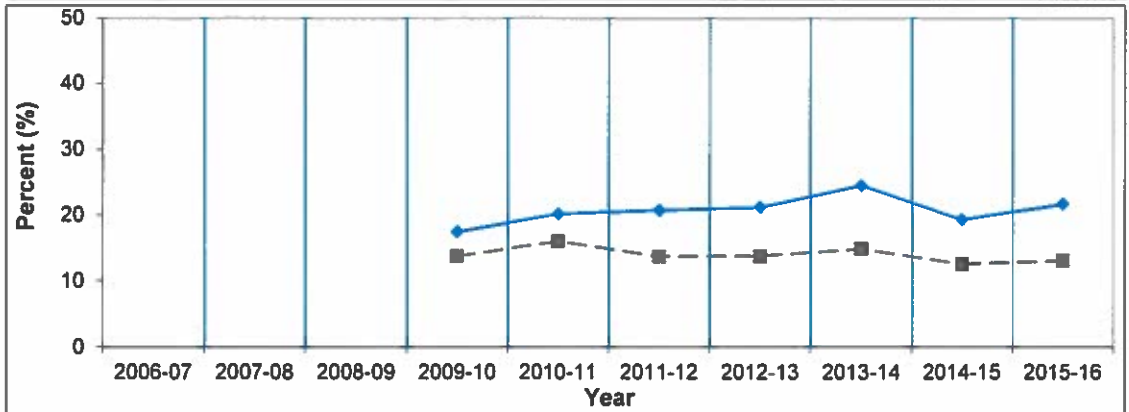
Acceptable Standard

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				85.6	87.0	85.8	86.6	88.6	86.4	85.7
Province				85.0	85.6	83.0	82.2	83.9	81.3	81.1
Difference				0.6	1.4	2.8	4.4	4.7	5.1	4.6



Standard of Excellence

Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
CBE				17.4	20.1	20.7	21.1	24.4	19.2	21.6
Province				13.7	15.9	13.7	13.7	14.8	12.5	13.1
Difference				3.7	4.2	7.0	7.5	9.7	6.7	8.5



Participation

Year	CBE	Prov.	Diff.
2006-07			
2007-08			
2008-09			
2009-10	27.5	27.4	0.1
2010-11	29.1	31.0	-1.9
2011-12	31.6	31.9	-0.3
2012-13	36.0	33.8	2.2
2013-14	36.1	35.3	0.8
2014-15	37.4	36.7	0.7
2015-16	33.7	35.8	-2.1

A new Program of Study for Social Studies 30-2 in 2009-10 resulted in a new diploma exam.

For the 2012-13 school year, Alberta Education revised its method for calculating participation rates. Results are based upon a cohort of grade 10 students who are tracked over time. The results show the percentage of students in this cohort who complete the diploma exams by the end of their third year of high school. They recalculated the participation rate for the years to 2008-09 to 2011-12. Participation rates prior to 2008-09 have not been included because no comparison can be made.

Effective September 2015, weighting on the diploma examination was reduced to 30% from 50%, impacting the interpretation of the results with previous years.

CBE Results versus Non-CBE Results

In the tables below, the Grade 6 Social Studies, Grade 9 Social Studies and Grade 9 KAE Social Studies numbers are based on the all students enrolled cohort. For the Diploma Examinations these data are based on the students who wrote.

Acceptable Standard

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 Social Studies	75.4	71.4	4.0	70.6	4.8
Grade 9 Social Studies	65.6	64.7	0.9	64.5	1.1
Grade 9 KAE Social Studies	55.8	58.0	-3.2	58.3	-3.5
Social Studies 30-1	88.5	84.9	3.6	84.0	4.5
Social Studies 30-2	85.7	81.1	4.6	80.0	5.7

Standard of Excellence

Courses	Alberta Education Results			Estimated Results	
	CBE	Prov.	CBE minus Prov.	Non-CBE	CBE minus Non-CBE
Grade 6 Social Studies	23.7	22.0	0.6	21.7	2.0
Grade 9 Social Studies	18.1	18.0	0.5	18.0	0.1
Grade 9 KAE Social Studies	5.6	11.6	-6.8	12.1	-6.5
Social Studies 30-1	19.6	14.3	8.3	13.0	6.6
Social Studies 30-2	21.6	13.1	9.7	11.2	10.4

5 | Conclusion

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 with exceptions in Grade 9 Social Studies KAE.

Grade 9 Social Studies KAE has shown major fluctuations in participation rates over the past 7 years; therefore, there is no trend data that we can identify. It points to a need to understand our unstable participation rates more deeply. CBE student success on the Grade 9 Social Studies KAE PAT showed a decrease from the previous year.

The CBE high school success work, which is aligned with Alberta Education's Moving Forward with High School Redesign initiative, provides a frame for ongoing exploration of student achievement in the "-2" and "-4" courses. Enrolment shifts in 30-1 and 30-2 still require attention and assessment practices within these courses warrant further exploration as well.

Three district-wide strategies that will support student success in Social Studies are the Indigenous Education Strategy, High School Success Strategy, and the Literacy Strategy. Each strategy emphasizes improving academic outcomes for students in Social Studies.

Overall Academic Success for CBE students is well supported in Social Studies instructional programs. School development plans and system wide supports and networks focus on continuous and targeted improvement to ensure student success over time.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test

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.

attachment

Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test

Grade 6 Social Studies

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE ³	Prov.
	CBE ³	Prov.	CBE ³	Prov.		
Ancient Athens					6.6/10 (65.6%)	6.4/10 (64.0%)
Community Involvement					7.5/11 (68.4%)	7.4/11 (67.3%)
Democratic Principles					5.8/8 (72.4%)	5.7/8 (71.3%)
Iroquois Confederacy					7.4/11 (66.9%)	7.2/11 (65.5%)
Local & Provincial Government					7.0/10 (69.7%)	7.0/10 (70.0%)
Student Achievement Average (Raw Score and Percentage)	14.3/21 (68.2%)	14.1/21 (67.1%)	19.9/29 (68.5%)	19.6/29 (67.6%)	Total Test 34.2/50 (68.4%)	Total Test 33.8/50 (67.6%)

Grade 9 Social Studies

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE ³	Prov.
	CBE ³	Prov.	CBE ³	Prov.		
The Political and Judicial System					6.9/11 (63%)	7.0/11 (63.6%)
Individual and Collective Rights					7.0/11 (63.8%)	7.2/11 (65.5%)
Immigration					4.7/8 (58.9%)	4.7/8 (58.8%)
Economic Decision Making					5.0/8 (62.6%)	5.0/8 (62.5%)
Consumerism, Quality of Life & Political Decision Making					7.8/12 (64.7%)	7.7/12 (64.2%)
Student Achievement Average (Raw Score and Percentage)	12.6/19 (66.1%)	12.7/19 (66.8%)	18.9/31 (60.8%)	18.8/31 (60.6%)	Total Test 31.5/50 (63.0%)	Total Test 31.5/50 (62.0%)

¹ Understand generalizations, concepts, related facts, and content as identified in the program of study.

² Critical and creative thinking, historical and geographic thinking, decision making and problem solving, research skills, written literacy, and media literacy as identified in the program of study.

³ The CBE results are estimates on the combined results between the English and French writers.

attachment

Provincial Achievement Test Blueprint and Student Achievement for Students Who Wrote the Test

Grade 9 Social Studies Knowledge and Employability

Topics	Reporting Category				Student Achievement Average (Raw Score and Percentage)	
	Knowledge ¹		Skills ²		CBE	Prov.
	CBE	Prov.	CBE	Prov.		
Canada: Governance and Citizenship					17.0/29 (58.6%)	17.7/29 (61.0%)
Canada and the United States: An Economic Relationship					12.6/21 (60%)	13.1/21 (62.4%)
Student Achievement Average (Raw Score and Percentage)	11.5/20 (57.5%)	11.9/20 (59.5%)	18.1/30 (60.3%)	18.9/30 (63.0%)	Total Test 29.6/50 (59.2%)	Total Test 30.8/50 (61.6%)

¹ Understand generalizations, concepts, related facts, and content as identified in the program of study.

² Critical and creative thinking, historical and geographic thinking, decision making and problem solving, research skills, written literacy, and media literacy as identified in the program of study.

operational expectations monitoring report

OE-11: Learning Environment/Treatment of Students

Monitoring report for the school year 2015-2016

Report date: November 29, 2016

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:

- [x] In Compliance
[] In Compliance with policy exceptions as noted in the evidence
[] Not in Compliance

Signed: [Signature] David Stevenson, Chief Superintendent

Date: Nov. 15/16

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 December 1, 2015.

The report provided today includes data available from the 2015-2016 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
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.2 The Chief Superintendent shall provide safe learning conditions for each student.	Compliant
----------------------------------------------------------------------------------------	-----------

- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Non Compliant

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
-----------------------------------------------------------------------------------------------------------------------------------------	-----------

- Indicator 1: Compliant

11.4 The Chief Superintendent shall ensure that all confidential student information is lawfully collected, used and protected.	Compliant
---------------------------------------------------------------------------------------------------------------------------------	-----------

- Indicator 1: Compliant
- Indicator 2: Non-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
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

- 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
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

- 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
-------------------------------------------------------------------------------------------------------------------------------------------	-----------

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
---------------------------------------------------------	-----------

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.

97.2 % of school principals confirmed that lockdowns and evacuation practices were held.

- *All schools conducted fire drills. 4 schools did not complete a lockdown and 2 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.

89.8 % 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
-----------------------------------------------------------------------------------------------------------------	------------------

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.

89.8 % 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 not compliant with this indicator.

99 % of school principals responded Yes to the following statement:

- *“the practices in my school comply with Administrative Regulation 6024 – Student Records.”*
- *2 schools indicated there were instances of non compliance with Student Records. One instance was brought to attention through an audit, the other surfaced as a result of a direct report.*

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.

The Learning service unit 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 three of four indicators in sub-section 11.4 are in compliance. The exception is indicator 11.4.2

<p>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.</p>	<p>Compliant</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

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 two proposals for alternative programs were reviewed during the 2015-2016 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 for the 2015-2016 school year. There were no transportation reserve funds available to balance the 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
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

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

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

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 continue to be shared at Area principal meetings, system leadership meetings and with the new principal cohorts. A review is underway to explore the possibility of developing electronic tracking and reminders to assist principals in holding these practices.

11.4.2 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.

Records Management department will continue to provide on site support to schools to build capacity with regards to safe and legal record keeping practices that are aligned with CBE Administrative Regulations and current legislation. Ongoing on site audits and reviews provide opportunities for learning, deepening understanding and changing practice. Record management information and updates will continue to be provided on a regular basis to administrative secretary learning sessions held throughout the school year.

report to Board of Trustees

Juno Beach Academy of Canadian Studies

Date	December 6, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton Superintendent Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-9: Communicating With the Public OE-11: Learning Environment - Treatment of Students OE-12: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Sydney Smith, Director, Area V Kelly Ann Fenney, Assistant Legal Counsel Anne Trombley, Manager, Planning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to proceed with a consideration of closure of Juno Beach Academy of Canadian Studies (Juno Beach), in accordance with the *Closure of Schools Regulation*. The

accommodation and implementation plan outlined in the report is provided for information of the Board of Trustees.

2 | Issue

Enrolment in the Juno Beach program continues to decline. There are currently no students enrolled in grades 7-9, and only 15 grade 10-12 students enrolled in the program. Ongoing engagement work and efforts by the parent and school community to attract students to the program have not been successful in increasing enrolment.

3 | Background

Juno Beach was initially opened in 2003 at Sir William Van Horne School with an enrolment of 112 students in grades 7-9. In 2006 the program was moved to Lord Shaughnessy School and enrolment climbed to 182 students as the school expanded to grades 7-12. Two years later, in September 2008 the program had a peak enrolment of 195 students. In 2010, due to development of the Career and Technology Studies (CTS) Center at Lord Shaughnessy School, the program was moved once again to Dr. Norman Bethune School which is an elementary school located in the community of Acadia on the same school site as Lord Beaverbrook High School. For the 2015/16 school year Juno Beach changed to a campus concept, operating jointly with Lord Beaverbrook High School with 52 students enrolled.

The program has continued to see declining enrolment since its peak in 2008. The program was first identified on the Three-Year System Student Accommodation Plan in June 2013. Since that time, numerous engagements with parents have occurred to support them in a plan to increase enrolment. As of September 2016 there are no students enrolled in grades 7, 8 and 9.

The 15 students currently registered in the Juno Beach program are accessing core courses and CTS programming at Lord Beaverbrook High School and are integrated with Lord Beaverbrook students. This provides the opportunity for students to access the programming necessary to meet their personal learning needs as part of a vibrant high school with more than 1,700 students. Students in the program come together at Dr. Norman Bethune to access the courses required in the integrity document to be enrolled in the program; Military Studies, Canadian History and Canadian Geography.

4 | Analysis

Enrolment

The table below provides the enrolment history since 2008 for Juno Beach:

Year	GR7	GR8	GR9	GR10	GR11	GR12	Total
2008	18	26	39	39	27	46	195
2009	21	18	39	34	39	34	185
2010	17	22	20	38	28	39	164
2011	11	22	29	20	30	21	133
2012	15	21	30	29	19	32	146
2013	20	17	17	19	27	17	117
2014	16	18	20	16	18	26	114
2015		9	15	12	7	9	52
2016				5	5	5	15

There are currently no students enrolled in the Juno Beach Academy in grades 7, 8 or 9. Given current enrolment and attrition rates, projected enrolment for the next two years is between 5 and 10 students. Up to 10 students would need to be relocated as a result of a school closure. This would have little to no impact on existing schools or programs due to the low numbers.

Attendance Area

Students currently attending Juno Beach Academy come from all five Calgary Board of Education (CBE administrative areas). As this is a single site program, the closure of this school would not affect the attendance area. (see Attachment V).

Fifteen students are currently enrolled at Juno Beach with 5 in grade 12 who will graduate in June 2017. If the current grade 10 and 11 students chose to return to their designated school across the city, there will be minimal impacts within those existing schools given the low numbers of students. This group of 10 students could also be accommodated at Lord Beaverbrook High School as out of attendance area students and several have expressed a desire to stay at Lord Beaverbrook until they complete grade 12.

Students access the school using city transit. Students who live in one of the many communities designated to Lord Beaverbrook High School are able to access the Calgary Transit direct service routes that serve that school. There are no transportation impacts.

Accommodation Challenges and Opportunities

In considering the future use of the facility, with low enrolment in the Juno Beach program, there is excess space in the Dr. Norman Bethune building. Starting September 2016, some of the space is being used for returning grade 12 students from our complex special education classes who require extra time to complete their high school program. There are currently 11 students accessing this programming.

In the short term, Lord Beaverbrook High School is scheduled for a major modernization and construction is expected to begin in the 2017-2018 school year. With the proximity of the two buildings, space at Dr. Norman Bethune could be used to accommodate Lord Beaverbrook students during the renovation if required.

Dr. Norman Bethune is also under consideration as a future space to accommodate a new Area Office as part of the Area Reconfiguration Project happening within the CBE.

In the long term, the proposed Area Office could be relocated once school space opens up further south due to the opening of new schools in 2017. At that time, the CBE could vacate the Dr. Norman Bethune building and it could be sold as there will be no need for the space in the long term.

Learning

For current Juno Beach students there are opportunities for enhanced programming for learning if they move back into existing high schools; parents and students have expressed a desire to remain at Lord Beaverbrook High School. Access to a wider variety of options classes as well as larger core content class sizes will provide opportunities for expanded learning opportunities. As one parent reported, their child benefitted from being mixed with the larger group of students at Lord Beaverbrook. The larger class enabled the Juno Beach student to have an expanded view and greater debate as more diverse viewpoints were brought into the learning conversations. The return of these 10 students into existing high schools will have positive outcomes for their learning.

Lack of enrolment in the previous years has had an impact on how the program has been delivered. Effects of low enrolment on program delivery can be seen in how the principles of the integrity document were not met in the years prior to the 2015 school year. Core components such as Military History 7 and 8 as well as Military Studies 25 were not offered. Canadian History 20 and Canadian Geography 20 have both been optional. These courses were identified as the foundation of the Canadian studies program.

Should the Juno Beach program not close, there will be impacts for learning for existing students. Grade 11 and 12 students next year would continue to access their core and CTS programming at Lord Beaverbrook High School, however reduced staff would mean that required courses to meet program integrity may be challenging to offer.

There would be no programming offered at Juno Beach Academy for students in Grades 7-10 if the school remained open due to lack of enrolment.

Community Engagement

Significant efforts have been made to increase enrolment at Juno Beach Academy over the last 2-3 years as the student population has declined. See Attachments I-IV for detailed information.

In January 2014 the CBE engaged the school community to generate ideas on how to increase enrolment at Juno Beach while maximizing resources to deliver core programming to students. Between January and March 2014, students, parents and staff were involved in an online engagement.

In April 2014, CBE administration provided a presentation to the parents of Juno Beach students regarding the projected low enrolment and the Juno Beach Academy of Canadian Studies integrity document.

On November 17, 2014 CBE staff held an open house to share two options with stakeholders. Option 1 considered relocating the program to Queen Elizabeth Junior/Senior High School and Option 2 considered recommending closure of the Juno Beach program. An online survey was open from November 18-24, 2014 that allowed students and parents to provide feedback regarding the two options.

As a result of the feedback received, in December 2014 members of the Juno Beach School Council drafted a proposal on how they would market the program and increase enrolment over a three year timeframe. It was agreed that an enrolment of 50 students per grade was required to maintain a viable program. This three year revitalization plan adopted by the School Council, now in its third year, has unfortunately not bolstered enrolment at the school.

In an effort to secure a strong student population for the 2015-2016 school year, in January 2015 parents were asked to sign a commitment statement to indicate interest in registering their child in the program for the following school year. Of the 41 students who committed for the 2015-2016 school year, 31 students attended the program in the fall and six of these students left mid-year.

By late spring 2015 it was clear that enrolment was continuing to decline. CBE administration advised the parents that we would continue to monitor enrolment annually and continue to involve them dialogue about the future of the program.

In the Fall of 2015, the Area Director and the Director of Planning and Transportation attended a School Council meeting to advise of the continued low enrolment numbers and projected future enrolment. Parents agreed to try one last time to bolster enrolment in the program for the 2016-17 school year.

Most recently in October 2016, a meeting was held to advise the parents of students attending Juno Beach Academy that due to low current and projected enrolment, CBE administration would be recommending the closure of the program.

5 | Financial Impact

There are currently 3.0 FTE administrative and teaching positions assigned to support the Juno Beach program, along with 1.7615 FTE support staff positions. Total annual cost of these positions is approximately \$425,000. Closure of the Juno Beach program will allow some of these dollars to follow the students to their new school sites while some would result in savings. The per school allotment for an assistant principal, office and library staff would be saved; this would amount to approximately \$175,000.

The annual average building operating and maintenance costs are approximately \$150,000-\$200,000. This includes maintenance and custodial staff, utilities and maintenance and repairs.

The closure of Juno Beach will have no immediate impact upon the facility operating costs. The Dr. Norman Bethune building must as a minimum remain open until the 2018-19 school year as a contingency space for Lord Beaverbrook High School students during the modernization process.

Once the Lord Beaverbrook High School modernization is completed and a new south high school is opened, the future of the facility will be re-evaluated

There would be no impact on transportation costs as students do not utilize yellow school buses to attend the program.

6 | Implementation Consequences

School staff, both certificated staff and support staff, will be redeployed within the CBE as follows:

- Administrators and teachers would be transferred to different schools through regular transfer processes, in accordance with the CBE's current staffing processes.

- Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes.

Students currently in grades 10 and 11 will need to enrol in either the high school designated for their community or indicate their preference to be considered for admission in Lord Beaverbrook High School as an out of attendance area student. Lord Beaverbrook High School is committed to continuing to offer Military Studies and Canadian History for all students who are interested. Registrations will need to occur in early 2017 so that students have a chance to select CTS classes at their high school.

7 | Conclusion

The CBE has operated Juno Beach Academy of Canadian Studies since 2003. Enrolment in the program has been declining over the past few years. CBE has done extensive work with stakeholders and considered several innovative solutions, such as the shared campus model with Lord Beaverbrook High School and accessing core programming through CBe-Learn, to meet the learning needs of the students. Despite these efforts, enrolment has declined to a level that makes programming for existing students a challenge.

All attempts to bolster enrolment have been unsuccessful and the small student numbers have made the program unsustainable. Therefore, it is recommended that the Juno Beach Academy of Canadian Studies (Juno Beach) program be closed.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Community Engagement Plan
- Attachment II: Summary of Feedback and Communications
- Attachment III: Juno Beach Academy School Update
- Attachment IV: 3-Year Revitalization Plan
- Attachment V: Juno Beach Attendance Area Map

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.

community engagement plan

Juno Beach Academy of Canadian Studies at Norman Bethune School

Issue | Enrolment in the Juno Beach Academy of Canadian Studies is on the decline.

Level of public participation | Consult

Goal | To consult you throughout the process and to obtain your feedback on the accommodation project and alternatives and/or decisions.

Promise to the Public | We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision(s).

CBE Alignment

- Results 1: Mega Result
- Three-Year Education Plan 2012-2015
- Operational Expectations 3: Treatment of Owners
- Operational Expectations 9: Communicating With the Public
- Operational Expectations 12: Facilities

<http://www.cbe.ab.ca/policies/governance.asp>

Parameters

- Balance among equity, access, excellence and choice
- Minimum disruption for students
- Learning continuum
- Attending school as close to a student's residence as possible
- Keep youngest students closest to home
- Efficient use of space and resources
- Utilization factors at both the system and school level

Decision making

- Any decisions regarding attendance area changes will be made by the Area Director, the Director of Planning & Transportation.
- Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area Director and, the Director of Planning & Transportation.
- Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Planning & Transportation.

<p>Parent Stakeholder Meetings November 12, 2013</p>	<p>1 Start up meeting Meet with principal and Area Director:</p> <ul style="list-style-type: none"> ▪ To present information regarding the issues and the accommodation proposal ▪ To formulate the community engagement plan <p>Members to include: Principal, Area Director and members of the department of Planning & Transportation.</p>
<p>January 14, 2014</p>	<p>2 Parent Letter email Principal email to parents</p> <ul style="list-style-type: none"> ▪ To develop an understanding of the issues ▪ To invite participation in a Thoughtstream engagement ▪ To gather feedback about the program <p>Members to include: Parents, principal, teachers, Area Director, members of the department of Planning & Transportation.</p>
<p>February 2014</p>	<p>3 Thoughtstream "Share"</p> <ul style="list-style-type: none"> ▪ To develop a broader understanding of the issues ▪ To make participants aware of the diverse ideas and concerns collected through the Thoughtstream process
<p>February 2014</p>	<p>4 Thoughtstream "Prioritize"</p> <ul style="list-style-type: none"> ▪ Participants indicate which of the shared themes they deem a priority
<p>March 12, 2014</p>	<p>5 Thoughtstream</p> <ul style="list-style-type: none"> ▪ Feedback posted on line and on school website
<p>April 17, 2014</p>	<p>6 Invited Parent Meeting</p> <ul style="list-style-type: none"> ▪ To answer questions ▪ To develop next steps ▪ Resume Conversation in Fall of 2014
<p>November 17, 2014</p>	<p>7 Open House</p> <ul style="list-style-type: none"> ▪ To share options for the program and gather feedback
<p>November 20, 2014</p>	<p>8 Update to Parents</p>
<p>November 20-27, 2014</p>	<p>9 Parent Survey online</p>
<p>November 27, 2014</p>	<p>10 Meeting with School Council Chair to review the process to date</p>
<p>December 8, 2014</p>	

- December 16, 2014 **11 | Update to Parents**
- January 22, 2015 **12 | Meeting with School Council to review plan for program sustainability.**
- February 2, 2015 **13 | School initiated Open House**
- February 26, 2015 **14 | Meeting with School Council to review plan and discuss next steps**
- March 9, 2015 **15 | Open House to gather feedback on new accommodation scenarios**
 - Online Feedback Survey Initiated; Open February 26- March 6
- March 19, 2015 **16 | Accommodation decision shared with Parent Council**
- May 7, 2015 **17 | Parent Sponsored Recruitment Open House**
- June 1, 2015 **18 | Parent Sponsored Recruitment Open House**
 - Electronic bill board posted in Shawnessy
- 19 | Decision regarding viability of GR7 program shared with stakeholders.**

**Meetings
internal stakeholders**

Director of Planning & Transportation support for Area Director and principals may include:

- Date:
- Providing assistance or support in engaging all school staff
 - Providing assistance or support in gathering staff feedback

Q1: What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

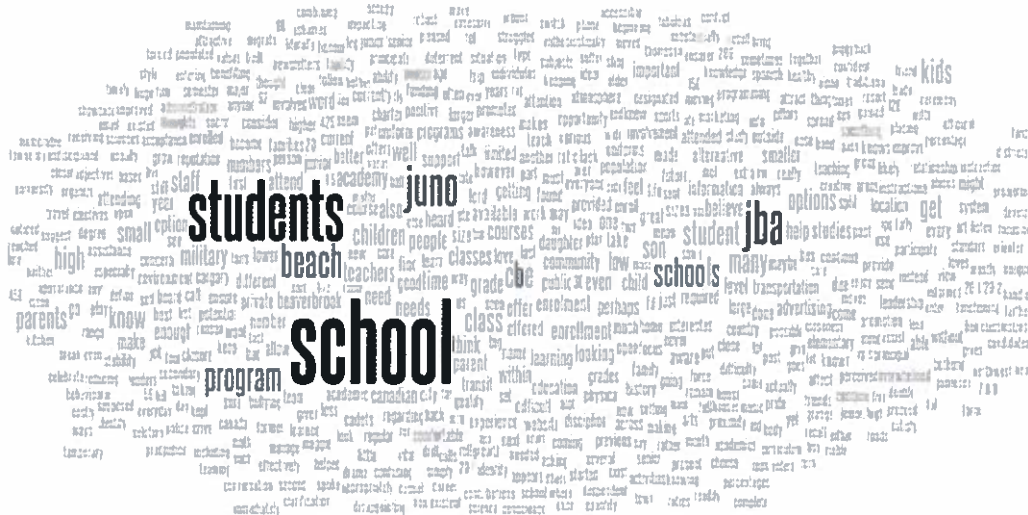
Started: 20 Dec 2013 **Ended:** 3 Mar 2014

Background information

Juno Beach Academy for Canadian Studies has been offered at the CBE since 2003. Over that time, enrolment in the program has fluctuated between 112 - 195 students. Current enrolment in the program offered for Grades 7-12 is 117 students. Providing quality educational programming for low numbers of students is difficult. The CBE would like your thoughts and feedback as we look to the future of the Juno Beach program.

For additional information prior to completing this Thoughtstream, please open the document attached below.

Thought Cloud



Priorities Cloud



Priorities Summary



Q1: What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

Overall rating - total number of stars assigned to that group of thoughts

Participant count - the number of people that assigned stars to that group of thoughts

Average rating - the average number of stars that was given to that group of thoughts. The overall rating divided by the participant count. Average Rating can indicate a small number of people are passionate about a particular subject. You will often see a group of thoughts with a higher average rating than a group higher in the list. This can indicate that the people that did add stars to that group felt it was very important.

	overall rating	participant count	average rating
Programming	49	27	1.81
Advertising	32	20	1.60
Transportation	20	14	1.43
Enrolment challenges	18	12	1.50
Negative reputation	18	13	1.38
Enrolment benefits	17	14	1.21
Personal Development	15	12	1.25
Canadian History	12	10	1.20
Uniform policy	7	7	1.00
Moving the school	5	3	1.67
The Grade 12 trip to Europe.	3	3	1.00



Programming	49
Advertising	32
Transportation	20
Enrolment challenges	18
Negative reputation	18
Enrolment benefits	17
Personal Development	15
Canadian History	12
Uniform policy	7
Other (2)	8

What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

Priorities instructions

Please assign stars to prioritize the items below. Click on each line to view details.

Programming		G9
Priorities summary		
overall rating	participant count	average rating
49	27	1.81
Thought: is there an alternative to having an open full school program		T10
Thought: Is it possible to pair with Beaverbrook to offer more education options?		T17
Thought: Availability, information and access to course material not currently		T21
Thought: Option Courses		T42
Thought: Low class rates are why we had our kids in the school. When our		T45
Thought: Programming		T54
Thought: Extra Curricular****		T55
Thought: Why are kids not coming to Juno		T61
Thought: Make sure academics taught but also offer appropriate options		T71
Thought: Reduction in instructional teachers		T81
Thought: Both teachers and students can share the their respective thoughts.		T89
Thought: What factors are negatively impacting the growth of the school?		T99
Thought: Courses Offered		T101
Thought: Small Class Sizes		T102
Thought: Ability of the school and staff to offer a high school program		T105
Thought: Funding assistance is required.		T109
Thought: An important factor in my mind as a student is the great program it offers		T111
Thought: The courses offered at the high school level will impact enrolment		T114
Thought: The quality of education and assistance give to students.		T123
Thought: JBA is getting a bad reputation for not having enough options/choices.		T124
Thought: Quantity and quality.		T128
Thought: Recruitment is a must.		T129
Thought: Option classes		T144

What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

Advertising

G5

Priorities summary

overall rating	participant count	average rating
32	20	1.60
Thought: the kids are the most important to consider		T5
Thought: How do we encourage enrollment?		T14
Thought: Should enrollment be promoted in the north half of the city?		T15
Thought: Can former students promote JBA?		T16
Thought: More awareness about the program		T20
Thought: what marketing has been done to increase enrolment		T25
Thought: Many people have not heard about Juno Beach Academy Program		T27
Thought: People think that Juno Beach Academy is a private School		T28
Thought: Not many people know about the school.		T33
Thought: Calgary Population Awareness of Juno Beach		T40
Thought: There is not enough publication and awareness that this school is available		T47
Thought: The lack of Knowledge of the program.		T48
Thought: Is Juno Beach Academy advertised?		T50
Thought: Advertising-		T51
Thought: My first thought would be how can we get the numbers higher		T52
Thought: Getting the word out and dispelling myths.		T56
Thought: Word-of-mouth is powerful.		T57
Thought: Exposure sells how wonderful JBA is.		T58
Thought: People don't know about Juno Beach		T60
Thought: Maybe Juno is not promoting itself appropriately.		T62
Thought: Ease of access to find what schools are available through CBE		T64
Thought: I find the word "alternative" confusing.		T65
Thought: Identify students throughout CBE schools in Grade 6		T66
Thought: Misperception that JBA is a private or a military school		T67
Thought: Parent and/or student testimonials on website		T70

What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

(continued)

Advertising	G5
Thought: My daughter is a new student to this school half way through the year. We	T78
Thought: Why is enrollment dropping?	T79
Thought: why the numbers are low to begin with	T80
Thought: The lack of promotion of Juno Beach Academy of Canadian Studies	T82
Thought: Making it clear to students, parents and staff the direction the board is	T91
Thought: JBA has been misunderstood by CBE staff and administration.	T95
Thought: How can we be supported?	T97
Thought: Current students - why do they attend Juno	T103
Thought: JBA is a vital component of the CBE but needs support from the CBE.	T108
Thought: Signage and advertising.	T110
Thought: Not enough is being done to spread the word about Juno Beach Academy	T112
Thought: Advertising	T115
Thought: We need to clarify our identity.	T117
Thought: Some may view JBA as a military school	T118
Thought: Not that many people realize that Juno Beach is a public school.	T122
Thought: Perhaps we can look at more information getting out into the communities,	T130
Thought: CBE school counsellors could be made more aware of the unique program and	T131
Thought: IMAGE	T143
Thought: Public awareness	T145
Thought: Define what currently and historically has brought students to Juno Beach.	T146
Thought: Has the CBE done its due diligence to support growth of the school with	T147
Thought: that it is a uniform school and people dont know much about it	T148

Transportation	G3
Priorities summary	
overall rating	participant count
20	14
average rating	
1.43	
Thought: Getting students to and from the school is a deterrent	T26



What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

(continued)

Transportation	G3
Thought: School Location	T41
Thought: Is the current location of the school part of the problem.	T49
Thought: Transportation	T53
Thought: Ease of transportation to and from safely	T59
Thought: Transportation	T69
Thought: Consider what can help increase enrolment and why numbers are low (i.e.,	T93
Thought: Distance	T100
Thought: Transportation is a concern	T113

Enrolment challenges G11

Priorities summary

overall rating	participant count	average rating
18	12	1.50

Thought: Will the CBE allow the program to continue with low enrollment?	T13
Thought: JBA success vs small school community	T35
Thought: Ratio of undisciplined students is high.	T85
Thought: This this program something that is needed?	T98
Thought: We need to look seriously at the viability of the program.	T116
Thought: The staff at JBA is excellent but stretched.	T125

Negative reputation G6

Priorities summary

overall rating	participant count	average rating
18	13	1.38

Thought: JBA has a bad reputation with the kids	T11
Thought: Types of students enrolling in the program - it seems to have lost the	T22
Thought: Deal with perceived drug issues	T29

What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

(continued)

Negative reputation	G6
Thought: Passing/Failing/Attendance	T44
Thought: Who is choosing JBA?	T96

Enrolment benefits G2

Priorities summary

overall rating	participant count	average rating
17	14	1.21
Thought: Teacher to student ratio		T1
Thought: Class sizes to remain lower than bigger schools, such as Lord Beaverbrook.		T6
Thought: Teachers should be available to help with students after class time.		T7
Thought: Students feeling of community, togetherness, with all other students.		T8
Thought: Small class size		T18
Thought: school community		T19
Thought: The success of students if they were moved to a conventional high school.		T24
Thought: lower enrolments is part of the strength of JB		T30
Thought: I like that there are smaller classes as my daughter gets overwhelmed		T31
Thought: It is always good for student to be in a school with low student to teacher		T32
Thought: Student Focus		T37
Thought: The reason why Juno beach is chosen by individuals		T39
Thought: School environment and class size		T63
Thought: Teaching staff and students get to know each other.		T84
Thought: Teachers get to help students more better and efficient.		T86
Thought: Students are more confident and get to concentrate better.		T87
Thought: The ratio of teacher to student is a good thing		T90
Thought: Consider the group of students at the school and that many choose Juno		T92
Thought: If Juno program was disbanded, where would these students go?		T104
Thought: Size - how small is too small?		T106
Thought: I love that everyone knows my kids.		T126



What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

(continued)

Enrolment benefits	G2
Thought: I love that I receive calls from a person not a machine.	T127
Thought: Low enrollment can be desirable to many people who are not aware of the	T132

Personal Development G10

Priorities summary

overall rating	participant count	average rating
15	12	1.25

Thought: Academic and Physical Excellency	T3
Thought: Our son has been a student of Juno Beach Academy for the past three years,	T9
Thought: The quality of the programme provided.	T23
Thought: This unique environment enables my child to learn without prejudice	T34
Thought: Program Successes at JBA	T36
Thought: Does the viability of the program continue with lower enrolment numbers?	T38
Thought: Providing support to students who do independent and on-line study	T68
Thought: school definition and teaching style	T72
Thought: My son started to realize his talents.	T88
Thought: Juno Beach Academy is a specialty school, there is a select few interested	T119

Canadian History G1

Priorities summary

overall rating	participant count	average rating
12	10	1.20

Thought: Canadian History	T4
Thought: This is a specialized school focusing on Canadian history	T46



What is important to consider as we look at the low enrolment numbers in the Juno Beach Academy Program?

Uniform policy			G8
Priorities summary			
overall rating	participant count	average rating	
7	7	1.00	
Thought: Uniform policy			T2

Moving the school			G4
Priorities summary			
overall rating	participant count	average rating	
5	3	1.67	
Thought: stability of the school			T73
Thought: JBA has been required to proceed with two closure processes.			T94
Thought: moves			T120
Thought: Moving the school so many times has caused a decrease in population.			T121

The Grade 12 trip to Europe.			G7
Priorities summary			
overall rating	participant count	average rating	
3	3	1.00	
Thought: The Grade 12 trip to Europe.			T83

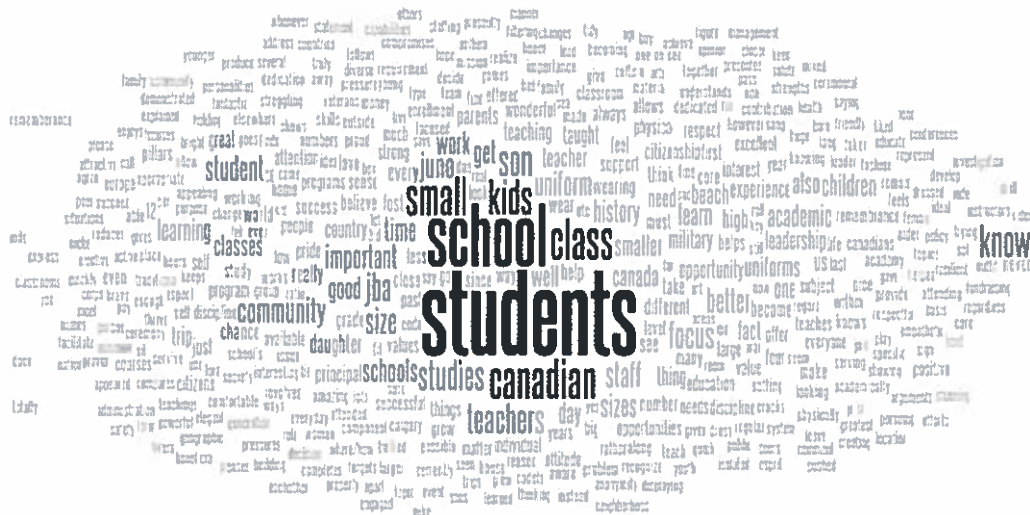
Q2: What components of the Juno Beach program are most important to you?

Started: 6 Jan 2014 **Ended:** 3 Mar 2014

Background information

No background information

Thought Cloud



Priorities Cloud



Priorities Summary

Overall rating - total number of stars assigned to that group of thoughts

Participant count - the number of people that assigned stars to that group of thoughts



Q2: What components of the Juno Beach program are most important to you?

Average rating - the average number of stars that was given to that group of thoughts. The overall rating divided by the participant count. Average Rating can indicate a small number of people are passionate about a particular subject. You will often see a group of thoughts with a higher average rating than a group higher in the list. This can indicate that the people that did add stars to that group felt it was very important.

	overall rating	participant count	average rating
Class size	49	30	1.63
Committed staff	29	24	1.21
Canadian Studies	22	17	1.29
Close knit community	22	19	1.16
Academic Achievement	21	17	1.24
Citizenship focus	19	17	1.12
Uniform	12	11	1.09
Physical Fitness	8	7	1.14
Location	7	6	1.17
Europe trip	5	5	1.00
Discipline	4	4	1.00
Film Class	0	0	0.00



Class size	49
Committed staff	29
Canadian Studies	22
Close knit community	22
Academic Achievement	21
Citizenship focus	19
Uniform	12
Physical Fitness	8
Location	7
Other (3)	9

What components of the Juno Beach program are most important to you?

Priorities instructions

Please assign stars to prioritize the items below. Click on each line to view details.

Class size		G2
Priorities summary		
overall rating	participant count	average rating
49	30	1.63
Thought: Individual attention given to students.		T4
Thought: small class sizes		T11
Thought: Small class sizes		T15
Thought: small class size		T21
Thought: The smaller class sizes		T22
Thought: My son has had a great interest in Canadian Studies, this was an		T23
Thought: the low class sizes		T25
Thought: The size of the school.		T27
Thought: Student Focus		T36
Thought: Small class size		T41
Thought: Studies		T44
Thought: Small and close		T47
Thought: Small class sizes and small enrollment		T52
Thought: the small school		T55
Thought: Class size.		T60
Thought: I like the small numbers		T71
Thought: My daughter is also in Sea Cadets and loves the Drill/Parade, (believe		T72
Thought: Student to teacher ratio		T73
Thought: Small class size		T77
Thought: small class size		T92
Thought: Small Classes		T97
Thought: IPP		T101
Thought: Class size		T109
Thought: Class sizes		T125

What components of the Juno Beach program are most important to you?

Committed staff			G1
Priorities summary			
overall rating	participant count	average rating	
29	24	1.21	
Thought: Staff			T2
Thought: the fact the teachers know the kids and understand their needs			T3
Thought: Teachers work with students in a productive and positive manner.			T5
Thought: Strong teaching team, close interaction with the students			T17
Thought: The most important is a smaller school, with uniforms and a principal who			T31
Thought: Small class size that helps give each student individual attention to help			T39
Thought: teacher knowing the students, student not seen as a number in a big class			T59
Thought: Teacher conferences			T67
Thought: Teachers being available			T69
Thought: Dedicated educators			T78
Thought: They teach each students differently.			T84
Thought: We salute the principal, office staff and teachers			T85
Thought: Principal, office staff and teachers are very accommodating.			T86
Thought: Canadian Studies focus, staff committed to students, uniform program			T96
Thought: One-On-One time with Teachers			T98
Thought: Great principal			T103
Thought: Dedicated staff			T107
Thought: Structure and small class size			T116
Thought: Staff at the school were strong believers in the school and what it stood			T128

Canadian Studies			G11
Priorities summary			
overall rating	participant count	average rating	
22	17	1.29	
Thought: Canadian Studies is to remain unchanged.			T8



What components of the Juno Beach program are most important to you?

(continued)

Canadian Studies	G11
Thought: Academic and Canadian studies we are Canadians nice to see the values and	T10
Thought: Learning about Canada.	T33
Thought: The addition of an importance on Canadian Military History	T34
Thought: Canadian Studies	T37
Thought: Canadian Studies	T40
Thought: Focus on Canadian Studies	T42
Thought: The fact that the kids are taught Canadian history first and foremost	T45
Thought: CANADA STUDIES!!!!!!	T49
Thought: The Canadian Content	T50
Thought: Community	T53
Thought: Canada	T54
Thought: Canadian teachings	T57
Thought: Remembrance ceremony	T65
Thought: Canadian Studies	T75
Thought: Canadian Studies	T76
Thought: The teaching of the military's contribution to Canada's history/culture.	T79
Thought: The contribution the school makes leading up to and on Remembrance day.	T82
Thought: The uniqueness of the "program" - Canadian studies and the group of kids it	T94
Thought: Canadian Studies	T99
Thought: Canadian History and Military History	T106
Thought: How the students learn about Canada and our history and place in the world	T110
Thought: I really like the Canadian Studies.	T112
Thought: Canadian Studies	T117
Thought: The focus on Canadian Studies and the uniform.	T121
Thought: FOCUS	T123
Thought: Community and studies	T124



What components of the Juno Beach program are most important to you?

Close knit community			G3
Priorities summary			
overall rating	participant count	average rating	
22	19	1.16	
Thought: Students relationships with one another.			T6
Thought: community			T19
Thought: Low class enrolment should allow better interaction with the teachers and			T46
Thought: the students all knowing eachother and a real sense of community			T58
Thought: Community.			T63
Thought: The smaller school setting reduces anonymity, less chance of student			T74
Thought: close knit communit within the school - we know our students and their			T93
Thought: Small school feel			T95
Thought: Small size of Juno - small class size is a major driver for us.			T100
Thought: Personalization			T120
Thought: SIZE			T122
Thought: Small class size and a sense of family/community despite the fact that			T127

Academic Achievement			G10
Priorities summary			
overall rating	participant count	average rating	
21	17	1.24	
Thought: Very focused curriculum			T16
Thought: All components.			T68
Thought: The core subjects.			T83
Thought: Academic Achievement			T104
Thought: Core academic classes.			T111
Thought: programs offered			T113
Thought: Education			T119



What components of the Juno Beach program are most important to you?

Citizenship focus

G7

Priorities summary

overall rating	participant count	average rating
19	17	1.12
Thought: focus on citizenship		T14
Thought: The Citizenship programme.		T24
Thought: Its four pillars,		T26
Thought: Key JBA Components		T35
Thought: I like how the kids are taught values		T48
Thought: Service		T51
Thought: Juno Beach focuses the student to be the best they can be.		T61
Thought: Service and leadership.		T62
Thought: The four pillars		T64
Thought: How to do better?		T70
Thought: Teaching self-discipline, leadership and citizenship.		T89
Thought: Lots of "don't fit the mould" students attend Juno		T102
Thought: School Culture		T105
Thought: The values and code of honor		T114
Thought: My son is interested in Military past and history.		T115
Thought: Providing options for the students to have.		T118

Uniform

G12

Priorities summary

overall rating	participant count	average rating
12	11	1.09
Thought: Uniforms must remain part of the program.		T9
Thought: school uniform		T12
Thought: Uniforms		T20
Thought: The uniform		T28
Thought: The uniform		T29



What components of the Juno Beach program are most important to you?

(continued)

Uniform	G12
Thought: The uniform is important as it shows children a different way of dressing.	T32
Thought: Uniforms	T38
Thought: Uniforms	T43
Thought: uniforms	T56
Thought: The school's uniform policy.	T81
Thought: Uniform.	T90
Thought: Uniform	T108
Thought: The focus on Canadian studies was a prime reason I chose the school for my	T126

Physical Fitness	G9
Priorities summary	
overall rating	participant count
8	7
average rating	1.14
Thought: Physical fitness	T1
Thought: strong athletics	T13
Thought: Physical Fitness	T88

Location	G8
Priorities summary	
overall rating	participant count
7	6
average rating	1.17
Thought: Location	T30

Europe trip	G5
Priorities summary	
overall rating	participant count
5	5
average rating	1.00

What components of the Juno Beach program are most important to you?

(continued)

Europe trip	G5
Thought: Europe Trip for the grade 12 students and working for it.	T7
Thought: Value of tying a trip to their studies	T18
Thought: Europe trip	T66
Thought: The grade 12 graduation ceremony in Europe.	T80

Discipline	G4
Priorities summary	
overall rating	participant count
4	4
average rating	1.00
Thought: Discipline	T91

Film Class	G6
Priorities summary	
overall rating	participant count
0	0
average rating	0.00
Thought: Film Class	T87



Q3: What other learning opportunities would you like?

Average rating - the average number of stars that was given to that group of thoughts. The overall rating divided by the participant count. Average Rating can indicate a small number of people are passionate about a particular subject. You will often see a group of thoughts with a higher average rating than a group higher in the list. This can indicate that the people that did add stars to that group felt it was very important.

	overall rating	participant count	average rating
Course options	66	34	1.94
Career counselling	37	26	1.42
Service learning	27	20	1.35
Military history offered to high school	19	15	1.27
Everything that is required for my child to succeed is provided at Juno	16	9	1.78
Field Trips	14	12	1.17
Drill team	4	4	1.00
The moving of Juno next to a school unwilling or unable to accommodate	4	2	2.00



Course options	66
Career counselling	37
Service learning	27
Military history offered to high school	19
Everything that is required for my chil...	16
Field Trips	14
Drill team	4
The moving of Juno next to a school unw...	4

What other learning opportunities would you like?

Priorities instructions

Please assign stars to prioritize the items below. Click on each line to view details.

Course options			G1
Priorities summary			
overall rating	participant count	average rating	
66	34	1.94	
Thought: Some vocational courses would help			T1
Thought: Expand the extracurricular.			T2
Thought: Second language in high school, a second language can not be taught over			T3
Thought: more options			T4
Thought: More optional courses being offered to peak interest and to help to			T7
Thought: More electives			T8
Thought: To learn Spanish as another language			T9
Thought: Better drama classes. It is good because it offers core subjects			T11
Thought: Other Opportunities			T13
Thought: Options			T14
Thought: Option availability			T15
Thought: Expansion or Communication of Optional Courses			T16
Thought: More choice in classes			T19
Thought: Many			T20
Thought: i would like to have more options			T21
Thought: Financial literacy.			T22
Thought: More electives			T23
Thought: More on-line/independent study.			T25
Thought: More collaboration with other school - both academic and technical			T26
Thought: I know that it's due to the enrollment numbers but more electives would be			T30
Thought: Money Management			T32
Thought: Academic classes			T33
Thought: More opportunity for skill classes (shop, etc)			T38
Thought: Bigger course selction and the opportunity to offer the same class more			T39



What other learning opportunities would you like?

(continued)

Course options	G1
Thought: More opportunity for classes that could be offered	T40
Thought: Enhanced course selection for senior high school students and the ability	T41
Thought: Canadian Study	T42
Thought: Unique Electives	T44
Thought: More options	T46
Thought: Options	T47
Thought: would like to see better selection of complementary courses offered	T48
Thought: A variety of elective courses.	T49
Thought: Courses offered more than once in the same year.	T50
Thought: Separated -1 and -2 courses.	T51
Thought: Opportunities for vocational training.	T52
Thought: more than one time slot for high school credit courses in a year	T53
Thought: I know my student tried to access wrestling at Beaverbrook this year.	T54
Thought: Online classes	T55
Thought: Addition courses	T56
Thought: More Teachers, More course options	T57
Thought: More options	T58
Thought: SECOND LANGUAGE?	T60
Thought: Options	T61
Thought: Due to small enrollment there was limited access to options outside of the	T62
Thought: shop class and welding class	T64

Career counselling	G2
Priorities summary	
overall rating	participant count
37	26
average rating	
1.42	
Thought: Work experience?	T6
Thought: Facilitator/ support person to assist students	T28



What other learning opportunities would you like?

(continued)

Career counselling	G2
Thought: Career counselling	T29
Thought: Connections. This would build connections with organizations/businesses in	T63

Service learning	G7	
Priorities summary		
overall rating	participant count	average rating
27	20	1.35
Thought: Students helping students		T27
Thought: Partnership/leadership		T34
Thought: Other learning opportunities.		T37

Military history offered to high school	G6	
Priorities summary		
overall rating	participant count	average rating
19	15	1.27
Thought: Military history offered to high school		T24

Everything that is required for my child to succeed is provided at Juno	G4	
Priorities summary		
overall rating	participant count	average rating
16	9	1.78
Thought: Learning opportunities		T10
Thought: I am happy if my child learns.		T12
Thought: small school		T18
Thought: No concerns at this time.		T31
Thought: we're good		T45

What other learning opportunities would you like?

(continued)

Everything that is required for my child to succeed is provided at Juno	G4
Thought: Everything that is required for my child to succeed is provided at Juno	T59

Field Trips	G5
Priorities summary	
overall rating	participant count
14	12
average rating	1.17
Thought: More trips & excursions.	T35
Thought: More field trips.	T36
Thought: Field Trips	T43

Drill team	G3
Priorities summary	
overall rating	participant count
4	4
average rating	1.00
Thought: Drill team	T5

The moving of Juno next to a school unwilling or unable to accommodate	G8
Priorities summary	
overall rating	participant count
4	2
average rating	2.00
Thought: The moving of Juno next to a school unwilling or unable to accommodate	T17

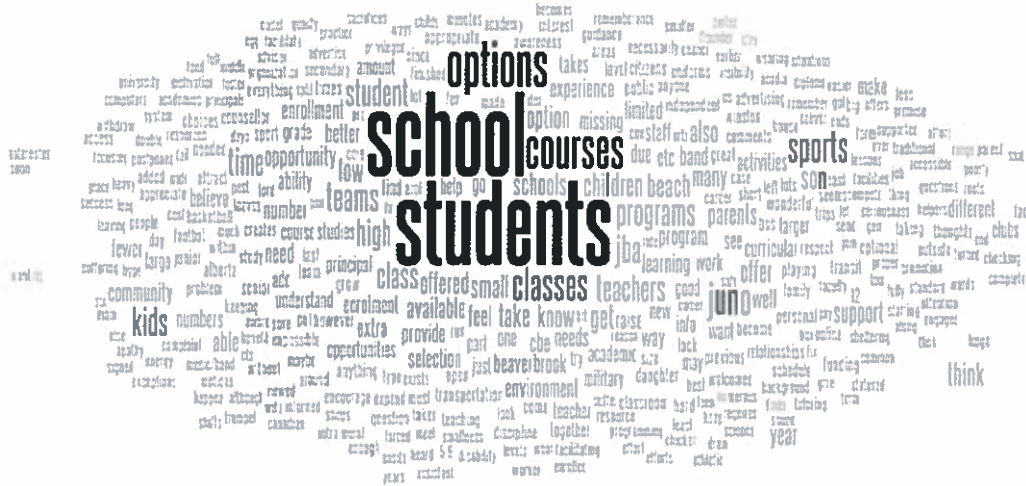
Q4: What do you think is missing because the number of students in the program is low?

Started: 6 Jan 2014 **Ended:** 3 Mar 2014

Background information

No background information

Thought Cloud



Priorities Cloud



Priorities Summary

Overall rating - total number of stars assigned to that group of thoughts

Participant count - the number of people that assigned stars to that group of thoughts



Q4: What do you think is missing because the number of students in the program is low?

Average rating - the average number of stars that was given to that group of thoughts. The overall rating divided by the participant count. Average Rating can indicate a small number of people are passionate about a particular subject. You will often see a group of thoughts with a higher average rating than a group higher in the list. This can indicate that the people that did add stars to that group felt it was very important.

	overall rating	participant count	average rating
Programming	56	32	1.75
Resources	33	24	1.38
Bigger Staff	27	18	1.50
Advertising	19	13	1.46
Nothing missing, just different	16	8	2.00
Busing	12	7	1.71
Cafeteria	9	8	1.12
Increase enrolment of girls	6	5	1.20
Larger class size	3	1	3.00
Summary of some thoughts	3	3	1.00



Programming	56
Resources	33
Bigger Staff	27
Advertising	19
Nothing missing, just different	16
Busing	12
Cafeteria	9
Increase enrolment of girls	6
Larger class size	3
Summary of some thoughts	3

What do you think is missing because the number of students in the program is low?

Priorities instructions

Please assign stars to prioritize the items below. Click on each line to view details.

Programming			G4
Priorities summary			
overall rating	participant count	average rating	
56	32	1.75	
Thought: Shop classes			T2
Thought: other than mandatory courses there is no options			T4
Thought: Extracurricular programs.			T5
Thought: second language, otherwise satisfied with the programs offered, many core c			T6
Thought: lack of options for students			T7
Thought: Diversity of programs			T9
Thought: Access to courses, counselling, mentorship opportunities. Motivation is			T10
Thought: more options			T12
Thought: Sports teams			T14
Thought: No, do not think anything is missing. Extra-curricular sports does suffer			T16
Thought: Military Studies			T21
Thought: Options			T22
Thought: Options			T23
Thought: Option Courses			T24
Thought: A larger selection in classes			T26
Thought: Extra curricular sports and competition.			T29
Thought: Electives			T30
Thought: Athletic programs			T33
Thought: Option choices			T34
Thought: Sports teams			T35
Thought: Student apathy			T36
Thought: Opporunity for each option to be available every semester.			T41
Thought: sportts teams extra curricular activities			T42
Thought: Academic classes			T43

What do you think is missing because the number of students in the program is low?

(continued)

Programming	G4
Thought: Clubs	T44
Thought: Team sports programs such as football and basketball.	T45
Thought: Course selection	T51
Thought: Variety of classes	T52
Thought: Electives	T57
Thought: Courses Offered	T58
Thought: Options, as stated previously, and intra-mural sports	T62
Thought: Course selection.	T63
Thought: The opportunity for students to take courses which are meaningful to them	T67
Thought: Advanced courses in math and science.	T68
Thought: What is missing	T70
Thought: different option classes for the junior high	T71
Thought: More high school courses	T72
Thought: Sports teams	T73
Thought: Options.	T74
Thought: EXTRACURRICULAR	T77
Thought: Option classes	T78
Thought: The ability to offer options to the students. a diverse program would draw	T79
Thought: Sport teams were limited as with few teachers on staff it was difficult to	T80

Resources	G10
Priorities summary	
overall rating	participant count
33	24
average rating	1.38
Thought: Access to more programs, computers, books is a drawback	T25
Thought: funding opportunities	T28
Thought: Remember	T39
Thought: Funding	T75



What do you think is missing because the number of students in the program is low?

Bigger Staff

G5

Priorities summary

overall rating	participant count	average rating
27	18	1.50

Thought: Resource teacher	T31
Thought: Lack of career councillors	T37
Thought: Guidance counsellor	T49
Thought: Assistance principal	T50
Thought: More offering of the same course through the year, CTS (not necessarily	T56
Thought: Support for Students	T61
Thought: A resource teacher.	T64
Thought: Ed assistants.	T65
Thought: An assistant principal.	T66
Thought: the amount of teachers	T81

Advertising

G1

Priorities summary

overall rating	participant count	average rating
19	13	1.46

Thought: No Visibility	T18
Thought: Misunderstanding	T19
Thought: See Question #1	T27
Thought: When we went to the open house I found it was poorly put together, it was	T40
Thought: I think the school needs to be advertise.	T46
Thought: Unsure - undiscovered gem	T59
Thought: Advertising	T60
Thought: Community awareness of program	T76



What do you think is missing because the number of students in the program is low?

Nothing missing, just different			G8
Priorities summary			
overall rating	participant count	average rating	
16	8	2.00	
Thought: nothing			T8
Thought: Nothing			T15
Thought: Low student enrollment creates a different school experience			T69

Busing			G2
Priorities summary			
overall rating	participant count	average rating	
12	7	1.71	
Thought: Busing			T3
Thought: CBE supported transportation options			T13
Thought: Busing			T17
Thought: Options			T53

Cafeteria			G6
Priorities summary			
overall rating	participant count	average rating	
9	8	1.12	
Thought: cafeteria			T1

Increase enrolment of girls			G7
Priorities summary			
overall rating	participant count	average rating	
6	5	1.20	
Thought: Girls!			T32



What do you think is missing because the number of students in the program is low?

Larger class size			G3
Priorities summary			
overall rating	participant count	average rating	
3	1	3.00	
Thought: Options for classes.			T11
Thought: Music/Band			T20
Thought: Low student numbers			T47
Thought: Class size			T54
Thought: Experience with larger groups			T55

Summary of some thoughts			G9
Priorities summary			
overall rating	participant count	average rating	
3	3	1.00	
Thought: Summary of some thoughts			T38
Thought: wearing uniform			T48

Q5: Other comments or questions you may have.

Average rating - the average number of stars that was given to that group of thoughts. The overall rating divided by the participant count. Average Rating can indicate a small number of people are passionate about a particular subject. You will often see a group of thoughts with a higher average rating than a group higher in the list. This can indicate that the people that did add stars to that group felt it was very important.

	overall rating	participant count	average rating
CBE support	22	17	1.29
Advertise	20	13	1.54
Don't delay the decision	20	11	1.82
Concerns about the future	17	12	1.42
Expand the choices	14	11	1.27
How can parents help??	14	9	1.56
Quality of teaching staff	14	13	1.08
Transportation	10	7	1.43
Canadian studies	9	6	1.50
Student social problems	8	6	1.33
Class size	6	6	1.00
Uniform	5	5	1.00
Annual Rankings	4	3	1.33
The community likes the school	4	3	1.33
How is Vimy Ridge Academy doing in Edmonton?	3	1	3.00
The leadership and excellence in sports are excellent subject.	3	3	1.00
Student relationships	2	2	1.00

Q5: Other comments or questions you may have.



■ CBE support	22
■ Advertise	20
■ Don't delay the decision	20
■ Concerns about the future	17
■ Expand the choices	14
■ How can parents help??	14
■ Quality of teaching staff	14
■ Transportation	10
■ Canadian studies	9
■ Other (8)	35

Other comments or questions you may have.

Priorities instructions

Please assign stars to prioritize the items below. Click on each line to view details.

CBE support			G3
Priorities summary			
overall rating	participant count	average rating	
22	17	1.29	
Thought: CBE			T21
Thought: This process			T28
Thought: my thoughts			T57
Thought: the school needs more money to help out the cbe			T65

Advertise			G1
Priorities summary			
overall rating	participant count	average rating	
20	13	1.54	
Thought: advertising			T7
Thought: Advertisement			T9
Thought: Recruiting New Students			T15
Thought: Juno Beach Academy Concept			T19
Thought: Continued			T22
Thought: The "price" is more than worth it.			T25
Thought: I also think this school should be advertised within Cadets somehow because			T31
Thought: Raise Profile of Juno Beach Academy			T34
Thought: Have the CBE assist with advertising this special school			T49
Thought: I think the CBE received favorable press coverage and recognition from the			T64



Other comments or questions you may have.

Don't delay the decision

G11

Priorities summary

overall rating	participant count	average rating
20	11	1.82

Thought: If this school is going to close we need to know and not delay the process	T13
Thought: Thank-you	T29
Thought: Please tells us your plan as soon as possible as many parents and students	T47
Thought: Ongoing uncertainty about the school's future is often raised by parents of	T50
Thought: When will any decision about the school be implemented?	T52
Thought: Potential situations for the school if enrollment does not improve?	T53
Thought: It is time to address the issue of low enrollment concretely.	T55

Concerns about the future

G14

Priorities summary

overall rating	participant count	average rating
17	12	1.42

Thought: School closure	T1
Thought: What can we do to keep this school going?	T2
Thought: I love Juno Beach and all the staff.	T3
Thought: Please don't terminate the school, advertise the school, promote, we only	T4
Thought: i dont want juno to close	T5
Thought: I am very pleased with Juno Beach Academy Program	T11
Thought: Success	T14
Thought: My youngest son	T18
Thought: Juno has been a phenomenal program for our son. Not so much for	T20
Thought: Juno Beach Academy is an example of what education should be.	T23
Thought: Juno Beach Academy is a program that the CBE should be very proud of.	T24
Thought: Where was the JBA program in 1976?	T26
Thought: I like Juno	T27
Thought: JBA is an important school with in CBE	T30



Other comments or questions you may have.

(continued)

Concerns about the future	G14
Thought: We would like the school to remain open.	T32
Thought: Juno to remain open.	T43
Thought: Other comments.	T46
Thought: We need to fight to keep this school open	T48
Thought: Please keep Juno Beach Academy of Canadian Studies alive	T54
Thought: Juno is a great school	T58
Thought: This has been a very good fit for my child as an alternative school	T61
Thought: School closure ?	T63

Expand the choices	G12	
Priorities summary		
overall rating	participant count	average rating
14	11	1.27
Thought: Keep the personalization but expand the choices for the kids.		T60

How can parents help??	G8	
Priorities summary		
overall rating	participant count	average rating
14	9	1.56
Thought: Please contact me to offer explanation		T6
Thought: What is the ideal student population for JBA?		T16
Thought: How can parents help??		T17

Quality of teaching staff	G13	
Priorities summary		
overall rating	participant count	average rating
14	13	1.08

Other comments or questions you may have.

(continued)

Quality of teaching staff	G13
Thought: Staff	T35
Thought: Supporting staff	T36
Thought: Quality of teaching staff	T41
Thought: Thanks to Mike Black and the Juno staff!	T51

Transportation	G5	
Priorities summary		
overall rating	participant count	average rating
10	7	1.43
Thought: create your own outcome		T10
Thought: Moving??		T12

Canadian studies	G2	
Priorities summary		
overall rating	participant count	average rating
9	6	1.50
Thought: We like the emphasis on Canadian content at this school.		T33
Thought: Canadian studies		T38

Student social problems	G10	
Priorities summary		
overall rating	participant count	average rating
8	6	1.33
Thought: I would like to see more positive interventions taking place in the school,		T8

Other comments or questions you may have.

Class size			G4
Priorities summary			
overall rating	participant count	average rating	
6	6	1.00	
Thought: Class size			T37

Uniform			G7
Priorities summary			
overall rating	participant count	average rating	
5	5	1.00	
Thought: Students wearing the uniform			T45
Thought: Philosophy and focus and filling the seats.			T59
Thought: General statements			T62

Annual Rankings			G6
Priorities summary			
overall rating	participant count	average rating	
4	3	1.33	
Thought: Discouraging looking at the Calgary Herald annual school rating article.			T40

The community likes the school			G16
Priorities summary			
overall rating	participant count	average rating	
4	3	1.33	
Thought: The community likes the school			T44



Other comments or questions you may have.

How is Vimy Ridge Academy doing in Edmonton? **G9**

Priorities summary

overall rating	participant count	average rating
3	1	3.00

Thought: How is Vimy Ridge Academy doing in Edmonton? **T42**

The leadership and excellence in sports are excellent subject. **G17**

Priorities summary

overall rating	participant count	average rating
3	3	1.00

Thought: The leadership and excellence in sports are excellent subject. **T56**

Student relationships **G15**

Priorities summary

overall rating	participant count	average rating
2	2	1.00

Thought: Student relationships **T39**



June 4, 2015

Dear Students and Parents/Guardians,

Notice: Juno Beach Grade 7 Program

The Calgary Board of Education would like to inform parents and students that due to low registrations in the Grade 7 program at Juno Beach School, we are unable to offer a Grade 7 class for September 2015.

This was last communicated as a possibility in the March 12, 2015 letter to parents.

"In the event that less than 15 students are registered in Grade 7 by June 1, 2015, we will be unable to offer Grade 7 programming for the 2015-2016 school year."

Open houses held and actions taken by School Council on January 22, March 19, and May 7, of 2015 did not attract sufficient registrations to support a Grade 7 program for the 2015 school year.

This decision has no impact on currently registered Juno Beach students in the program for the 2015-2016 school year. The Calgary Board of Education will continue to monitor registrations in the program annually to determine whether a Grade 7 class can be offered again in the future.

Please contact your school or the Area V office at 403-777-8780 ext. 0 if you have any questions.

Thank you for your assistance.

Sydney Smith
Director, Area V

Darlene Unruh
Director,
Planning & Transportation

ec: Superintendents' Team
Principals

update

Juno Beach Academy of Canadian Studies

Parent Meeting

Date: February 26, 2015.
Time: 6:00 p.m.
Location: Juno Beach Academy at Dr. Norman Bethune School

At this parent meeting CBE administration will have brief presentation at 6:00 p.m. followed by an opportunity for parents and students to review CBE information, the parent 3 year plan and respond to the two options.

February 11, 2015

Dear Students, Parents & Guardians,

Since January 2014 the Calgary Board of Education (CBE) has been engaging parents about the Juno Beach Academy of Canadian Studies (JBA). The enrolment in the program is declining.

Over the past several months members of the JBA School Council have been in discussions with administration to find a way forward for the JBA. JBA School Council has developed a plan to grow the program over the next 3 years to 50 students per grade. To support this goal the CBE would like parents to consider a new option. Option 1 below has been previously presented to parents. Option 2 is intended as an interim plan to allow the opportunity for JBA School Council to enact their three year plan.

Canadian Studies/Military History courses and Drill & Parade, fundamental courses that contribute to this alternative program, would be mandatory for all students in either option.

Division	Required Course Work	Mandatory
Division III (Grade 7-9)	Drill and Parade	Club or noon hour activity
	Junior Flag Party	Club or noon hour activity
	Military History 7, 8	75 hours of mandatory instruction
Division IV (Grade 10-12)	Drill and Parade 15, 25, 35	15, 25 – 75 hours 3 credits 35 – 125 hours 5 credits
	Military Studies 15, 25	15 – 75 hours 3credits 25 -125 hours
	Canadian Geography 20	75 hours 3 credits
	Canadian History 20	75 hours 3 credits

Option 1 Relocate

Relocate the JBA program Grade 7-12 to Queen Elizabeth Junior/Senior High School for September 2015 (as presented to parents at the Open House on November 17, 2014.)

Relocation incorporates:

- Access to programming for all students
- Program integrity
- More centrally located within catchment area
- Stakeholder feedback
- Single Principal school

Option 2
The Campus Concept

The campus concept incorporates:

- Access to programming for all students
- Program integrity
- Maintains the current location of the program
- Stakeholder feedback
- Single Principal responsible for both schools, administrator on site
- Potential for academic programming opportunities for Grade 10-12 students at both locations

	Dr. Norman Bethune School	Lord Beaverbrook High School
Grade 7-9 *	Core Subjects & Military History, Junior Flag Party	N/A
Grade 10—12 **	Drill & Parade, Military Studies, Canadian Geography, Canadian History	Core Subjects - Math, Science, English, Social Studies

*Courses may be multi-aged 7-8, or 7-8-9 students depending on number of students. A minimum of 15 students must be registered in Grade 7 for September 2015 for courses to be offered at this Grade level.

**High School location of core subjects will be determined based on student class size and availability of resources. High School classes with a minimum of 20 students could be offered at Norman Bethune for JBA students.

The CBE would like your feedback on these two options. We look forward to seeing you on February 26th. You may also share your feedback at yourvoice@cbe.ab.ca.

Yours truly,



Sydney Smith
 Director, Area V



Darlene Unruh
 Director,
 Planning & Transportation



March 12, 2015

Dear Parents/Guardians,

The Area V Office and the department of Planning & Transportation have been working with stakeholders since January 2013 to address the accommodation challenges in the Juno Beach Academy of Canadian Studies Program (JBA) at Norman Bethune School. The enrolment in the program is declining. In 2008, the program had a peak enrolment of 195 students. On September 30, 2014 there were 114 students enrolled, and there are currently 98 Grade 7-12 students.

As the community engagement proceeded on December 18, 2014, members of the JBA School Council met with members of CBE administration to present another option. At that time, they presented their three-year plan to attract and retain students in the JBA program. Administration agreed that JBA School Council should commence enacting their attraction and retention plan immediately. The School Council's recruitment goal is to reach 50 students per grade, in all grades (Grades 7 - 12) by September 2017.

We would like to acknowledge the participation and input of interested stakeholders throughout this student accommodation planning process. Feedback from stakeholders is valued and considered when making a final decision. Feedback on options was collected from parents and students at meetings, through an online survey, Your voice, and other emails to administration.

Administrative Decision |

Effective September 2015, Juno Beach Academy of Canadian Studies will operate with Lord Beaverbrook High School, creating a Campus Concept. This decision reflects stakeholder feedback and provides time for the JBA School Council to enact their three year plan. Should the enrolment goal not be realized by January 2017, CBE Administration will revisit the accommodation plan for the JBA program. In the event that student enrolment in any grade is too low to maintain appropriate programming for students, CBE will reevaluate this accommodation plan. This plan supports:

- Access to programming for all students
- Program integrity
- Maintaining the current location of the program
- Single Principal responsible for both schools, administrator on site
- Academic programming opportunities for Grade 10-12 students at both locations

Students enrolling in the JBA program will be required to register in the courses that reflect the principles of the JBA Program Integrity Document.

Division	Course	Mandatory Courses Hours of Instruction
Division III (Grades 7-9)	Drill and Parade	Club or noon hour activity.
	Junior Flag Party	Club or noon hour activity.
	Military History 7,8 (Each 75 Hours)	Mandatory for all students in the program.
Division IV (Grades 10-12)	Drill and Parade 15,25,35 (15, 25 – 75 Hours 3 Credits) (35 – 125 Hours 5 Credits)	Offered one semester (88 minutes per day). Mandatory for all students in the program.
	Military Studies 15, 25 (Each 75/125 Hours 3/5 Credits)	Mandatory for all students in the program.
	Canadian Geography 20 (75 Hours 3 Credits)	Mandatory for all students in the program.
	Canadian History 20 (75 Hours 3 Credits)	Mandatory for all students in the program.

Grade 7-9 students will take all of their courses, both core and complementary, at the Norman Bethune campus. Classes may be multi-graded to accommodate junior high school students. **In the event that less than 15 students are registered in Grade 7 by June 1, 2015, we will be unable to offer Grade 7 programing for the 2015-2016 school year.**

Grade 10-12 students will take their core and some complementary courses at the Lord Beaverbrook campus. If there are 20 or more students registered in a given course it may be offered at the Norman Bethune campus. Mandatory JBA program course work will be delivered at the Norman Bethune campus.

Transportation

Transportation services to JBA will remain the same. Students registered in the JBA program may access enhanced Calgary Transit (CT) routes to Lord Beaverbrook High School, regardless of the grade in which they are registered. Enhanced CT routes are only available from communities designated to Lord Beaverbrook High School for their regular program. For more information see <http://www.calgarytransit.com/> -School Services tab.

Please contact your school or the Area V office at 403-777-8780 ext. 0 if you have any questions.

Sincerely,



Sydney Smith
Director, Area V



Darlene Unruh
Director, Planning & Transportation

Ec Superintendents Team
Principals

The Juno Beach Academy – Parents Association
12 December 2014

The Juno Beach Academy
of Canadian Studies
A three year revitalization plan



EXECUTIVE SUMMARY

The Juno Beach Academy of Canadian Studies has been threatened with closure or moving by the Calgary Board of Education (CBE) at an Open House on 17 November 2014. The reason given for these decisions was the declining enrollment at the Juno Beach Academy. Previous to this, consultation with the students and parents had been limited and the options that were recommended had not been previously presented. If the severity of the declining enrollment situation had been properly brought forward by the CBE, the students and parents would have been able to address the issue months ago. Now the CBE has imposed compressed schedules on the response time. This document constitutes the response by the students and parents which outlines how the Juno Beach Academy can be revitalized over the next three years in order to increase attendance at the school to the levels expected by the CBE.

The Juno Beach Academy is a unique learning environment, unlike any other in the nation. It builds on core values of leadership, citizenship, academic endeavour and fitness. As the CBE is a global leader in learning, one would expect that the unique educational environment of the Juno Beach Academy be fostered and promoted as an example to other jurisdictions. It should not be pressed to close or relocate without a reasonable opportunity to build upon the academic excellence and community service that form the foundation of Juno Beach Academy's educational principles.

It is important that this plan be given an opportunity to be successful. There are a number of examples where a rushed decision to close a school prior to full consultation and engagement with students and parents has proven to be a wrong decision. One clear example is the plan to close the Mayland Heights in 2011. Following the overturning of this recommendation, the Mayland Heights School has grown to a healthy population and the Juno Beach Academy can follow this example and grow to a strong element within the CBE.

In conclusion, please give the students and parents of the Juno Beach Academy an opportunity to grow to a healthy and vigorous level. This can only be done by halting the decision to close or move the school and embrace the revitalization plan presented in this document.

TABLE OF CONTENTS

I.	BACKGROUND	4
II.	THE CHALLENGE.....	4
III.	OBJECTIVE	4
IV.	ISSUES	5
V.	GOALS	6
VI.	IMPLEMENTATION.....	8
VII.	SCHEDULE.....	9
VIII.	BUDGET	9
IX.	KEY PERSONNEL	10
X.	EVALUATION	10
XI.	ENDORSEMENTS	11
XII.	NEXT STEPS	11
XIII.	CONCLUSION.....	11
XIV.	ANNEX A (ATTRACTION AND RECRUITING)	12
	Appendix 1 to Annex A	15
	Appendix 2 to Annex A	16
XV.	ANNEX B (RE-BRANDING INITIATIVE)	17
XVI.	ANNEX C (TRANSPORTATION)	18
XVII.	ANNEX D (PROGRAMME ENHANCEMENT).....	19
XVIII.	ANNEX E (SUPPORT AND ENDORSEMENT)	20

I. Background

The Juno Beach Academy of Canadian Studies is a junior high and high school established in 2003 as a specialized school within the Calgary Board of Education (CBE). Juno Beach Academy's vision is that its students will become life-long learners making a significant contribution to Canadian society and the international community.

The mission is to develop Canadian citizenship and individual excellence. The school has its own Code of Honour emphasizing academic endeavour, citizenship, fitness and leadership. Curriculum is focused on academic achievement and entrance requirements to post-secondary studies, promoting interest in service to the Canadian community, and in understanding the foundations of Canadian society.

The Juno Beach Academy is currently located within the Dr. Norman Bethune School at 315 86th Ave. SE in Calgary.

II. The Challenge

The Juno Beach Academy has resided in three different locations located in different quadrants of the city. Originally located at Sir William Van Horne High School, it was moved to Lord Shaughnessy High School in 2006 and again to the Dr. Norman Bethune School in 2010. These moves occurred for a variety of reasons, but have resulted in diminished enrollment at the school. The peak enrollment was during its time at Lord Shaughnessy High School and, since the move to Dr. Norman Bethune, numbers have decreased to a point where the CBE is considering the viability of the programme.

At an Open House on 17 November 2014, the CBE advised that they were considering the closure of the school or moving it to be co-located at Queen Elizabeth High School.

III. Objective

The Parents Association of The Juno Beach Academy of Canadian Studies will embark on a three year plan to revitalize the attendance in the school with the objective of having 250 students enrolled in September of 2017.



Juno Beach students tending to the grave markers of Veterans.
Photo: The Calgary Sun

IV. Issues

Four key issues need to be addressed to increase the attendance at the Juno Beach Academy of Canadian Studies:

1. Information about the Juno Beach Academy is not readily available to prospective students and parents when they are considering options for Junior and Senior High School;
2. There are a number of misconceptions about the Juno Beach Academy. These include:
 - a. The Juno Beach Academy is a military school;
 - b. The Juno Beach Academy is a private school and there is a substantial cost to attend;
 - c. The Juno Beach Academy is a school for students with behavioural issues.
3. Transportation through Calgary Transit and CBE resources makes it difficult for students to access the school;
4. Student perceptions are that accessing additional educational and extra-curricula options at adjacent schools is difficult or not possible.



Juno Beach Academy Students take part in a remembrance ceremony
Photo: Global News Calgary

V. Goals

At the end of the three year plan, the following will be accomplished:

- The establishment and execution of a managed and sustainable recruiting and attraction plan;
- The re-branding of the Juno Beach Academy to present an accurate image of the school to students and parents considering options for Junior and Senior High School;
- The engagement with Calgary Transit and the CBE to provide additional transportation options to students to ease their commute to school;
- The establishment and communication of options available to students for additional academic and extra-curricula activities at other CBE locations.



Canadian Soldiers landing on Juno Beach – 6 June 1944.
The Juno Beach Academy is named in honour of the sacrifices made by Canadian Soldiers on D-Day, 1944.
Photo: National Archives

VI. Implementation

It is intended that the student population will grow in accordance with the metrics established in Section VII through managed and sustained growth. This will be accomplished by focusing on four key areas:

1. Attraction / recruitment (At the Grade 7 and Grade 10 levels);
2. The re-branding of the school to enhance the image;
3. Working with the CBE and Calgary Transit to find a solution to the transport issue;
4. Partnering with other schools for programme enhancements, sports and social activities to give students additional options.

Concept of plan

The implementation plan will occur in three phases spread across the three years of the programme.

Phase 1 – Initiation (February to September 2015). This phase will start with the approval of this plan by the Calgary Board of Education. The main effort for this phase will be the launching of the attraction/recruiting plan along with the rebranding initiative. At the end of this phase, student numbers will have increased to 133 and the foundation will be set for continued managed growth. The rebranding initiative will have been completed. The transportation and programme enhancement plans will be launched during this period.

Phase 2 – Growth (September 2015 to September 2016). This phase will see the results of the rebranding initiative support the attraction/recruiting plan. The main effort for this phase will be the attraction/recruiting work. This phase will see the school grow further and build capacity to accept the larger numbers of students. This phase will also see the implementation of the transportation and programme enhancement plans. At the end of this phase, student numbers will have increased to 178 and all plans will have been fully implemented.

Phase 3 – Sustainment (September 2016 to September 2017). This phase will see the results of all initiatives come together to allow for the continued managed growth and sustainment of the school. The main effort for this phase will be the attraction/recruiting work. At the end of this phase, student numbers will have increased to 250.

End State – At the end of this three year plan, the school will have grown to a strength of 250 students. Further, all of the planned initiatives will have been put in place to sustain the size of this school and allow it to grow further in the years to come. A formal council will have been formed to include students, parents and community stakeholders to support the school into the future.

VII. Schedule

The plan will see managed and sustained growth of the school over the next five years to a point where there will be 50 students in each grade. The plan will also work towards progressive and sustainable growth with the objective of 250 students at the end of this three year plan.

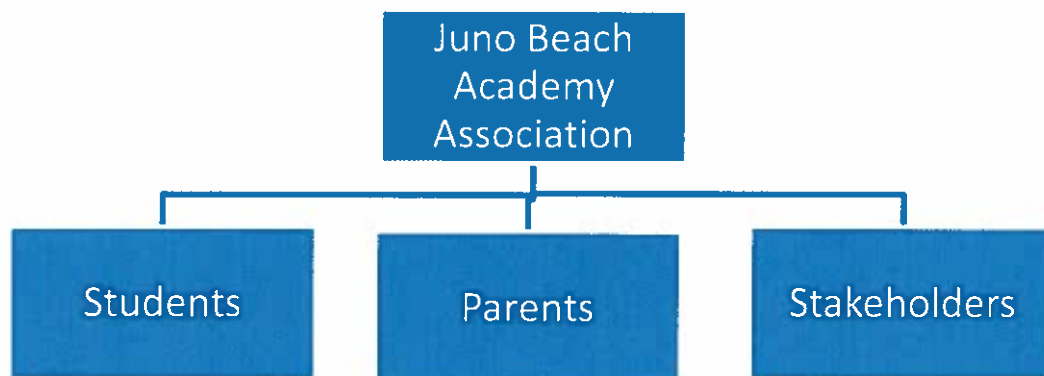
Year	GR7	GR8	GR9	GR10	GR11	GR12	Total
2013	20	17	17	19	27	17	117
2014	13	17	20	15	18	26	109
2015	50	13	17	50	15	18	163
2016	50	50	20	50	50	19	239
2017	50	50	50	50	50	50	300
2018	60	50	50	60	50	50	320
2019	60	60	50	60	60	50	340

VIII. Budget

The budget for this project is yet to be determined. We have financial support from a number of key stakeholders as outlined in Annex E. Enclosed are a number of letters of support from members of the community and key members of the community who will assist with fundraising activities to support this plan.

IX. Key Personnel

For the succession implementation of this project over the long term, a new support structure will need to be established. The new Juno Beach Academy Association will be comprised of students, parents and stakeholders who will be mandated to execute the three year plan and establish an ongoing plan for the sustained growth of students at The Juno Beach Academy of Canadian Studies.



X. Evaluation

This plan will be evaluated with quarterly meetings between key Parents Association staff and the CBE. Key metrics will need to be agreed upon to ensure that this plan is progressing as planned. Key metrics will include:

1. Student enrollment numbers vs. planned numbers;
2. Adherence to the Program Integrity framework document;
3. Involvement with the community;
4. Support to overseas graduation events;
5. Adherence to the four pillars and the Juno Beach Academy Code of Honour.

XI. Endorsements

This plan had been endorsed by the stakeholders in Annex E as well as the letters of support enclosed.

XII. Next Steps

For this plan to be properly implemented, the following steps will be taken:

- CBE Approval – 15 February 2015;
- CBE formally announces that the Juno Beach Academy will be open in September of 2015 for this plan to be executed;
- Establishment of new “Juno Beach Academy Association” – 31 March 2015 (The plan will be initiated without this);
- Establishment of quarterly meetings with new committee and CBE staff to review progress in accordance with Paragraph IX (Evaluation).

XIII. Conclusion

In conclusion, the measures taken in this three year plan will allow the Juno Beach Academy to grow in a managed and sustainable manner over the upcoming years. This growth will increase options for students and allow the school to be a healthy and vibrant part of the Calgary Board of Education. If the growth of the school is managed and sustained, all of the core elements of the Juno Beach Academy which make it a unique programme can be met. This includes all of the elements of the Program Integrity Documents, however in particular military history and drill/parade. As well, the four pillars of the school will be met with the promotion of leadership, citizenship, academic endeavour and fitness). A caution should be raised that growing the school too quickly could jeopardize these elements as an influx of students not familiar with the culture may cause it to stray from these core values.

The Juno Beach Academy Parents Association looks forward to working with the Calgary Board of Education to build a strong and healthy school into the future.

XIV. Annex A (Attraction and Recruiting)

Overview

The attraction and recruiting plan will focus on bringing students into the Juno Beach Academy at the two key entry points of Junior High School (Grade 7) and Senior High School (Grade 10). To ensure managed and sustained growth, the anticipated enrollment numbers are outlined in paragraph VI (Schedule). It is expected that 35 new students will enter both Grade 7 and grade 10 in the initial year and these will be drawn from two sources. The first source will be CBE schools in the South of Calgary where the programme ends at Grade 6 or Grade 9 and the students will be looking to naturally transition to a Junior or Senior High School. A list of schools that will be targeted is listed at Appendix 1. The second group that will be targeted for attraction to the Juno Beach Academy is local Cadet Corps. With more than 20 Cadet Corps in the Calgary area, it is a natural fit that students who are attracted to the Cadet Programme may also be attracted to the values of the Juno Beach Academy. A list of Cadet Corps that will be targeted is listed at Appendix 2. Other areas that will be examined for attraction/recruiting activities include: Scouts, Brownies, Beavers and Girl Guides. Advertising will also occur at Recreation Centres, YMCA locations and community newsletters.

Task Teams

Task teams will be created to visit specific schools and Cadet Corps. The teams will be comprised of students and parents who will present information about the Juno Beach Academy and answer any questions from prospective students. The teams will be expected to visit the school or Cadet Corps at least once annually and in the cases of locations that have a large number of interested students, additional visits can be arranged. As part of the visit, the teams would promote upcoming “Open Houses” at Juno Beach Academy where prospective students and parents could visit the school.

Schools

Engagement with schools that can provide potential students to the Juno Beach Academy will require coordination with individual school leadership. A modified task team (to include a Juno Beach Academy faculty) would provide information briefings and documentation to students in support of publicizing “Open Houses” and promotion of the school. With a potential of approximately 1000 students moving on to Junior or Senior schools every year, the objective would be to have the following numbers come to the Juno Beach Academy:

Measurable: 2015/16: 50 students at the entry level (Grade 7 or 10);
 2016/17: 50 students at the entry level (Grade 7 or 10);
 2017/18: 50 students at the entry level (Grade 7 or 10).

Cadets

While specific attendance information is currently not available, the Cadet Corps of the Calgary area traditionally have a strength of between 30 and 100 cadets per Cadet Corps. At the conservative estimate of 50 cadets in each Corps, there are over 1000 potential students represented in the Calgary area. The task teams assigned to the Cadet Corps will arrange for a visit to each Corps throughout the year to give an information briefing about the Juno Beach Academy and provide documentation for students and parents to review. This increased awareness to a large group will allow us to achieve the following objectives:

Overall Objective: Triple student population that are also part of the Cadet programme over the next three years. This will grow the numbers from the current of approximately 70 to 210 at the end of the three year plan.

Measurable: 2015/16: Increase 50 students for a total of 105 drawn from Cadet Corps;
 2016/17: Increase 50 students for a total of 150 drawn from Cadet Corps;
 2017/18: Increase 50 students for a total of 180 drawn from Cadet Corps.

* These increases would occur at various levels and not just entry level.

Support

A number of supporting programmes would exist in support of the attraction/recruiting teams. These will be fully defined in the re-branding initiatives, however in general will include:

1. Non-CBE website to promote the Juno Beach Academy;
2. Pamphlets / documentation for distribution;
3. Other promotional material.



Juno Beach Academy at Juno Beach, Normandy, France.
Photo: The Toronto Sun

Appendix 1 to Annex A

List of potential schools for attraction activities.

List of schools that information should be provided to as part of the attraction plan. Where possible, information sessions should be held at the school location to inform students and parents of the Juno Beach Academy programme.

School	Classification	Current Location	Current Grades
All Boys Program	Grade 7 enrollment	3519 36 Ave. S.W. T3E1C2	K-6 -20 students in Gr 6
Alice Jamieson Girls Academy	Grade 7 and 10 enrollment	950 6 St N.E. T2E8M3	K-9 -65 students in Gr 6 -43 students Gr 9
David Thompson School	Grade 7 and 10 enrollment	9320 Arbour Cres SE T2J 0X8	5-9 -109 students in Gr. 6 -134 students in Gr. 9
Deer Run School	Grade 7 enrollment	2127 146 Ave SE T2J 6P8	K-6 -40 students in Gr. 6
Fairview School TLC	Grade 7 and 10 enrollment	7840 Fairmount Dr. S.E. T2H0Y1	5-9 -No enrollment numbers
Fish Creek School	Grade 7 enrollment	1039 Suncastle Dr SE T2X 2Z1	K-6 -158 students in Gr. 6
Haultain Memorial School	Grade 7 enrollment	605 Queensland Dr SE T2J 4S8	K-6 -35 students in Gr 6
Midnapore School	Grade 7 enrollment	55 Midpark Rise SE T2X 1L7	K-6 -27 students in Gr 6
Midsun School	Grade 10 enrollment	660 Sunmills Dr SE T2X 3R5	7-9 -288 students in Gr. 9
Sundance School	Grade 7 enrollment	200 Sunmills Dr SE T2X 2N9	K-6 -55 students in Gr 6
Willow Park School (an ART school)	Grade 7 and 10 enrollment	343 Willow Park Dr SE T2J 0K7	5-9 -120 students in Gr 6 -145 students in Gr 9
Wilma Hansen School	Grade 10 enrollment	963 Queensland Dr. S.E. T2J5E5	7-9 -104 students in Gr 9
GATE Programs	Grade 7 and 10 enrollment	9632 Oakfield Drive S.W. T2V0L1	5-7 Expanding to: Gr. 8 2015; Gr 9 2016.

Appendix 2 to Annex A

List of potential cadet corps available for attraction activities.

Unit	Current Location	Branch
2137 - Calgary Highlanders	801 11 th St. SW, Calgary, AB	Army
604 - Moose Squadron	801 11 th St. SW, Calgary, AB	Air
2509 - Signals	1820 24 th St. SW, Calgary, AB	Army
22 - Undaunted	1820 24 th St. SW, Calgary, AB	Sea
335 – Sea	#10, 1236 38 th Ave. NE, Calgary	Sea
1292 – Lord Strathcona’s Horse	4225 Crowchild Trail SW, Calgary	Army
2554 – PPCLI	4225 Crowchild Trail SW, Calgary	Army
781 - Calgary Squadron	3304 33 rd St. SW, Calgary	Air
83 – Juno Squadron	315 86 th Ave. SE, Calgary	Air
344 – Victoria	315 86 th Ave. SE, Calgary	Sea
1955 – Service Battalion	2709 Catalina Blvd. NE, Calgary	Army
52 – Calgary Squadron	47 Sackville Dr. SW, Calgary	Air
538 – Buffalo Squadron	1212 47 th St. SE, Calgary	Air
3016 – Calgary Highlanders	1 – 1505 1 st Ave. NW, Airdrie	Army
88 – City of Airdrie Squadron	275 Jensen Dr. SE, Airdrie	Air
3125 – Calgary Highlanders	1040 Lakeview Rd., Chestermere	Army
952 – Westjet Squadron	24423 Range Road 33, Calgary	Air
2512 – KOOCR	54 West Arasby Rd/ W, Cochrane	Army
187 – Foothills Squadron	P24 High River Airport, High River	Air
21 – Captain Jackson Navy League Cadet Corps	1820 24 th St. SW, Calgary	Sea
Calgary Police Cadet Corps	5111 47 th St. NE, Calgary	Police

XV. Annex B (Re-branding Initiative)

To address the misconceptions identified, a re-branding initiative will occur that will give the Juno Beach Academy a refreshed image. The core values, and program integrity framework will remain unchanged, however these will be presented in a format that will alleviate concerns that many have for the school.

There will be a number of products that will come from this initiative that will support the recruiting and attraction plan. These include, however are not limited to:

1. A non-CBE website for promotion of the school;
2. A marketing plan to promote the school in the community;
3. An advertising plan to promote the school and attract potential students;
4. A video produced by students entitled "A Day in the Life of a Juno Beach Student" to show the students view of the school – to be posted on website;
5. A video advertisement for playing on television promoting Juno Beach – *The Parents Association has had a \$10,000 commitment from a key stakeholder to have this made.*

XVI. Annex C (Transportation)

Transportation to the Juno Beach Academy has been identified as a key concern by parents and students. Currently, students must take Calgary Transit to the school which is often slow and still requires students to walk a considerable distance. The parents Association will work to examine the transportation plan for the Juno Beach Academy to determine if a more suitable arrangement can be made. This examination will include CBE policies and procedures along with options available. Potential solutions include:

1. Partnering with Lord Beaverbrook High School to utilize existing Calgary Transit buses that provide service to a number of areas in the South of the City. These buses would drop/pick-up students a few hundred metres from the school. Currently, the Lord Beaverbrook Calgary Transit buses access the following areas:
 - a. Cranston;
 - b. Douglasglen;
 - c. Parkland;
 - d. Deer Run;
 - e. McKenzie Towne;
 - f. Queensland;
 - g. New Brighton;
 - h. Copperfield;
 - i. Douglasdale.
2. Partnering with other schools that have bus service in the local area to ensure ease of access to the Juno beach Academy.

In conclusion, transportation is an important aspect of growing the school population. There are a number of options to enhance transportation at the Juno Beach Academy by leveraging existing services and not significantly increasing costs.

XVII. Annex D (Programme enhancement)

In support of student attendance at the Juno Beach Academy, there is a need to increase academic and extra-curricular options for students until the school grows in size to sustain these areas themselves. There have been steps taken to partner with Lord Beaverbrook High School for students to take classes or play sports that are not offered by the Juno Beach Academy. It is widely believed that these relationships are not fully understood by parents and students which means they are under-utilized.

To correct this, it is important to document the options available and provide them to students and parents. Further, these options should be actively promoted and students should be encouraged to make use of them.

The Parents Association will take steps to clarify these programmes and promote them internally to students and externally to potential students.

XVIII. Annex E (Support and Endorsement)

The following organizations and individuals have committed support to the future of the Juno Beach Academy:

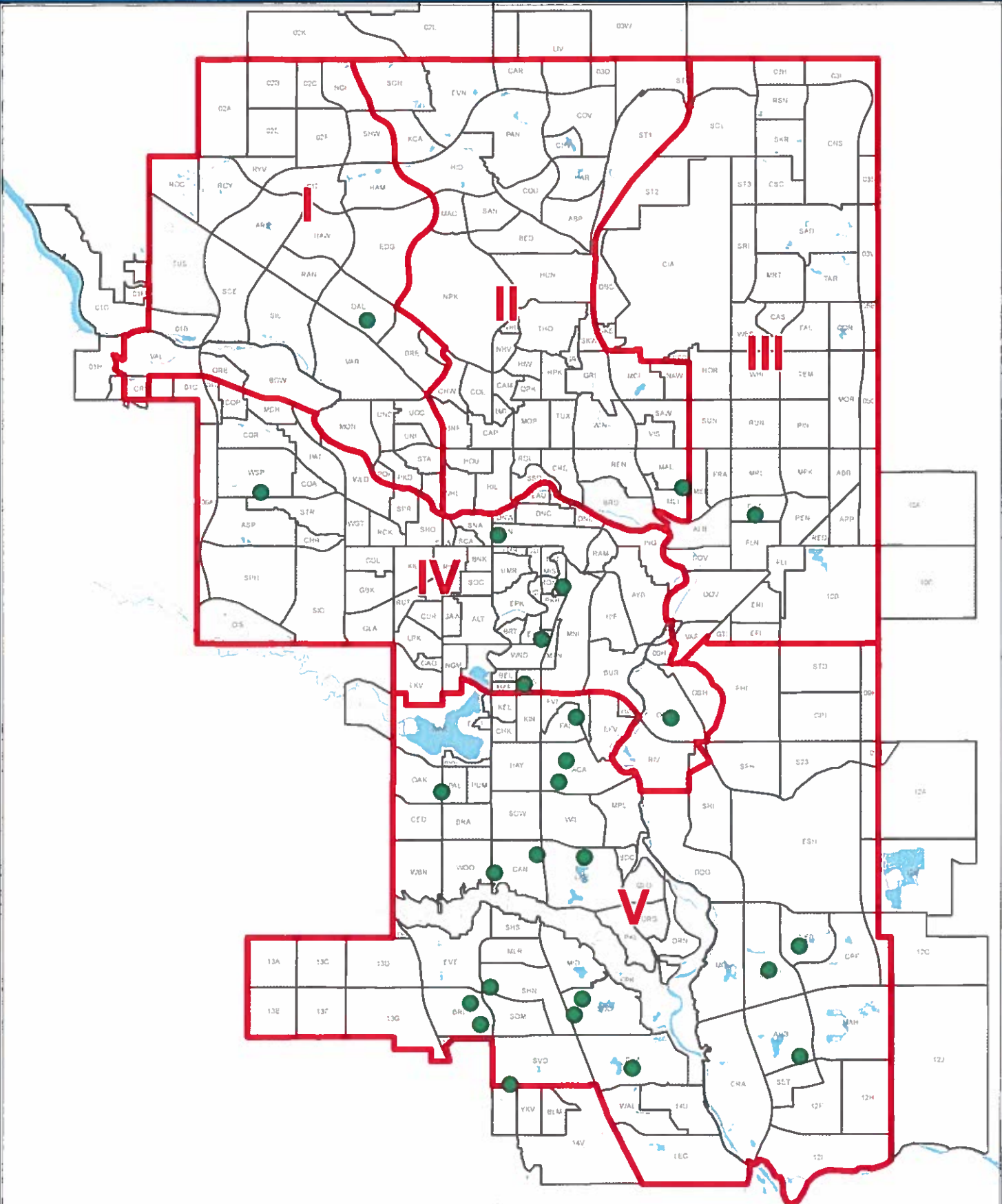
1. Royal Canadian Legion;
2. Royal Alberta United Services Institute;
3. Joanna Howard – Founding member of Friends of Juno Beach Academy;
4. Peggy McAllister – Founding member of Friends of Juno Beach Academy;
5. Brigadier-General Robert Millar – Former military commander and President of the Canadian Defense and Foreign Affairs Institute;
6. Colonel (retired) Sam Blakely – Former military commander in Calgary, former Trustee with the Calgary Board of Education;

We anticipate this list growing significantly as community groups are contacted by the Parents Association.



Calgary Board of Education

Juno Beach Students 2016-2017



NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: Blank Template.mxd
Date: November 03, 2016



operational
expectations
monitoring report

OE-5: Financial Planning

BOARD OF TRUSTEES ACTION

Monitoring report for the
school year 2015-2016

Report date:
November, 29, 2016
Resubmitted:
December 6, 2016

With respect to OE-5: Financial Planning, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

operational expectations monitoring report

Monitoring report for the school year 2015-2016

Report date: November 29, 2016

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. 15/16

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 December 1 2015. Revisions were approved to the Reasonable Interpretations on April 5 2016 and will be used to monitor the 2017-2018 budget development process.

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 “Budget Report for 2016-17 and beyond”, as submitted on June 21, 2016. 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 May 17, 2016. It is included in the Budget Document on page 44.

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 Expectations 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:

<p>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.</p>	<p>Compliant</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------

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 21, 2016.

The organization is compliant with this indicator.

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

<p>5.2 Credibly describes revenues and expenditures</p>	<p>Compliant</p>
---------------------------------------------------------	------------------

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 122 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 180.

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
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

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 2016-17 to 2018-19 with comparatives for 2015-16 in the format required by Alberta Education, in accordance with the approved reasonable interpretation. This is provided on page 124 of the Budget Report.

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
-------------------------------------------	-----------

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 ensuing 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 5-17, page 12-14 for Revenue and page 14-16 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
-------------------------------------------------	-----------

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 2016-17 Budget is balanced with the use of reserves to fund regular operations. Reserves are planned to be utilized to fund the operating deficit and other identified one-time expenses such as CTS/CTF and Fine and Performing Arts equipment upgrades.

The projections included in the report for 2017-18 to 2018-19 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
---------------------------------------------------------------------------------------------------------------------------------------------------	-----------

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 14 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
--------------------------------------------------------------------------------------------------------------------------------------------------	-----------

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 May 10, 2016, the Board of Trustees approved the Office of the Trustees' budget allocation for 2016-2017.

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
-----------------------------------------------------------------------------------------------------------------------------------	-----------

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 12-14.

The organization is compliant with this indicator.

2. A Budget Document that reflects the above interpretation.

On page 124 of the Budget Document, the Three-Year Financial Plan reflects expenses in excess of revenue for 2017-18 to 2018-19. 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.

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.

**report to
Board of Trustees**

Correspondence

Date	December 6, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated November 14, 2016 from the Hon. Danielle Larivee, Minister of Municipal Affairs, re: Memorandum of Understanding signed by the CBE, Calgary Catholic School District and the City of Calgary.

Attachments: Relevant Correspondence





ALBERTA
MUNICIPAL AFFAIRS

*Office of the Minister
MLA, Lesser Slave Lake*



AR87657

NOV 14 2016

Ms. Joy Bowen-Eyre
Chair, Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre,

Thank you for your letter of October 20, 2016, regarding the Memorandum of Understanding (MOU) recently signed by the Calgary Board of Education, the Calgary Catholic School District, and the City of Calgary. Your collaborative effort on the topics of Municipal and School Reserve land and the Joint Use Agreement is impressive, and I am pleased to see the resulting MOU.

This MOU is a valuable step towards improved management of land for school and other public purposes, and I am looking forward to the continued work on this topic as part of the ongoing city charter process.

Thank you again for writing.

Sincerely,

Hon. Danielle Larivee
Minister of Municipal Affairs

cc: Honourable David Eggen, Minister of Education

**report to
Board of Trustees**

Chief Superintendent's Update

Date	December 6, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations 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

Indigenous Education Strategy

One of the key actions of the CBE Indigenous Education Strategy 2016-19 is to extend the Graduation Coaching Model to include 11 elementary/junior/middle schools with the highest numbers of Aboriginal students. The 11 Learning Leaders from these schools meet monthly to reflect and act on learning and leading together and building a strong collective network of support. The meetings include members from the Indigenous Education team, Learning Specialists, community partners and Elders. They focus on: how to support students coming to know themselves as learners; school communities coming to know and responding to each learner; building professional capital; reflecting on schools as safe and welcoming spaces; and building relationships with families and the community in support of the students' success at school.

Math Strategy

In the first two weeks of November Math specialists from Learning hosted 23 sessions regarding the development of the CBE K-12 math strategy. School administrators, teachers, post-secondary educators, non-classroom based educators, and groups of students from eight schools, came together to provide input on creating a unified system strategy regarding teaching and learning mathematics. We have heard from over 300 stakeholders and have additional student engagements on the horizon. We are designing a process to engage our parents and public early next year.

Topics of the sessions included: mathematical literacy, examples of impactful mathematics teaching and learning, identifying what is needed to support continuous improvement, and articulating the most important ideas to be considered when developing the math strategy.

Literacy Strategy

The CBE's literacy strategy is actively contributing to student success, to building professional capital and advancing the practices of personalized learning.

Close to 200 CBE schools have identified literacy as a focus area within their 2016-2017 school development plans as follows:

- 111 schools are focusing on the literacy learning environment
- 84 schools are enhancing their work to ensure students are engaged in joyful literacy learning
- 153 school are strengthening their use of high impact instructional strategies
- 134 schools are implementing specific work related to disciplinary literacy

Support for literacy work is being offered to schools in multiple ways:

- 50 schools are participating in the year-long cohort model
- 15 schools have been supported through the literacy strategy outside of the cohort model, and
- 13 schools have been building their literacy teaching and learning capacity through a K-9 Indigenous strategy cohort.

Principals and Assistant Principals are engaged in literacy discussions at monthly leadership meetings and Disciplinary Literacy is a focus for 800 learning leaders/lead teachers in their year-long learning series.

The Literacy community of practice schools came together in November to examine what has been accomplished in the beginning part of this school year and plan next steps. Cohort members were asked to map how they are taking up the work in their context in order to make their literacy work visible to each other.

November sessions allowed our literacy team and cohort members to identify key areas and questions in the areas of literacy instruction and assessment that will be used to plan February's Literacy sessions.

Alberta "Future Ready" initiative – School Nutrition Pilot

In October Marlborough Elementary School began offering daily breakfasts to students as part of Alberta Education's school nutrition pilot. Marlborough School receives 100 breakfasts each day from Calgary Meals on Wheels to ensure students begin each day with the conditions they need to be successful learners. This program has allowed the staff at Marlborough to be responsive to individual student needs, while also creating a stronger sense of community for all students. The school principal commented "The feedback is overwhelmingly positive; staff support is 100%. This is so much more than breakfast!"

As a universal program, all students are able to access breakfast at Marlborough, although the reasons for accessing the program vary. Students have reported enjoying learning about healthy food choices and the benefits of homemade options such as granola bars and muffins. The breakfast program at Marlborough Elementary will continue daily for the remainder of the school year. This pilot will also be extended to two additional schools in January 2017.

Build Professional Capital

Review of Education Assistant role

Human Resources has created a cross-functional committee to understand where the role of Education Assistant fits in the context of system supports for students with special education needs. The focus is on, but not limited to, the role of the Education Assistant. The purpose of the committee is to develop an Education Assistant Strategy which outlines the current state and to identify opportunities for improvement including any financial impacts. The committee is engaging key stakeholders through focus groups to learn what is working and where challenges exist today. Project management methodology is being utilized to ensure clarity of

roles and responsibilities, timelines and milestones, and a communication plan. A full report by the committee is expected to be provided to the Superintendent of Human Resources in January 2017.

Engage Our Public

Engagement with Schools Impacted by New School Openings

A record number of new schools opening in the 2016-17 school year is creating additional space in some existing schools and will result in future changes for some CBE schools. Over the past year we have been gathering feedback from those affected by possible changes to the future use of the learning spaces. This fall we continued to work with our impacted school communities in Areas I, II and V. The following engagement opportunities were provided:

- Ongoing meetings with principals and Community Advisory Groups representing the affected schools.
- In-person sessions:
 - 18 with parents and community members, with more than 1,500 people attending over six nights.
 - Discussions with all staff at affected schools.
- An online survey for students, parents, staff and community members launched Nov. 21 and closes on Dec. 5, 2016.

In the new year two open houses will be held to present the proposed changes. The dates are Jan. 17 for Areas I and II and Jan. 18 for Area V. People can register on our public website.

The CBE anticipates communicating plans for the sustainable use of learning space across our system by March 2017. Plans may be implemented for the 2017-18 school year or later.

Detailed information about the engagement opportunities is available on the website at cbe.ab.ca/dialogue.

School Websites

New websites for schools will begin to roll out in December 2016. The sites include features that parents and schools asked for, including a mobile-friendly design, automatic translation and a consistent navigation and structure for all schools. The websites are also easier to edit and allow our Communications and Community Engagement team to share information across some or all websites at once, whether for standard announcements or emergency purposes.

We will build and launch the new sites one by one to replace the existing sites. Resources and supports are in place to migrate content from the existing sites to the new sites and to provide training and reference materials for the school editors designated by principals. Communications and Community Engagement will continue to provide schools with ongoing support.

Advisory Councils

As a part of the CBE's commitment to Engaging with our Stakeholders, Chief Superintendent Stevenson meets regularly with a number of advisory councils that provide him with insight on a variety of topics and issues. These councils include the:

- Chief Superintendent's Junior Advisory Council that includes 20 grade 9 students from across the city
- Chief Superintendent's Senior Advisory Council that includes 23 grade 11 and 12 students
- Chief Superintendent's Teacher Advisory Group (TAG) that includes 21 teachers representing each Area, each division, and various unique environments, and
- Chief Superintendent's Principal Advisory Council (PAC) that includes 18 administrators representing a variety of school settings.

Each advisory group has had their introductory meeting with the Chief Superintendent and expressed their interests in engaging in dialogue with him around emerging issues.

Steward Our Resources

Wireless Expansion and Upgrades

The first phase of the CBE's major wireless upgrade has been successfully completed. Site surveys and wireless designs have been completed at all schools and offices, and 20 schools have been transitioned to the new wireless solution. Phase two is now underway and all schools are on track to be completed by August 2018.

The upgraded wireless is built to serve both the present and future needs of the CBE. All learning spaces will benefit from enhanced capacity, and the addition of 3200 more access points will result in better signals throughout schools.

Payroll services

On November 1, 2016 the Calgary Board of Education issued a Request for Proposal (RFP) for Human Resource Management Systems (HRMS) Services. The HRMS Services are currently provided to CBE by a third party supplier and consist of PeopleSoft HRMS application management and hosting services. The purpose of this RFP is to invite experienced and qualified suppliers, including the incumbent, to submit detailed proposals for the supply of services and/or goods to satisfy the requirements for hosting and application management services of the PeopleSoft HRMS of the CBE as detailed in the RFP. The services agreement with the current third party provider terminates in October 2019. The key objectives of the RFP are to ensure that the CBE's HRMS services are delivered to CBE without interruption; and, to ensure that the CBE's technical environment for its HRMS services are updated and maintained at supported versions for all components of the PeopleSoft system.

New Area Office Configuration

The CBE is moving forward in 2017 with plans to change from a geographical model with five Areas to a “feeder school” model that will include seven Areas. Area offices provide leadership support to principals and teachers in order to improve instruction and achievement. This change will provide more responsive and timely support to schools, families and communities.

The new configuration will provide continuity of support for students and families from kindergarten through to Grade 12, and will mean that each of the seven Areas will support approximately 35 schools. The timing of this change is ideal. It comes as the CBE is opening 20 new schools, the Aboriginal Learning Centre and two replacement schools, while engaging with the community on how to use the additional space this has created in our schools.

Recruitment for new Area Directors began in November and recruitment for administrative staff will follow in the new year. A plan to locate the two new offices and engage the host school communities is being developed. New Area Directors will work alongside their colleagues in existing Area offices until the new locations are ready for occupancy. Area learning team resources will be redeployed over the seven Areas in an equity-based resourcing strategy.



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

Construction Projects Status Report

Date	December 6, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and 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 Leah Hartley, Project Manager, Capital Projects

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

The Calgary Board of Education (CBE) is currently undertaking 27 new school construction and modernization projects. Of these, eight new schools and two modernized facilities were opened in September 2016. An additional 10 new schools will be opened in early 2017. Another four new schools are forecasted to open in the 2017-18 school year. Finally, one new school and two modernizations are anticipated for the 2018-19 school year.

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**.

There are fourteen Project Steering Committees setup for the seventeen school projects as follows:

- Aboriginal Learning Centre
- Christine Meikle School

- Elbow Park ES
- Marshall Springs MS
- Eric Harvie ES
- McKenzie Highlands MS
- Dr. Martha Cohen MS

- West Ridge and Dr. George Stanley MS (Bundle 7)
- Hugh A. Bennett ES and Dr. Roberta Bondar ES (Bundle 8)

- Griffith Woods K-9 (Bundle 10)
- Manmeet Singh Bhullar and Ron Southern ES (Bundle 11)
- Seton H S
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization

Modular Classrooms

On January 18, 2016, the Province approved the following 15 modular classroom requests. Due to delays in the permitting process, the installation of these modular units will be completed in late 2016 to early 2017.

Queen Elizabeth Elementary School	2
Samuel W. Shaw School	4
Lake Bonavista School	2
Midsun School	1
Chris Akkerman Elementary School	6

5 | Conclusion

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

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:	Project Photos

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's performance.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2016**

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	0%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: N/A	
8. (a) Nelson Mandela High School (Northeast High School) Grades 10 – 12 Capacity 1800 students	Sept-16	The aeronautical CTS space is being fit out.	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	Design and Specifications	100%
		City Permits	80%
		Construction Award	0%
		Foundations	0%
		Steel Fabrication and Erection	0%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
		Note: N/A	
9. Harold W. Riley School Aboriginal Learning Centre Pre-K – 3 Capacity 150 students	Jan-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	95%
		Interior Finishes	95%
		Note: Construction is substantially complete and Occupancy has been granted.	
10. Christine Meikle School (Replacement school) Grades 7 – 12 Capacity 125 students	Jan-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	95%
		Interior Finishes	100%

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2016**

Building	Opening Date	Notes/Comments																		
		Note: The construction is complete and Occupancy has been granted.																		
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>100%</td></tr> <tr><td>Roofing and Membranes</td><td>95%</td></tr> <tr><td>Building Envelope</td><td>80%</td></tr> <tr><td>Interior Finishes</td><td>60%</td></tr> <tr><td colspan="2">Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.</td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	95%	Building Envelope	80%	Interior Finishes	60%	Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	95%																			
Building Envelope	80%																			
Interior Finishes	60%																			
Note: The contractor is indicating a delay in substantial completion. This will not affect Occupancy.																				
14. Eric Harvie School (Tuscany School) Grades K-5 Capacity 600 students	Jan-17	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>100%</td></tr> <tr><td>Roofing and Membranes</td><td>100%</td></tr> <tr><td>Building Envelope</td><td>95%</td></tr> <tr><td>Interior Finishes</td><td>95%</td></tr> <tr><td colspan="2">Note: Landscaping is complete. Construction is substantially complete and Occupancy is being sought.</td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	95%	Interior Finishes	95%	Note: Landscaping is complete. Construction is substantially complete and Occupancy is being sought.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	95%																			
Interior Finishes	95%																			
Note: Landscaping is complete. Construction is substantially complete and Occupancy is being sought.																				
17. McKenzie Highlands School (McKenzie Towne School) Grades 5 – 9 Capacity 900 students	TBC	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>100%</td></tr> <tr><td>Roofing and Membranes</td><td>100%</td></tr> <tr><td>Building Envelope</td><td>95%</td></tr> <tr><td>Interior Finishes</td><td>80%</td></tr> <tr><td colspan="2">Note: Concrete topping delay has resulted in a schedule reassessment.</td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	95%	Interior Finishes	80%	Note: Concrete topping delay has resulted in a schedule reassessment.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	95%																			
Interior Finishes	80%																			
Note: Concrete topping delay has resulted in a schedule reassessment.																				
18. Dr. Martha Cohen School (New Brighton-Copperfield School) Grades 5 - 9 Capacity 900 students	TBC	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>100%</td></tr> <tr><td>Roofing and Membranes</td><td>100%</td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%						
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2016**

Building	Opening Date	Notes/Comments																		
		<table border="1"> <tr> <td>Building Envelope</td> <td>95%</td> </tr> <tr> <td>Interior Finishes</td> <td>80%</td> </tr> <tr> <td>Note: Concrete topping delay has resulted in a schedule reassessment.</td> <td>TBC</td> </tr> </table>	Building Envelope	95%	Interior Finishes	80%	Note: Concrete topping delay has resulted in a schedule reassessment.	TBC												
Building Envelope	95%																			
Interior Finishes	80%																			
Note: Concrete topping delay has resulted in a schedule reassessment.	TBC																			
19. Elbow Park School (Replacement school) Grades K – 6 Capacity 250 students	TBC	<table border="1"> <tr> <td>Design and Specifications</td> <td>100%</td> </tr> <tr> <td>City Permits</td> <td>100%</td> </tr> <tr> <td>Construction Award</td> <td>100%</td> </tr> <tr> <td>Foundations</td> <td>100%</td> </tr> <tr> <td>Block and Steel</td> <td>95%</td> </tr> <tr> <td>Roofing and Membranes</td> <td>95%</td> </tr> <tr> <td>Building Envelope</td> <td>90%</td> </tr> <tr> <td>Interior Finishes</td> <td>70%</td> </tr> <tr> <td>Note: Continuous assessment of project schedule is being undertaken to ensure appropriate work acceleration and expedient delivery of the school.</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Block and Steel	95%	Roofing and Membranes	95%	Building Envelope	90%	Interior Finishes	70%	Note: Continuous assessment of project schedule is being undertaken to ensure appropriate work acceleration and expedient delivery of the school.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Block and Steel	95%																			
Roofing and Membranes	95%																			
Building Envelope	90%																			
Interior Finishes	70%																			
Note: Continuous assessment of project schedule is being undertaken to ensure appropriate work acceleration and expedient delivery of the school.																				
20. Rideau Park School (Flood mitigation)	Sep-17	<table border="1"> <tr> <td>Design and Specifications</td> <td>100%</td> </tr> <tr> <td>City Permits</td> <td>50%</td> </tr> <tr> <td>Construction Award</td> <td>0%</td> </tr> <tr> <td>Note: N/A</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	50%	Construction Award	0%	Note: N/A											
Design and Specifications	100%																			
City Permits	50%																			
Construction Award	0%																			
Note: N/A																				
21. West Ridge School (West Springs/ Cougar Ridge School) Grades 5 – 9 Capacity 900 students	Jan-17	<table border="1"> <tr> <td>Design and Specifications</td> <td>100%</td> </tr> <tr> <td>City Permits</td> <td>100%</td> </tr> <tr> <td>Construction Award</td> <td>100%</td> </tr> <tr> <td>Foundations</td> <td>100%</td> </tr> <tr> <td>Steel Fabrication and Erection</td> <td>100%</td> </tr> <tr> <td>Roofing and Membranes</td> <td>100%</td> </tr> <tr> <td>Building Envelope</td> <td>100%</td> </tr> <tr> <td>Interior Finishes</td> <td>100%</td> </tr> <tr> <td>Note: The construction is complete and Occupancy has been granted.</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	100%	Interior Finishes	100%	Note: The construction is complete and Occupancy has been granted.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	100%																			
Interior Finishes	100%																			
Note: The construction is complete and Occupancy has been granted.																				
22. Dr. George Stanley School (Cranston School) Grades 4 - 9 Capacity 900 students	Jan-17	<table border="1"> <tr> <td>Design and Specifications</td> <td>100%</td> </tr> <tr> <td>City Permits</td> <td>100%</td> </tr> <tr> <td>Construction Award</td> <td>100%</td> </tr> <tr> <td>Foundations</td> <td>100%</td> </tr> <tr> <td>Steel Fabrication and Erection</td> <td>100%</td> </tr> <tr> <td>Roofing and Membranes</td> <td>100%</td> </tr> <tr> <td>Building Envelope</td> <td>100%</td> </tr> <tr> <td>Interior Finishes</td> <td>100%</td> </tr> <tr> <td>Note: The construction is complete and Occupancy has</td> <td></td> </tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	100%	Interior Finishes	100%	Note: The construction is complete and Occupancy has	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	100%																			
Interior Finishes	100%																			
Note: The construction is complete and Occupancy has																				

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2016**

Building	Opening Date	Notes/Comments																		
		been granted.																		
23. Hugh A. Bennett School (Saddle Ridge School) Grades K-4 Capacity 600 students	Dec-16	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>100%</td></tr> <tr><td>Roofing and Membranes</td><td>100%</td></tr> <tr><td>Building Envelope</td><td>100%</td></tr> <tr><td>Interior Finishes</td><td>100%</td></tr> <tr><td>Note: The construction is complete and Occupancy has been granted. The school will open on Dec 5, 2016.</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	100%	Interior Finishes	100%	Note: The construction is complete and Occupancy has been granted. The school will open on Dec 5, 2016.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	100%																			
Interior Finishes	100%																			
Note: The construction is complete and Occupancy has been granted. The school will open on Dec 5, 2016.																				
24. Dr. Roberta Bondar School (Aspen Woods School) Grades K-6 Capacity 600 students	Jan-17	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>100%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>100%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>100%</td></tr> <tr><td>Roofing and Membranes</td><td>100%</td></tr> <tr><td>Building Envelope</td><td>100%</td></tr> <tr><td>Interior Finishes</td><td>95%</td></tr> <tr><td>Note: Construction is substantially complete and Occupancy is being sought.</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	100%	Construction Award	100%	Foundations	100%	Steel Fabrication and Erection	100%	Roofing and Membranes	100%	Building Envelope	100%	Interior Finishes	95%	Note: Construction is substantially complete and Occupancy is being sought.	
Design and Specifications	100%																			
City Permits	100%																			
Construction Award	100%																			
Foundations	100%																			
Steel Fabrication and Erection	100%																			
Roofing and Membranes	100%																			
Building Envelope	100%																			
Interior Finishes	95%																			
Note: Construction is substantially complete and Occupancy is being sought.																				
26. Southeast High School Grades 10 -12 Capacity 1800 students	Fall-18	<table border="1"> <tr><td>Design and Specifications</td><td>100%</td></tr> <tr><td>City Permits</td><td>90%</td></tr> <tr><td>Construction Award</td><td>100%</td></tr> <tr><td>Foundations</td><td>20%</td></tr> <tr><td>Steel Fabrication and Erection</td><td>0%</td></tr> <tr><td>Roofing and Membranes</td><td>0%</td></tr> <tr><td>Building Envelope</td><td>0%</td></tr> <tr><td>Interior Finishes</td><td>0%</td></tr> <tr><td>Note: Site mobilization has commenced.</td><td></td></tr> </table>	Design and Specifications	100%	City Permits	90%	Construction Award	100%	Foundations	20%	Steel Fabrication and Erection	0%	Roofing and Membranes	0%	Building Envelope	0%	Interior Finishes	0%	Note: Site mobilization has commenced.	
Design and Specifications	100%																			
City Permits	90%																			
Construction Award	100%																			
Foundations	20%																			
Steel Fabrication and Erection	0%																			
Roofing and Membranes	0%																			
Building Envelope	0%																			
Interior Finishes	0%																			
Note: Site mobilization has commenced.																				

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2016**

Building	Opening Date	Notes/Comments	
27. Manmeet Singh Bhullar School (Martindale School) Grades K-5 Capacity 600 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	80%
		Steel Fabrication and Erection	30%
		Roofing and Membranes	10%
		Building Envelope	0%
		Interior Finishes	0%
		Note: Site works and foundation work has commenced. Steel has been erected and is ongoing and block masonry has commenced.	
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	0%
		Award to subtrades	0%
		Construction Progress	0%
		Note: Tender in progress.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Fall-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	80%
		Steel Fabrication and Erection	20%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
		Note: Site works and foundation work continues. Steel erection has started.	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	85%
		Construction Award	100%
		Tender to subtrades	0%
		Award to subtrades	0%
		Construction Progress	0%
		Note: Tender in progress.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2016**

Building	Opening Date	Notes/Comments
----------	--------------	----------------

31. Ron Southern School
(Silverado School)
Grades K-4
Capacity 600 students

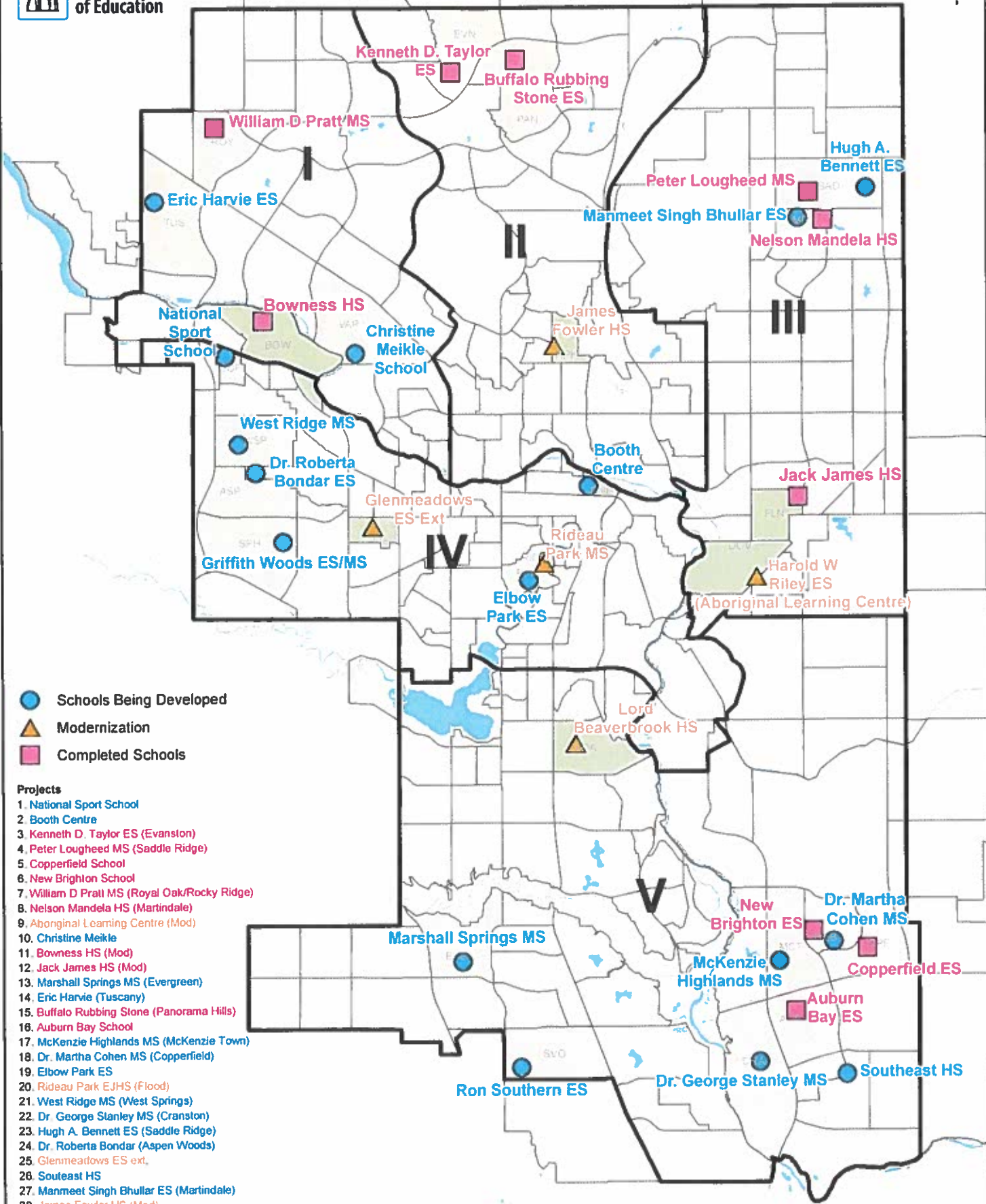
Fall-17

Design and Specifications	100%
City Permits	100%
Construction Award	100%
Foundations	40%
Steel Fabrication and Erection	0%
Roofing and Membranes	0%
Building Envelope	0%
Interior Finishes	0%
Note: N/A	



Calgary Board of Education

CBE New, Completed & Modernized Schools



- Schools Being Developed
- ▲ Modernization
- Completed Schools

Projects

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield School
6. New Brighton School
7. William D Pratt MS (Royal Oak/Rocky Ridge)
8. Nelson Mandela HS (Martindale)
9. Aboriginal Learning Centre (Mod)
10. Christine Meikle
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Marshall Springs MS (Evergreen)
14. Eric Harvie (Tuscany)
15. Buffalo Rubbing Stone (Panorama Hills)
16. Auburn Bay School
17. McKenzie Highlands MS (McKenzie Town)
18. Dr. Martha Cohen MS (Copperfield)
19. Elbow Park ES
20. Rideau Park EJHS (Flood)
21. West Ridge MS (West Springs)
22. Dr. George Stanley MS (Cranston)
23. Hugh A. Bennett ES (Saddle Ridge)
24. Dr. Roberta Bondar (Aspen Woods)
25. Glenmeadows ES ext.
26. Southeast HS
27. Manmeet Singh Bhullar ES (Martindale)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
31. Ron Southern ES (Silverado)



1 162 8-16

NAD 1983 JTM 114
 Prepared by: Planning & Transportation
 Map: New And Modernized Schools.mxd
 Date: September 22, 2016

McKenzie Highlands



Aboriginal Learning Centre



Christine Meikle School



Marshall Springs





Dr. George Stanley



Hugh A. Bennett





Griffith Woods





report to Board of Trustees

2016-2017 School Enrolment Report

Date	December 6, 2016
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, 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

Calgary Board of Education is currently in the process of adding two new administrative areas. The addition of these two new areas will result in a shift in the area reporting structure that is based on feeder school patterns for high schools rather than the previous geographically based model. For the purpose of the 2016-2017 School Enrolment Report, data will continue to be reported based on the current five geographic administrative areas.

The purpose of the report is to provide enrolment data for CBE schools and programs. 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 that provides 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 that 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); and
- A list of the leases and the amount of space leased for each building.

4 | Analysis

City of Calgary's Population

Total population for 2016 is 1,235,171 up 4,256 residents from 2015. This represents an increase of 0.36%. This level of population growth is similar to what was experienced in 2010.

The following information about the City of Calgary's population is taken directly from the *Calgary & Region Economic Outlook 2016-2021*:

- The 2016 civic census placed the city of Calgary's population at 1.235 million persons, down from the 2016 estimate of 1.246 million but up from the 2015 census count of 1.231 million. The below average population increase (of 4,256 persons) is explained by a weak economy and depressed labour market;
- The combination of weak job creation and high unemployment rates is a deterrent for job seekers and potential migrants to Calgary in the short-term; and
- Calgary's population is anticipated to grow from 1.235 million in 2016 to 1.313 million in 2021, up by 78,000 persons. This is below the population growth for the 2010 - 2015 period of 144,200 persons. Below average net migration levels would be a drag on population growth from 2017 to 2021 as job creation remains weak and the unemployment rate stays stubbornly high.

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 was 10,783 persons, down by 20 from the previous period of 2014-2015.

The following information about natural increase is taken directly from the *Calgary & Region Economic Outlook 2016-2021*:

- Natural increase (births less deaths) is anticipated to reach 10,712 persons in 2017 and 8,980 persons by 2021; and
- Natural increase will fall throughout the forecast period (2017 – 2021) as deaths rise relative to births. During this period, the population will continue to age and move into those cohorts with higher death rates and lower fertility rates. The numbers of women in the childbearing cohort will decline because of reduced migration levels. A reduction in migration levels implies a decrease in births. The age structure data for migrants shows that a significant proportion of this cohort tend to be young and therefore in their family formation years.

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. At -6,527, there was a decrease in net migration from 2015's net migration of 24,909 that is similar to that seen in 2010.

The following information about net migration is taken directly from the *Calgary & Region Economic Outlook 2016-2021*:

- Net migration will total 1,558 persons in 2017 and 1,479 persons in 2018 and then increase to 12,529 by 2021, up from -6,526 persons in 2016. Annual net migration for the 2017 to 2021 period is expected to fall below the average (16,947 persons) for the 2005 to 2015 period;

- Below average net migration levels would lower population growth in the early years of the forecast (2017 – 2020), as Calgary’s unemployment rate remains high relative to the national rate. Specifically, net inter-provincial migrants would be discouraged from coming to Calgary in search of employment because of limited job opportunities;
- From 2020 and beyond, Calgary’s unemployment rate should decline relative to the national rate as employment growth exceeds labour force growth; and
- Net migration is expected to return to more normal levels from 2021 onwards as job creation improves and the unemployment rate falls.

Population and housing statistics are monitored on an annual basis for all residential districts. From April 2015 to April 2016 there were seven communities that grew by more than 1,000 residents compared to eight 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	2,040
Nolan Hill	II	2,033
Evanston	II	1,381
Auburn Bay	V	1,368
Skyview Ranch	III	1,245
Copperfield	V	1,137
Legacy	V	1,056

Source: 2016 Civic Census Results

Calgary Board of Education

The 2016-2017 Student Enrolment Summary, which was presented to the Board of Trustees on October 11, indicated a total enrolment of 119,147 students. As noted in that report, changes to the initial September 30 enrolment occur as Administration works with the province to review enrolment data submitted through the PASI System (Provincial Approach to Student Information). This year even though there were some changes made, the total September 30 enrolment after completion of this review process is 119,147, the same total number of students in the previously reported enrolment.

Enrolment has increased for the ninth consecutive year. Over the past nine years, enrolment has increased by just over 17,500 students with enrolment increasing

by 1.85% or 2,162 students from 2015 to 2016. The enrolment increase this year is lower than the 2,485 student increase last year. The highest increase over the past nine years was 3,737 between September 2012 and September 2013.

The table below compares September 30, 2015 student enrolment to September 30, 2016 by division:

Comparison of September 30, 2015 to September 30, 2016

	September 30, 2015	September 30, 2016	Difference
Pre-Kindergarten	180	197	17
Kindergarten	9,209	9,106	-103
Grades 1-3	28,888	29,410	522
Grades 4-6	24,441	25,715	1,274
Grades 7-9	22,624	23,292	668
Grades 10-12	26,375	26,443	68
Sub-Total (Pre-K to GR12)	111,717	114,163	2,446
Home Education	270	249	-21
Outreach Programs	1,384	1,337	-47
Unique Settings	676	729	53
CBe-learn	611	458	-153
Chinook Learning Services	2,327	2,211	-116
Total	116,985	119,147	2,162

The most significant increases occurred at Grades 4-6 (1,274 students), Grades 7-9 (668 students) and Grades 1-3 (522 students).

Sixteen schools offer a full day kindergarten program and reported total enrolment of 714 students on September 30, 2016. The CBE has 11 Early Development Centre (EDC) locations that offer pre-kindergarten programming.

School Enrolment

Attachment I lists enrolment by 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 city. There are several CBE schools in established communities where enrolment from the designated communities may be low or declining. Accepting out of attendance area students each year allows these schools to maintain strong programming for students. High schools typically have a high number of out of attendance area students.

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 pre-k to Grade 12 enrolment growth by community from September 30, 2015 to September 30, 2016. The map also indicates the locations of the new schools that opened this year as well as those that are projected to open for the 2017 and 2018 school years.

This year, the CBE opened an unprecedented number of new schools. Many of these schools welcomed students at the start of September while others opened as a school within a school and students will transfer to their new buildings once construction is complete during this school year. These new schools made it possible for almost 7,000 students to be accommodated at schools within their communities.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 24,158, an increase of 465 students from last year. This increase in alternative program enrolment is lower than the 779 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 3,138, an increase of 281 students from last 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, with the lease rate being at cost or for a nominal fee (e.g. not for profit daycare);
- areas leased by private schools;

- areas leased by charter schools; and
- decentralized administration space in schools.

Area exemptions are not granted for space leased to the private sector.

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 and school capacity utilization rates from September 30, 2015 to September 30, 2016 by Area.

	Enrolment			Out of Attendance			Provincial Utilization			Rated Room Utilization		
	2015	2016	Change	2015	2016	Change	Rates			Rates		
							2015	2016	Change	2015	2016	Change
Area I	17,584	17,817	233	1,490	1,652	162	88%	83%	-5%	88%	84%	-4%
Area II	26,462	25,667	-795	3,149	3,129	-20	90%	84%	-6%	91%	85%	-6%
Area III	20,719	22,600	1,881	1,368	1,530	162	85%	82%	-3%	84%	81%	-3%
Area IV	17,809	18,237	428	1,833	2,055	222	86%	83%	-3%	84%	81%	-3%
Area V	29,143	29,842	699	2,245	2,340	95	88%	79%	-9%	88%	79%	-9%
	111,717	114,163	2,446	10,085	10,706	621	87%	82%	-5%	87%	82%	-5%

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

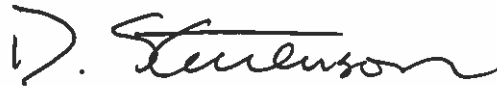
Note: Kindergarten included in out of boundary effective the 2016-2017 school year to align with changes to AR 6090 (December 2015)

Effective in this year's School Enrolment Report, kindergarten students who are not attending their designated school are included in the calculation of out of attendance for each elementary school. This change was made to align with a change to AR6090 whereby out of attendance area students are now able to remain in a school for the duration of the grade configuration of the school. Prior to this change, out of attendance area students may only have been accepted for their kindergarten year and not able to remain at the non-designated school beyond that year. This change in reporting accounts, in part, for the increase in the number of out of attendance students from 2015 to 2016.

With the opening of new schools this year, the provincial utilization rate for the system is now 82%, a 5% decrease from the 87% system utilization rate last year. The largest number of new schools was opened in Area V and is reflected in the 9% decrease in the utilization rate from 88% in 2015 to 79% this year. Finally, the total number of CBE schools with utilization rates above 80% is 125, there are 4 schools with a utilization rate that is exactly at the 80% mark and the total number of schools with utilization rates below 80% is 89.

5 | Conclusion

Total student enrolment increased by 2,162 students from September 30, 2015 to September 30, 2016 with notable increases at Grades 4-6 (1,274 students), Grades 7-9 (668 students) and Grades 1-3 (522 students).



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	September 30 enrolment including out of attendance area
Attachment II:	Alternative program enrolment by school and grade
Attachment III:	Complex learning classes 2016-2017
Attachment IV:	Enrolment in complex learning classes 2016-2017
Attachment V:	School capacity and utilization 2016-2017
Attachment VI:	CBE actual enrolment 2007-2016 & projected enrolment 2017-2020
Attachment VII:	2016-2017 Leased space in operating schools
Attachment VIII:	2016-2017 Lease of surplus school facilities
Attachment IX:	15-16 Student population change
Attachment X:	Complex learning definitions

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.

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment I

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
ARBOUR LAKE		877							132	142	177	198	228				35
BELVEDERE PARKWAY		284		46	37	46	42	37	43	33							76
BOWCROFT		132		23	29	15	14	17	18	16							21
BOWCROFT	German Bilingual	128		23	24	27	22	16	8	8							3
BOWNESS		683												233	217	233	83
BRENTWOOD	System Classes	12			2	2	2	2	4								0
BRENTWOOD	Traditional Learning	690		99	115	130	115	127	104								5
CAPTAIN JOHN PALLISER		314		19	28	33	27	36	88	83							23
CAPTAIN JOHN PALLISER	Montessori	287		40	64	60	43	45	18	17							2
CITADEL PARK		444		73	102	85	93	91									9
DALHOUSIE	Spanish Bilingual	516		73	78	73	85	115	92								53
DR E W COFFIN		180		24	24	25	24	29	23	31							95
EDGEMONT		721		104	99	93	100	125	100	100							3
ERIC HARVIE	Tuscany Elementary #2	346		100	84	72	90										3
F E OSBORNE		451									146	153	152				36
H D CARTWRIGHT		378									114	126	138				49
HAMPTONS (THE)		203		31	37	58	30	47									41
HAWKWOOD		604		64	103	110	84	95	87	61							52
MARION CARSON		347		37	43	56	54	52	56	49							32
MARION CARSON	Chinese (Mandarin) Bil	178		47	52	47	32										2
RANCHLANDS		443		79	56	63	73	50	70	52							13
ROBERT THIRSK		1,262												348	427	487	147
ROYAL OAK		500		138	111	127	124										5
SCENIC ACRES		142		24	28	23	43	24									12
SILVER SPRINGS		235		36	36	43	34	22	30	34							34
SIMON FRASER		379									103	101	175				41
SIR WINSTON CHURCHILL		2,165												691	741	733	490
TERRACE ROAD		164	26	19	22	29	16	19	22	11							36
THOMAS B RILEY		175									45	70	60				26
THOMAS B RILEY	Traditional Learning	331								112	79	76	64				0
TOM BAINES		655									203	222	230				40
TUSCANY		489		71	75	79	94	170									12
TWELVE MILE COULEE		797							174	173	152	168	130				8

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment 1

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
UNIVERSITY		401		79	58	65	57	57	46	39							102
VARSITY ACRES	French Immersion	546		74	79	92	84	83	81	53							10
W O MITCHELL		93					18	26	18	31							27
W O MITCHELL	Spanish Bilingual	341		70	84	101	86										2
WEST DALHOUSIE		326		30	34	46	60	42	57	57							23
WILLIAM D. PRATT	Rocky Ridge/Royal Oak Middle	598						127	132	141	108	90					1
AREA 1 TOTAL		17,817	26	1,423	1,504	1,600	1,546	1,454	1,403	1,243	1,127	1,204	1,177	1,272	1,385	1,453	1,652
ALEX MUNRO		274		42	39	37	40	49	41	26							24
BALMORAL	Traditional Learning	615							125	130	150	108	102				33
BANFF TRAIL	French Immersion	417		45	73	66	58	62	63	50							40
BEDDINGTON HEIGHTS		446		51	80	68	68	64	65	50							32
BELFAST		254		38	32	45	41	33	36	29							204
BRANTON	French Immersion	722									260	237	225				36
BRIAR HILL		252		43	33	38	30	36	34	38							117
BUCHANAN		195		34	36	16	27	31	29	22							46
BUFFALO RUBBING STONE	Panorama Hills Elementary #2	441		92	100	83	107	59									29
CAMBRIAN HEIGHTS		242		20	17	28	20	52	51	54							32
CAPITOL HILL		327		41	50	42	61	44	44	45							55
CAPTAIN NICHOLA GODDARD		818							198	153	169	156	142				3
CATHERINE N GUNN		355		38	63	52	61	49	54	38							103
COLLINGWOOD	Spanish Bilingual	511		77	100	82	95	80	77								35
COLONEL IRVINE		120									44	28	48				17
COLONEL IRVINE	Traditional Learning	404							99	89	85	87	44				45
COLONEL IRVINE	Chinese (Mandarin) Bil	213							67	43	44	33	26				0
COLONEL MACLEOD		145									17	33	95				8
COLONEL SANDERS	Traditional Learning	399			98	102	101	98									3
COVENTRY HILLS		615	22	146	147	141	159										6
CRESCENT HEIGHTS		1,572												434	526	612	411
CRESCENT HEIGHTS	Traditional Learning	76														76	
DR J K MULLOY	Traditional Learning	477		95	100	96	94	92									12
GEORGES P VANIER		282									91	85	106				57
GEORGES P VANIER	French Immersion	226									73	74	79				18
HIDDEN VALLEY		231		50	54	61	66										2

8-306

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment I

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
HIDDEN VALLEY	French Immersion	235		50	66	64	55										9
HIGHWOOD	Chinese (Mandarin) Bil	373		68	75	69	81	80									0
HILLHURST		299		18	25	25	30	68	81	52							46
HUNTINGTON HILLS		241		25	30	39	43	34	38	32							45
JAMES FOWLER		690												124	154	412	192
JAMES FOWLER	Arts Centered Learning	272												74	96	102	6
JOHN G DIEFENBAKER		1,437												422	483	532	156
KENNETH D. TAYLOR	Evanston Elementary	352		106	102	69	75										2
KING GEORGE	French Immersion	564		104	102	81	79	70	76	52							11
LANGEVIN	System Classes	10									5	4	1				
LANGEVIN	Science	632		42	51	47	54	77	53	57	86	85	80				4
LOUISE DEAN		119												18	31	70	6
MAYLAND HEIGHTS		155		21	15	32	23	24	23	17							60
MAYLAND HEIGHTS	French Immersion	303		54	59	56	59	50	25								6
MOUNT VIEW		185		29	37	26	27	30	22	14							59
NORTH HAVEN		338	23	39	34	40	32	62	61	47							29
NOSE CREEK		859						148	135	149	154	147	126				29
PANORAMA HILLS		561		87	95	107	121	151									12
QUEEN ELIZABETH		333		50	55	55	50	37	46	40							21
QUEEN ELIZABETH JR/SR		976									190	162	150	160	136	178	193
ROSEDALE		259		22	25	24	24	25	30	26	23	27	33				66
ROSEMONT		232		38	30	38	41	32	31	22							52
SENATOR PATRICK BURNS		86									23	31	32				36
SENATOR PATRICK BURNS	Spanish Bilingual	527								162	137	114	114				8
SIMONS VALLEY		707		79	101	112	97	120	99	99							49
SIR JOHN A MACDONALD		567									175	182	210				84
SIR JOHN FRANKLIN	Arts Centered Learning	341							27	54	103	76	81				8
SIR JOHN FRANKLIN	System Classes	114							23	8	9	35	39				0
STANLEY JONES		230		30	49	44	44	22	22	19							20
STANLEY JONES	Alice Jamieson	298						27	45	60	53	59	54				0
SUNNYSIDE		147		18	21	23	23	21	19	22							70
THORNCLIFFE		161		24	26	16	22	30	21	22							30
THORNCLIFFE	Traditional Learning	81		81													2

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment I

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OoB
VALLEY CREEK		505						69	71	75	93	107	90				31
VALLEY CREEK	French Immersion	209						52	40	34	31	29	23				12
VISTA HEIGHTS		151		31	25	24	19	21	15	16							10
WILLIAM ABERHART		514												110	158	246	382
WILLIAM ABERHART	French Immersion	785												275	249	261	11
WILLIAM ABERHART	Spanish Bilingual	190												75	66	49	4
AREA II TOTAL		25,667	45	1,828	2,045	1,948	2,027	1,999	1,986	1,846	2,015	1,899	1,900	1,692	1,899	2,538	3,129
ABBEYDALE		303		44	61	49	61	46	42								10
ANNIE FOOTE		547		88	92	115	81	64	56	51							24
ANNIE GALE		369									117	124	128				36
ANNIE GALE	Traditional Learning	225								58	62	63	42				7
BOB EDWARDS		204								51	46	42	65				59
BOB EDWARDS	French Immersion	146								19	41	44	42				1
CAPPY SMART		202		27	31	27	36	30	51								28
CECIL SWANSON		430		79	71	70	58	45	59	48							62
CHIEF JUSTICE MILVAIN		222		22	34	41	40	32	24	29							9
CHIEF JUSTICE MILVAIN	Traditional Learning	301		49	50	50	51	51	50								2
CHRIS AKKERMAN	Traditional Learning	625		103	108	103	103	104	104								4
CLARENCE SANSOM		458									164	151	143				70
COLONEL J F SCOTT		503		60	77	83	73	76	70	64							36
CROSSING PARK		1,151		112	114	112	114	111	115	123	126	111	113				24
DOUGLAS HARKNESS		282	15	34	35	38	44	44	39	33							5
DR GLADYS M EGBERT		418								111	95	102	110				53
DR GORDON HIGGINS		491									158	153	180				21
ERIN WOODS		381		57	74	71	64	60	55								25
ERNEST MORROW		696								142	206	173	175				24
FALCONRIDGE		488	22	76	77	70	82	62	41	58							54
FOREST LAWN		1,327												408	370	549	145
G W SKENE		198					65	74	59								9
GRANT MACEWAN		639		112	89	99	100	97	78	64							26
GUY WEADICK		505		111	90	88	77	54	34	51							4
HUGH A. BENNETT	Saddleridge Elementary #2	403		82	96	91	85	49									8
IAN BAZALGETTE		441								106	106	111	118				19

0-308

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment 1

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
JACK JAMES		412												99	112	201	6
JAMES SHORT MEMORIAL		286	27	79	105	75											13
KEELER		313		51	49	44	50	58	61								46
LESTER B PEARSON		1,511												425	509	577	182
LESTER B PEARSON	French Immersion	103												35	30	38	2
MARLBOROUGH		208		36	47	31	37	26	31								7
MONTEREY PARK		538		67	84	76	78	70	70	93							41
NELSON MANDELA	Northeast High School	1,176												677	499		54
O S GEIGER		433		61	58	67	67	52	58	70							54
PATRICK AIRLIE		209	6	45	39	35	41	24	19								31
PENBROOKE MEADOWS		214		23	35	24	34	46	52								33
PETER LOUGHEED	Saddleridge Middle	476							156	115	121	84					3
PINERIDGE		274		33	36	37	49	35	40	44							45
RADISSON PARK		281		50	58	44	41	49	39								10
ROLAND MICHENER		216		20	51	39	32	36	38								39
RUNDLE		532		80	71	68	93	87	73	60							16
SADDLE RIDGE		588		118	139	113	109	109									31
SIR WILFRID LAURIER		18											18				2
SIR WILFRID LAURIER	Traditional Learning	416								120	130	99	67				5
TARADALE		680		145	133	131	142	129									5
TED HARRISON		750							144	149	164	129	164				37
TERRY FOX		483									144	156	183				36
VALLEY VIEW		250		31	49	44	38	44	44								35
VALLEY VIEW	Medicine Wheel	14		14													0
WEST DOVER		264		40	56	53	51	32	32								32
AREA III TOTAL		22,600	70	1,949	2,109	1,988	1,996	1,796	1,734	1,659	1,680	1,542	1,548	1,644	1,520	1,365	1,530
A E CROSS		515									171	179	165				34
ALEXANDER FERGUSON		262		29	40	46	46	30	30	41							39
ALL BOYS	Sir James Lougheed	177		14	21	28	30	43	26	15							2
ALTADORE		357		52	62	54	52	48	45	44							43
ALTERNATIVE HIGH		117										1	3	19	16	78	9
BANTING AND BEST		209		52	57	51	49										15
BATTALION PARK		701		96	104	115	112	89	98	87							15

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment I

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
BISHOP PINKHAM		115									29	56	30				14
BISHOP PINKHAM	French Immersion	394								65	109	133	87				7
BISHOP PINKHAM	Spanish Bilingual	100									35	41	24				1
CENTRAL MEMORIAL		1,036												329	366	341	141
COLONEL WALKER		127		24	24	17	12	17	15	18							9
CONNAUGHT		324		83	68	44	47	28	26	28							24
DR ROBERTA BONDAR	Aspenwoods/Strathcona Elementary	268		45	62	61	59	41									7
EARL GREY		213		19	30	35	36	31	30	32							92
ELBOW PARK		187		21	25	37	17	37	13	37							15
ELBOYA		393		32	44	45	52	37	46	39	24	50	24				56
ELBOYA	French Immersion	255							43	37	83	43	49				33
ERNEST MANNING		1,783												587	605	591	170
GLAMORGAN	Traditional Learning	707		82	74	75	96	89	100	82	58	28	23				4
GLENBROOK		288		37	47	44	52	35	30	43							18
GLENDALE		240		30	40	34	34	36	30	36							89
JENNIE ELLIOTT		589		89	94	117	94	64	66	65							15
KILLARNEY	Montessori	365		66	71	67	60	42	30	29							10
MOUNT ROYAL		254									77	80	97				31
NATIONAL SPORT SCHOOL		170											32	41	47	50	36
OLYMPIC HEIGHTS		649		73	80	79	100	83	121	113							65
PIITOAYIS FAMILY SCHOOL	Colonel Walker	172		29	25	27	24	24	26	17							1
RAMSAY		115		23	24	15	20	14	10	9							38
RICHMOND		201		43	33	24	31	23	19	28							48
RIDEAU PARK		399		20	32	23	21	32	24	25	65	79	78				98
RIVERBEND		413		68	65	74	68	56	43	39							33
ROSSCARROCK		201		35	22	36	27	28	26	27							44
ROSSCARROCK	Spanish Bilingual	106		44	62												1
ROSSCARROCK	French Immersion	83		83													1
SHERWOOD		415						53	43	43	87	97	92				32
SUNALTA		303		27	47	42	53	48	43	43							114
VINCENT MASSEY		709									222	224	263				52
WEST RIDGE	West Springs/Cougar Ridge Middle	322							99	97	73	53					4
WEST SPRINGS		506		77	96	108	119	106									7

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment I

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
WESTERN CANADA		1,623												525	523	575	474
WESTERN CANADA	French Immersion	472												178	156	138	52
WESTGATE	French Immersion	376			87	88	81	69	51								9
WESTGATE	Spanish Bilingual	289				73	58	60	55	43							3
WILDWOOD		439		62	55	75	77	68	60	42							43
WILLIAM REID	French Immersion	298		47	70	55	83	43									7
AREA IV TOTAL		18,237	-	1,402	1,561	1,589	1,610	1,374	1,248	1,224	1,033	1,064	967	1,679	1,713	1,773	2,055
ACADIA		230		48	47	44	52	39									5
ANDREW SIBBALD		147		25	29	41	34	18									26
AUBURN BAY	Auburn Bay Elementary	529		141	131	105	79	73									19
BRAESIDE		229		27	37	36	32	33	29	35							24
BRIDLEWOOD		595		75	86	91	85	79	83	96							6
CANYON MEADOWS	Spanish Bilingual	400		70	75	73	76	106									66
CEDARBRAE		242		30	36	37	46	26	32	35							63
CENTENNIAL		1,830												626	574	630	370
CHAPARRAL		528		68	67	71	88	86	57	91							13
CHINOOK PARK		192		15	32	29	35	28	27	26							42
CHINOOK PARK	French Immersion	311		36	56	47	52	52	31	37							21
COPPERFIELD	Copperfield Elementary	410		98	79	96	60	77									0
CRANSTON		578		142	141	145	150										1
DAVID THOMPSON		308							42	48	34	54	130				15
DEER RUN		358		55	58	52	58	52	44	39							12
DOUGLASDALE		405		72	83	104	62	84									25
DR E P SCARLETT		1,300												409	411	480	268
DR E P SCARLETT	French Immersion	291												111	86	94	5
DR E P SCARLETT	Spanish Bilingual	99												41	37	21	3
DR GEORGE STANLEY	Cranston Middle	463						140	121	86	77	39					5
DR MARTHA COHEN	New Brighton/Copperfield Middle	386							111	99	101	75					1
ETHEL M JOHNSON		472		71	57	69	63	67	52	93							38
EUGENE COSTE	Spanish Bilingual	256		59	94	58	45										42
EVERGREEN		625		111	137	128	139	110									5
FAIRVIEW	French Immersion	439							85	82	99	93	80				5
FAIRVIEW	Traditional Learning	499							109	99	98	102	91				2

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

Attachment I

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
FISH CREEK		744		96	106	108	109	121	89	115							6
HAROLD PANABAKER		184									44	68	72				23
HAROLD PANABAKER	French Immersion	276							23	27	88	73	65				25
HAULTAIN MEMORIAL		255	24	47	35	33	27	22	36	31							39
HAYSBORO		175		22	24	30	26	26	21	26							16
HENRY WISE WOOD		1,154												373	419	362	149
HENRY WISE WOOD	Traditional Learning	75														75	0
JANET JOHNSTONE		302		54	65	59	66	58									6
JANET JOHNSTONE	French Immersion	227		47	61	49	39	31									3
JOHN WARE		358									126	114	118				85
JUNO BEACH ACADEMY	Dr Norman Bethune	15												5	5	5	
LAKE BONAVISTA	Montessori	352		61	78	49	63	53	26	22							4
LE ROI DANIELS	Traditional Learning	535		103	108	111	110	103									2
LORD BEAVERBROOK		1,669												497	579	593	139
LORD BEAVERBROOK	Arts Centered Learning	77												42	21	14	1
LOUIS RIEL	Science	601		69	64	63	63	81	53	60	53	52	43				15
LOUIS RIEL	GATE	273						15	49	46	45	61	57				3
MAPLE RIDGE		156		26	35	26	30	39									22
MCKENZIE HIGHLANDS	McKenzie Towne Middle	271							92	71	67	41					5
MCKENZIE LAKE		487		94	86	124	79	104									14
MCKENZIE TOWNE		651		134	127	143	121	126									1
MIDNAPORE		260		39	43	39	38	43	30	28							45
MIDNAPORE	Chinese (Mandarin) Bilingual	234		48	48	39	40	27	24	8							5
MIDSUN		802									263	268	271				30
MOUNTAIN PARK		816							130	171	153	170	192				53
NELLIE McCLUNG		414		56	72	56	69	56	54	51							28
NEW BRIGHTON	New Brighton Elementary	488		149	108	86	81	64									7
NICKLE		597							89	93	128	137	150				48
PRINCE OF WALES		353		41	43	64	55	55	60	35							187
R T ALDERMAN		214							15	25	29	59	86				58
ROBERT WARREN	Spanish Bilingual	345							94	77	58	63	53				6
SAM LIVINGSTON	French Immersion	489		98	107	106	104	74									27
SAMUEL W SHAW		811							125	135	188	181	182				42

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
SOMERSET	293		44	55	65	61	68									30
SUNDANCE	81				12	8	20	21	20							20
SUNDANCE	410		63	92	76	72	58	22	27							8
WILLOW PARK	654							89	117	152	150	146				0
WILMA HANSEN	286									92	94	100				20
WOODBINE	380	13	52	57	54	60	51	51	42							23
WOODLANDS	289		37	44	51	38	46	27	46							31
WOODMAN	667							90	66	174	157	180				32
AREA V TOTAL	29,842	37	2,523	2,703	2,669	2,515	2,411	2,133	2,205	2,069	2,051	2,016	2,104	2,132	2,274	2,340
TOTAL	114,163	178	9,125	9,922	9,794	9,694	9,034	8,504	8,177	7,924	7,760	7,608	8,391	8,649	9,403	10,706

CALGARY BOARD OF EDUCATION
September 30, 2016 Enrolment

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB
SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	

OUTREACH PROGRAMS

DISCOVERING CHOICES	Downtown	577											6	50	521	
DISCOVERING CHOICES II	Marlborough	357											6	48	303	
START OUTREACH - BOWNESS	Bowness	183											3	17	163	
WESTBROOK OUTREACH	Westbrook	220											5	17	198	
TOTAL OUTREACH PROGRAMS		1,337	-	-	-	-	-	-	-	-	-	-	20	132	1,185	

UNIQUE SETTINGS

AADAC	Area II	4												1	2	1
ABORIGINAL LEARNING CENTRE	Area III	27		20	7											
CHILDREN'S VILLAGE	Area II	59		3	5	14	7	12	8	10						
CHRISTINE MEIKLE	Area II	82									8	7	10	13	8	36
DR GORDON TOWNSEND	Area I	13				1	3	2	2	3	2					
DR OAKLEY	Area IV	152					8	32	43	40	17	8	4			
EMILY FOLLENSBEE	Area IV	84		6	8	9	17	6	14	10	7	3	4			
NEXUS/TRUST TREATMENT/PROJECT TRU	Area II	22												2	5	15
WEST VIEW SECONDARY	Area I	71									1	2	7	26	35	
WILLIAM ROPER HULL	Area V	108			1	1	4	5	6	6	11	13	15	17	11	18
WOOD'S HOMES	Area I	62					1	1		1	7	4	10	19	7	12
YOUNG ADULT PROGRAM	Area I	45										1	7	11	7	19
TOTAL UNIQUE SETTINGS		729	-	29	21	25	40	58	73	70	52	37	52	70	66	136

HOME EDUCATION	Windsor Park	249			18	25	32	40	27	31	23	22	23	3	2	3
CBe-LEARN*		458									3	15	26	46	62	306
CHINOOK LEARNING SERVICES*		2,211												4	6	2201
SUB-TOTAL		2,918	-	-	18	25	32	40	27	31	26	37	49	53	70	2,510
*includes students 20 years old and older																

TOTAL ENROLMENT	119,147	178	9,154	9,961	9,844	9,766	9,132	8,604	8,278	8,002	7,834	7,709	8,534	8,917	13,234
------------------------	----------------	------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	---------------

Alternative Programs and Schools														Total
K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Alice Jamieson Girls' Academy				27	45	60	53	59	54				298	
Stanley Jones School				27	45	60	53	59	54				298	
All - Boys School														
14	21	28	30	43	26	15							177	
Sir James Lougheed School				14	21	28	30	43	26	15				177
Arts-Centred Learning					117	171	255	253	254	116	117	116	1,399	
James Fowler High School										74	96	102	272	
Lord Beaverbrook High School										42	21	14	77	
Sir John Franklin School					28	54	103	103	108				396	
Willow PA School					89	117	152	150	146				654	
Chinese (Mandarin) Bilingual														
163	175	155	153	107	91	51	44	33	26				998	
Colonel Irvine School					67	43	44	33	26				213	
Highwood School				68	75	69	81	80					373	
Marion Carson School				47	52	47	32						178	
Midnapore School				48	48	39	40	27	24	8			234	
French Immersion (Early & Late)														
701	852	780	766	644	540	483	784	726	650	599	521	531	8,577	
Banff Trail School				45	73	66	58	62	63	50				417
Bishop Pinkham School						65	109	133	87				394	
Bob Edwards School						19	41	44	42				146	
Branton School							260	237	225				722	
Chinook PA School				36	56	47	52	52	31	37				311
Dr. E.P. Scarlett High School										111	86	94	291	
Elboya School					43	37	83	43	49				255	
Fairview School					85	82	99	93	80				439	
Georges P. Vanier School							73	74	79				226	
Harold Panabaker School					23	27	88	73	65				276	
Hidden Valley School				50	66	64	55						235	
Janet Johnstone School				47	61	49	39	31					227	
King George School				104	102	81	79	70	76	52			564	
Lester B. Pearson High School										35	30	38	103	
Mayland Heights School				54	59	56	59	50	25					303
Rosscarrock School				83										83
Sam Livingston School				98	107	106	104	74						489
Sundance School				63	92	76	72	58	22	27				410
Valley Creek School					52	40	34	31	29	23			209	
Varsity Acres School				74	79	92	84	83	81	53				546
Western Canada High School										178	156	138	472	
Westgate School					87	88	81	69	51				376	
William Aberhart High School										275	249	261	785	
William Reid School				47	70	55	83	43						298
German Bilingual														
23	24	27	22	16	8	8							128	
Bowcroft School				23	24	27	22	16	8	8				128
Juno Beach Academy										5	5	5	15	
Juno Beach Academy										5	5	5	15	
Medicine Wheel														
Valley View School				15										15
Montessori														
167	213	176	166	140	74	68							1,004	
Captain John Palliser School				40	64	60	43	45	18	17				287
Killarney School				66	71	67	60	42	30	29				365
Lake Bonavista School				61	78	49	63	53	26	22				352
Piitoyais Aboriginal Family School														
29	25	27	24	24	26	17							172	
Piitoyais Family School				29	25	27	24	24	26	17				172

Science School	111	115	110	117	158	106	117	139	138	123					1,234
Langevin School	42	51	47	54	77	53	57	86	86	80					633
Louis Riel School	69	64	63	63	81	53	60	53	52	43					601
Spanish Bilingual	393	493	460	445	361	318	282	230	218	191	116	103	70		3,680
Bishop Pinkham School								35	41	24					100
Canyon Meadows School	70	75	73	76	106										400
Collingwood School	77	100	82	95	80	77									511
Dalhousie School	73	78	73	85	115	92									516
Dr. E.P. Scarlett High School											41	37	21		99
Eugene Coste School	59	94	58	45											256
Robert Warren School						94	77	58	63	53					345
Rosscarrock School	44	62													106
Senator Patrick Burns School							162	137	114	114					527
W.O. Mitchell School	70	84	101	86											341
Westgate School			73	58	60	55	43								289
William Aberhart High School											75	66	49		190
Traditional Learning Centre	612	654	669	671	665	691	690	662	563	433				151	6,461
Annie Gale School							58	62	63	42					225
Balmoral School						125	130	150	108	102					615
Brentwood School	99	116	132	116	128	104									695
Chief Justice Milvain School	49	50	50	51	51	50									301
Chris Akkerman School	103	108	103	103	104	104									625
Colonel Irvine School						99	89	85	87	44					404
Colonel Sanders-TLC		98	102	101	98										399
Crescent Heights High School														76	76
Dr. J.K. Mulloy School	95	100	96	94	92										477
Fairview School						109	99	98	102	91					499
Glamorgan School	82	74	75	96	89	100	82	58	28	23					707
Henry Wise Wood High School														75	75
Le Roi Daniels School	103	108	111	110	103										535
Sir Wilfrid Laurier School							120	130	99	67					416
Thomas B. Riley School							112	79	76	64					331
Thornccliffe School	81														81
Grand Total	2,228	2,572	2,432	2,394	2,185	2,042	1,962	2,167	1,990	1,731	836	746	873		24,158

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)	1
I	Captain John Palliser	Learning & Literacy (L&L II)	1
I	F E Osborne	Paced Learning Program (PLP)	1
I	F.E. Osborne	Mental Health - AIM	2
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	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 - 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	Buchanan	Teaching of Attitude, Social Skills and Communication (TASC)	1
II	Buffalo Rubbing Stone	Social Knowledge, Independent Living and Language (SKILL I/II)	1
II	Buffalo Rubbing Stone	Teaching of Attitude, Social Skills and Communication (TASC)	1
II	Cambrian Heights	Paced Learning Program (PLP)	1
II	Capitol Hill	Bridges	1
II	Capitol Hill	Teaching of Attitude, Social Skills and Communication (TASC)	1
II	Children's Village	Early Development Centre (Full Day)	1
II	Colonel Macleod	Bridges	1
II	Coventry Hills	Early Development Centre	2
II	Crescent Heights High	Bridges (HIP)	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)	3
II	James Fowler High	Paced Learning Program (PLP)	2
II	Kenneth D. Taylor	Communication, Sensory and Social Interaction (CSSI)	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	1
II	North Haven	Early Development Centre	4
II	North Haven	Paced Learning Program (PLP)	1
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)	1
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	Queen Elizabeth High	Returning Grade 12's	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	Literacy, English & Academic Development (LEAD)	4
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

Area	School	PROGRAM	# of Classes
III	Aboriginal Learning Centre	Early Development Centre	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	Literacy, English & Academic Development (LEAD)	2
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
III	Clarence Sansom	Literacy, English & Academic Development (LEAD)	2
III	Crossing Park	Learning & Literacy (L&L)	3
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	2
III	Ernest Morrow	Literacy, English & Academic Development (LEAD)	1
III	Ernest Morrow	Paced Learning Program (PLP)	3
III	Falconridge	Early Development Centre	2
III	Forest Lawn High	Literacy, English & Academic Development (LEAD)	4
III	Forest Lawn High	Mental Health - Class	2
III	Forest Lawn High	Paced Learning Program (PLP)	2
III	G. W. Skene	Social Knowledge, Independent Living and Language (SKILL I/II)	1
III	Hugh A. Bennett	Teaching of Attitude, Social Skills and Communication (TASC)	1
III	Ian Bazalgette	Bridges	2
III	Jack James High	Paced Learning Program (PLP)	1
III	James Short Memorial	Early Development Centre	4
III	Keeler	Communication, Sensory and Social Interaction (CSSI)	1
III	Keeler	Literacy, English & Academic Development (LEAD)	3
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)	2
III	Nelson Mandela High	Paced Learning Program (PLP)	1
III	O.S. Geiger	Paced Learning Program (PLP)	1
III	Patrick Airie	Early Development Centre	2
III	Penbrooke Meadows	Literacy, English & Academic Development (LEAD)	4
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	2
III	Sir Wilfrid Laurier	Learning & Literacy (L&L)	1
III	Ted Harrison	Communication, Sensory and Social Interaction (CSSI)	1
III	Terry Fox	Bridges	1
III	Terry Fox	Literacy, English & Academic Development (LEAD)	3
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	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)	1
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	1
IV	Riverbend	MH	1
IV	Rosscarrock	Paced Learning Program (PLP)	1
IV	Sherwood	Bridges	1
IV	Sunalta	Autism Spectrum Disorder (ASD) cluster	1

Area	School	PROGRAM	# of Classes
IV	Sunalta	Bridges	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	Andrew Sibbald	Mental Health	1
V	Auburn Bay	Social Knowledge, Independent Living and Language (SKILL I/II)	1
V	Braeside	Bridges	1
V	Centennial High	Mental Health - Class	1
V	Centennial High	Paced Learning Program (PLP)	1
V	Chinook Park	Communication, Sensory and Social Interaction (CSSI)	2
V	Copperfield	Autism Spectrum Disorder (ASD) cluster	1
V	Douglasdale	Communication, Sensory and Social Interaction (CSSI)	2
V	Douglasdale	Social Knowledge, Independent Living and Language (SKILL I/II)	1
V	Dr. Marthan Cohen	Autism Spectrum Disorder (ASD) cluster	2
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
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)	2
V	Henry Wise Wood High	Paced Learning Program (PLP)	1
V	John Ware	Mental Health	1
V	Lord Beaverbrook High	Adapted Learning Program (ALP)	2
V	Lord Beaverbrook High	Mental Health - Class	1
V	Lord Beaverbrook High	Returning Grade 12's (located at Dr. Norman Bethune)	1
V	Louis Riel	Gifted and Talented Education (GATE II)	8
V	Louis Riel	Gifted and Talented Education (GATE III)	3
V	McKenzie Highland	Learning & Literacy (L&L)	2
V	Midsun	Adapted Learning Program (ALP)	1
V	Midsun	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
V	Mountain Park	Mental Health	1
V	Nellie McClung	Social Knowledge, Independent Living and Language (SKILL I/II)	1
V	New Brighton	Teaching of Attitude, Social Skills and Communication (TASC)	1
V	Nickle	Bridges	2
V	Nickle	Learning & Literacy (L&L)	2
V	Prince of Wales	Bridges	1
V	Samuel W. Shaw	Paced Learning Program (PLP)	2
V	Somerset	Teaching of Attitude, Social Skills and Communication (TASC)	1
V	Wilma Hansen	Paced Learning Program (PLP)	1
V	Woodbine	Early Development Centre	2
V	Woodman	Communication, Sensory and Social Interaction (CSSI)	1
Total			293

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS									15	13	15	10	13	15	81
Clarence Sansom School									4	3	3				10
H.D. Cartwright School									2	4	2				8
Henry Wise Wood High School												6	3	6	15
Langevin School									5	4	1				10
Lester B. Pearson High School												3	4	4	11
MidSun School									3	1	5				9
Mount Royal School									1	1	4				6
William Aberhart High School												1	6	5	12
ALP - Adapted Learning Program									12	12	11	12	22	12	81
Clarence Sansom School									4	3	5				12
Lester B. Pearson High School													6	3	9
Lord Beaverbrook High School												8	6	3	17
MidSun School									5	5	3				13
Robert Thirsk High School												3	6	1	10
Thomas B. Riley School									3	4	3				10
William Aberhart High School												1	4	5	10
ASD Cluster		1	9	5	4	4	1	5	6	2	0	5	4		46
Copperfield School			5	2	3										10
Dr. Martha Cohen School							3	1	5	1					10
Henry Wise Wood High School													5	4	9
Nose Creek School										5	2				7
Radisson Park School		1	2	1	1	1									6
Sunalta School			2	2											4
Bridges		3	6	22	18	16	17	11	25	9	9	9	6	1	143
Braeside School					2	2	2								6
Capitol Hill School		1		6	1										8
Cbe-Learn												9	6	1	16
Colonel Macleod School									3	7	2				12
Erin Woods School			1	4	5	3									13
Hawkwood School					3	2	3								8
Ian Bazalgette School								1	2	7	2				12
Nickle School								2	2	4	4				12
North Haven School					3	3	2								8
Prince Of Wales School		1	3	1		2									7
Richmond School					2	3	2								7
Rundle School			1	6	1		5								13
Sherwood School									2	4	1				7
Sunalta School		1	1	5	1	1									9
Terry Fox School									2	3					5

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI			23	15	20	11	16	3	9	6	4	2	1	3	113
Bishop Pinkham School									2	1	2				5
Brentwood School			1		1	1	4								7
Central Memorial High School												2	1	3	6
Chinook Park School			4	3		2	2	1							12
Douglasdale School			3	2	2	2									9
Keeler School				4		2									6
Kenneth D. Taylor			5	1	5										11
Marion Carson School			1	1	1	1	3								7
Mayland Heights School			1				4								5
Monterey Park School			6		3	1	1								11
Pineridge School			1	2	5		1	1							10
Sir John Franklin School								1	2	1	1				5
Ted Harrison School									1	2	1				4
University School			1	2	3	2	1								9
Woodman School									4	2					6
DHH- (Deaf and Hard of Hearing)			6	8	8	11	12	6	11	4	4	7	5	6	88
Queen Elizabeth School					2	2	2	1							7
Queen Elizabeth High School									11	3	3	7	5	6	35
Stanley Jones School			6	8	6	9	10	5		1	1				46
Early Development Centre	178														178
Coventry Hills School	20														20
Douglas Harkness School	17														17
Falconridge School	20														20
Haultain Memorial School	24														24
James Short Memorial School	21														21
North Haven School	24														24
Patrick Airlie School	15														15
Terrace Road School	24														24
Woodbine School	13														13
Elem MH Programs - Transitions			1	2	5	3	6	4							21
Andrew Sibbald School				1	2										3
Briar Hill School						1	6	4							11
Riverbend School			1	1	3	2									7
GATE						54	100	80	115	117	114	36	50	60	726
Henry Wise Wood High School												18	35	41	94
Hillhurst School						39	51	34							124
Louis Riel School						15	49	46	45	61	57				273
Queen Elizabeth High School									70	56	57	18	15	19	235
Hera										1	1	1	1	2	6
Alternative High School										1	1	1	1	2	6

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
High-School Integration Program (HIP)												2	1	6	9
Crescent Heights High School												2	1	6	9
L&L					1	24	39	60	92	86	81				383
Annie Gale School									6	9	6				21
Arbour Lake School									10	10	11				31
Banff Trail School				1	3	8	5								17
Captain John Palliser School					3	3	9								15
Crossing Park School							5	14	12	9					40
Earl Grey School					5	3	5								13
Ethel M. Johnson School					8	9	10								27
Georges P. Vanier School									9	10	7				26
H.D. Cartwright School									11	10	9				30
Harold Panabaker School									8	9	10				27
Huntington Hills School					5	6	7								18
McKenzie Highlands School							5	10	8						23
Nickle School									6	10	12				28
Sir John A. Macdonald School									12	8	9				29
Sir Wilfrid Laurier School											8				8
Vincent Massey School									10	11	9				30
LEAD	1	0	1	4	23	66	10	35	33	41	37	27	55		333
Cappy Smart School				3	3	13									19
Clarence Sansom School									14	2	8				24
Ernest Morrow School								3	8	8	6				25
Forest Lawn High School												14	11	19	44
Henry Wise Wood High School												6	6	20	32
James Fowler High School												17	10	16	43
Keeler School						9	14								23
Penbrooke Meadows School	1		1	1	11	17									31
Sir John Franklin School						22	7	7	7	11					54
Terry Fox School									2	10	11				23
Vincent Massey School									4	6	5				15
MH Programs - Transitions/AIM									17	15	28	5	5	4	79
Bob Edwards School								3	3	1	5				12
F.E. Osborne School									3	5	13				21
John Ware School									5	4	4				13
Mountain Park School						1	1	5	2	2					11
Queen Elizabeth High School									1	3	4	5	5	4	22

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP						35	47	48	70	69	75	59	67	67	537
A. E. Cross School									8	7	8				23
Annie Gale School									1	4	9				14
Bowness High School												3	4	7	14
Cambrian Heights School						4	5	3							12
Centennial High School												3	6	9	18
Dr. Gladys McKelvie Egbert School								6	4	8	10				28
Dr. Gordon Higgins School									7	7	14				28
Ernest Manning High School												8	11	7	26
Ernest Morrow School								7	15	4	11				37
Ethel M. Johnson School						9	4	11							24
F.E. Osborne School									6	3	3				12
Forest Lawn High School												12	15	9	36
Henry Wise Wood High School												4	5	6	15
Jack James High School														10	10
James Fowler High School												11	11	13	35
Nelson Mandela High School												15	9		24
North Haven School						5	5								10
Nose Creek School						4	6	2	6	7	1				26
O.S. Geiger School						2	2	8							12
Ranchlands School						3	3	2							8
Robert Thirsk High School												3	6	6	15
Roland Michener School						3	9								12
Rosscarrock School						4	2	5							11
Samuel W. Shaw School							4	1	8	10	7				30
Sir John A. Macdonald School									5	5	2				12
Terrace Road School						1	7	3							11
Thomas B. Riley School									4	7	2				13
Wilma Hansen School									6	7	8				21
Returning Grade 12 Program														19	19
Lord Beaverbrook High School (Located at Dr. Norman Bethune)														11	11
Queen Elizabeth High School														8	8

Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	0	1	2	3	4	5	6	7	8	9	10	11	12	Total
SKILL			22	13	31	24	28	18							136
Auburn Bay School			1	2	1	3									7
Buchanan School			3		3	3	4	3							16
Buffalo Rubbing Stone School			4			3									7
Cappy Smart School					4	1	8								13
Cecil Swanson School			4	1	1	1	5	4							16
Douglasdale School			2	2	1	2									7
Ethel M. Johnson School				3	1	1	3	8							16
G.W. Skene School					6	1									7
Nellie McClung School			3		2	1	1								7
Simons Valley School			2		2	3	1								8
West Dalhousie School				1	3	2	1	1							8
West Dover School			1	2	5										8
Wildwood School			2	2	2	3	5	2							16
TASC			23	9	2	3	7	4	1	4	5	4	4	8	74
Buchanan School			4	1			1								6
Buffalo Rubbing Stone School			6			1									7
Capitol Hill School			3				1	3							7
Central Memorial High School												4	4	8	16
Hugh A. Bennett School			3		1	1									5
Jennie Elliott School				3			2	1							6
Mount Royal School										3	2				5
New Brighton School			5												5
Sir John A. Macdonald School									1	1	3				5
Somerset School			1	2	1	1									5
West Dover School			1	3			3								7
The Class							0	0	0	0	0	26	26	33	85
Centennial High School												2	5	7	14
Forest Lawn High School												11	5	6	22
Lord Beaverbrook High School												4	5	5	14
Sir Winston Churchill High School												6	7	5	18
Western Canada High School												3	4	10	17
Grand Total	178	1	79	63	98	210	341	251	393	391	390	210	233	295	3,138

2016 - 2017 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. New schools provincial capacity needs to be confirmed by Alberta Infrastructure
- ii. Capacity of the school, including the number of modulars
- iii. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year (Assumes approval of exemptions by Alberta Infrastructure)
- iv. 2016 provincial capacity is based on the new formula for calculating school capacity
- v. Rated Room Capacity = # of regular classrooms x 25 student spaces + CTS classrooms x 20 student spaces
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2015 WEIGHTED ENROLMENT	2016 WEIGHTED ENROLMENT	2016 PROVINCIAL CAPACITY	# Of Modulars	2016 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2016 RATED RM CAPACITY	2016 RATED ROOM % UTILIZ.	
AREA I									
ARBOUR LAKE	948	929	847	8	110%	37	915	102%	68
BELVEDERE PARKWAY	329	281	471	0	60%	28	700	40%	229
BOWCROFT	219	259	455	0	57%	21	525	49%	70
BOWNESS	808	821	1513	0	54%	57	1365	60%	-148
BRENTWOOD	606	673	771	0	87%	30	750	90%	-21
CAPTAIN JOHN PALLISER	636	618	622	0	99%	24	600	103%	-22
CITADEL	432	438	456	8	96%	20	500	88%	44
DALHOUSIE	545	484	625	4	77%	25	625	77%	0
DR E W COFFIN	190	178	218	1	82%	8	200	89%	-18
EDGEMONT	697	697	650	14	107%	28	700	100%	50
ERIC HARVIE	-	320	600	-	53%	24	600	53%	-
F E OSBORNE	432	513	792	0	65%	30	735	70%	-57
H D CARTWRIGHT	435	424	571	2	74%	23	565	75%	-6
HAMPTONS (THE)	207	194	240	4	81%	11	275	70%	35
HAWKWOOD	612	612	641	0	95%	27	675	91%	34
MARION CARSON	477	513	593	3	87%	24	600	86%	7
RANCLANDS	404	444	499	8	89%	20	500	89%	1
ROBERT THIRSK	1,500	1,378	1,527	0	90%	53	1,305	106%	-222
ROYAL OAK	512	457	537	10	85%	22	550	83%	13
SCENIC ACRES	130	136	183	8	74%	8	200	68%	17
SILVER SPRINGS	215	221	277	1	80%	12	300	74%	23
SIMON FRASER	735	399	794	6	50%	28	690	58%	-104
SIR WINSTON CHURCHILL	2,214	2,311	2,007	6	115%	79	1,905	121%	-102
TERRACE ROAD	150	166	286	0	58%	14	350	47%	64
THOMAS B RILEY	633	560	628	0	89%	22	540	104%	-88
TOM BAINES	708	691	814	1	85%	30	740	93%	-74
TUSCANY	601	466	647	14	72%	28	700	67%	53
TWELVE MILE COULEE	981	839	895	16	94%	36	885	95%	-10
UNIVERSITY	371	402	537	0	75%	20	500	80%	-37
VARSITY ACRES	536	521	628	3	83%	25	625	83%	-3
W O MITCHELL	360	425	452	8	94%	19	475	89%	23
WEST DALHOUSIE	353	353	328	6	108%	15	375	94%	47
WILLIAM D PRATT	-	622	900	8	69%	38	900	69%	-
AREA I - TOTAL	17,971	18,341	22,004	139	83%	886	21,870	84%	-134
AREA II									
ALEX MUNRO	389	269	451	0	60%	20	500	54%	49
BALMORAL	617	615	547	0	112%	23	575	107%	28
BANFF TRAIL	407	403	456	0	88%	18	450	89%	-6
BEDDINGTON HEIGHTS	424	435	507	8	86%	19	475	91%	-32
BELFAST	255	245	285	1	86%	11	275	89%	-10
BRANTON	731	744	831	6	90%	34	835	89%	4
BRIAR HILL	238	261	278	0	94%	14	350	74%	72
BUCHANAN	183	226	243	0	93%	10	250	90%	7
BUFFALO RUBBING STONE	-	433	600	6	72%	24	600	72%	-
CAMBRIAN HEIGHTS	393	256	429	0	60%	16	400	64%	-29
CAPITOL HILL	329	353	362	0	97%	15	375	94%	13
CAPTAIN NICHOLA GODDARD	977	856	895	16	96%	36	885	97%	-10
CATHERINE N GUNN	384	381	458	0	83%	20	500	76%	42
COLLINGWOOD	469	479	562	0	85%	22	550	87%	-12
COLONEL IRVINE	689	761	757	0	101%	32	780	98%	23

2016 - 2017 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. New schools provincial capacity needs to be confirmed by Alberta Infrastructure
- ii. Capacity of the school, including the number of modulars
- iii. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year (Assumes approval of exemptions by Alberta Infrastructure)
- iv. 2016 provincial capacity is based on the new formula for calculating school capacity
- v. Rated Room Capacity = # of regular classrooms x 25 student spaces + CTS classrooms x 20 student spaces
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2015 WEIGHTED ENROLMENT	2016 WEIGHTED ENROLMENT	2016 PROVINCIAL CAPACITY	# Of Modulars	2016 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2016 RATED RM CAPACITY	2016 RATED ROOM % UTILIZ.	
COLONEL MACLEOD	671	181	732	4	25%	28	690	26%	-42
COLONEL SANDERS (TLC)	359	399	363	0	110%	15	375	106%	12
COVENTRY HILLS	577	553	621	13	89%	27	675	82%	54
CRESCENT HEIGHTS	2 085	1 752	2345	0	75%	85	2025	87%	-320
DR J K MULLOY	417	436	496	0	88%	20	500	87%	4
GEORGES P VANIER	527	540	653	0	83%	24	590	92%	-63
HIDDEN VALLEY	440	426	523	10	81%	22	550	77%	27
HIGHWOOD	362	339	364	0	93%	16	400	85%	36
HILLHURST	311	298	336	0	89%	12	300	99%	-36
HUNTINGTON HILLS	231	241	365	0	66%	15	375	64%	10
JAMES FOWLER	1 650	1 056	1953	0	54%	77	1835	58%	-118
JOHN G DIEFENBAKER	1 513	1 515	1480	4	102%	54	1330	114%	-150
KENNETH D TAYLOR	-	329	600	12	55%	24	600	55%	-
KING GEORGE	476	518	647	0	80%	26	650	80%	3
LANGEVIN	661	655	648	0	101%	26	640	102%	-8
LOUISE DEAN	217	201	184	0	109%	11	265	78%	81
MAYLAND HEIGHTS	441	457	552	0	83%	21	525	87%	-27
MOUNT VIEW	160	183	188	0	97%	8	200	91%	12
NORTH HAVEN	421	355	452	0	79%	19	475	75%	23
NOSE CREEK	868	961	895	16	107%	36	885	109%	-10
PANORAMA HILLS	590	544	572	10	95%	24	600	91%	28
QUEEN ELIZABETH	324	336	403	2	83%	15	375	90%	-28
QUEEN ELIZABETH JR/SR	1 015	1 142	1375	0	83%	55	1345	85%	-30
ROSEDALE	268	260	259	2	100%	11	275	95%	16
ROSEMONT	199	219	242	0	90%	10	250	88%	8
SENATOR PATRICK BURNS	566	627	862	0	73%	34	830	76%	-32
SIMONS VALLEY	702	704	694	12	101%	28	700	101%	6
SIR JOHN A MACDONALD	706	643	921	4	70%	36	880	73%	-41
SIR JOHN FRANKLIN	556	535	570	0	94%	25	615	87%	45
STANLEY JONES (incl. Alice Jamieson Girls')	584	585	581	0	101%	24	600	98%	19
SUNNYSIDE	145	146	165	0	88%	7	175	83%	10
THORNCIFFE	235	196	231	0	85%	10	250	78%	19
VALLEY CREEK	766	756	856	12	88%	34	840	90%	-16
VISTA HEIGHTS	164	169	224	0	75%	10	250	68%	26
WILLIAM ABERHART	1 605	1 563	1753	4	89%	63	1545	101%	-208
AREA II - TOTAL	27,290	28,631	31,766	142	84%	1,266	31,216	86%	-561
AREA III									
ABBEYDALE	312	321	403	6	80%	18	450	71%	47
ANNIE FOOTE	436	541	510	9	106%	21	525	103%	15
ANNIE GALE	561	634	617	8	103%	26	640	99%	23
BOB EDWARDS	436	386	598	0	65%	26	640	60%	42
CAPPY SMART	221	229	380	4	60%	16	400	57%	20
CECIL SWANSON	428	474	443	6	107%	18	450	105%	7
CHIEF JUSTICE M LVAIN	512	496	535	10	93%	22	550	90%	15
CHRIS AKKERMAN	579	576	527	6	109%	23	575	100%	48
CLARENCE SANSOM	496	516	768	8	67%	28	680	75%	-78
COLONEL J F SCOTT	498	499	474	8	105%	20	500	100%	26
CROSSING PARK	1,104	1,129	990	15	114%	43	1065	106%	75
DOUGLAS HARKNESS	282	274	335	2	82%	14	350	78%	15
DR GLADYS M EGBERT	417	462	538	4	86%	22	530	87%	-8
DR GORDON HIGGINS	506	533	686	8	78%	24	590	90%	-96

2016 - 2017 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. New schools provincial capacity needs to be confirmed by Alberta Infrastructure
- ii. Capacity of the school, including the number of modulars
- iii. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year (Assumes approval of exemptions by Alberta Infrastructure)
- iv. 2016 provincial capacity is based on the new formula for calculating school capacity
- v. Rated Room Capacity = # of regular classrooms x 25 student spaces + CTS classrooms x 20 student spaces
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2015 WEIGHTED ENROLMENT	2016 WEIGHTED ENROLMENT	2016 PROVINCIAL CAPACITY	# Of Modulars	2016 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2016 RATED RM CAPACITY	2016 RATED ROOM % UTILIZ.	
ERIN WOODS	384	413	482	8	86%	20	500	83%	18
ERNEST MORROW	847	800	870	0	92%	35	860	93%	-10
FALCONRIDGE	527	491	576	12	85%	24	600	82%	24
FOREST LAWN	1,535	1,509	2133	0	71%	87	2095	72%	-38
G W SKENE	223	220	328	2	67%	14	350	63%	22
GRANT MACEWAN	603	597	578	12	103%	24	600	100%	22
GUY WEADICK	424	462	430	6	107%	18	450	103%	20
HUGH A BENNETT	-	380	600	-	63%	24	600	63%	-
IAN BAZALGETTE	553	539	652	0	83%	26	635	85%	-17
JACK JAMES	741	676	863	0	78%	37	835	81%	-28
JAMES SHORT MEMORIAL	299	295	471	1	63%	21	525	56%	54
KEELER	323	337	609	0	55%	24	600	56%	-9
LESTER B PEARSON	1,740	1,712	1732	0	99%	63	1540	111%	-192
MARLBOROUGH	200	216	297	2	73%	20	300	72%	3
MONTEREY PARK	574	549	644	17	85%	27	675	81%	31
NELSON MANDELA	-	1,240	1899	0	65%	72	1800	69%	-99
O S GEIGER	420	437	511	9	85%	21	525	83%	14
PATRICK AIRLIE	188	238	252	0	94%	11	275	87%	23
PENBROOKE MEADOWS	227	232	378	0	61%	16	400	58%	22
PETER LOUGHEED	-	490	900	8	54%	38	900	54%	-
PINERIDGE	300	306	457	6	67%	18	450	68%	-7
RADISSON PARK	339	301	388	2	78%	16	400	75%	12
ROLAND MICHENER	232	226	263	0	86%	11	275	82%	12
RUNDLE	582	534	536	10	100%	21	525	102%	-11
SADDLE RIDGE	674	537	585	12	92%	24	600	90%	15
SIR WILFRID LAURIER	454	438	522	0	84%	21	515	85%	-7
TARADALE	623	628	627	10	100%	26	650	97%	23
TED HARRISON	776	794	895	16	89%	36	885	90%	-10
TERRY FOX	591	517	762	0	68%	29	725	71%	-37
VALLEY VIEW	283	278	588	0	47%	25	625	44%	37
WEST DOVER	289	314	448	0	70%	20	500	63%	52
AREA III - TOTAL	21,732	23,771	29,080	227	82%	1,190	29,170	81%	90
AREA IV									
A E CROSS	563	579	878	0	66%	38	930	62%	52
ALEXANDER FERGUSON	252	266	255	0	104%	10	250	106%	-5
ALL BOYS @ Sir James Loughheed	200	230	232	0	99%	9	225	102%	-7
ALTADORE	384	415	370	0	112%	14	350	119%	-20
ALTERNATIVE HIGH	239	283	270	0	105%	13	325	87%	55
BANTING AND BEST	218	217	248	2	88%	11	275	79%	27
BATTALION PARK	678	679	678	13	100%	29	725	94%	47
BISHOP PINKHAM	652	631	713	0	88%	30	740	85%	27
CENTRAL MEMORIAL	1,292	1,224	2012	0	61%	75	1820	67%	-192
COLONEL WALKER (Incl Piitoyysis)	269	319	603	1	53%	23	575	55%	-28
CONNAUGHT	334	334	399	0	84%	16	400	84%	1
DR ROBERTA BONDAR	-	254	600	-	42%	24	600	42%	-
EARL GREY	213	212	330	0	64%	14	350	60%	20
ELBOW PARK	155	183	289	10	63%	10	250	73%	-39
ELBOYA	613	648	639	0	101%	30	740	88%	101
ERNEST MANNING	1,793	1,845	1652	0	112%	72	1780	104%	128
GLAMORGAN	632	668	697	2	96%	29	725	92%	28
GLENBROOK	311	314	395	0	79%	16	400	78%	5

2016 - 2017 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. New schools provincial capacity needs to be confirmed by Alberta Infrastructure
- ii. Capacity of the school, including the number of modulars
- iii. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year (Assumes approval of exemptions by Alberta Infrastructure)
- iv. 2016 provincial capacity is based on the new formula for calculating school capacity
- v. Rated Room Capacity = # of regular classrooms x 25 student spaces + CTS classrooms x 20 student spaces
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3.1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2015 WEIGHTED ENROLMENT	2016 WEIGHTED ENROLMENT	2016 PROVINCIAL CAPACITY	# Of Modulars	2016 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2016 RATED RM CAPACITY	2016 RATED ROOM % UTILIZ.	
GLENDALE	231	239	304	0	79%	13	325	74%	21
JENNIE ELLIOTT	588	593	701	0	85%	27	675	88%	-26
KILLARNEY	332	350	373	0	94%	15	375	93%	2
MOUNT ROYAL	254	286	435	0	66%	16	390	73%	-45
OLYMPIC HEIGHTS	716	629	671	14	94%	28	700	90%	29
RAMSAY	98	110	160	0	68%	13	150	73%	-10
RICHMOND	199	208	257	0	81%	14	350	59%	93
RIDEAU PARK	414	409	473	0	86%	20	480	83%	17
RIVERBEND	408	431	486	6	89%	21	525	82%	39
ROSSCARROCK	291	335	416	0	81%	18	450	74%	34
SHERWOOD	487	499	722	0	69%	32	780	64%	58
SUNALTA	326	320	390	0	82%	17	425	75%	35
VINCENT MASSEY	823	733	937	0	78%	35	855	86%	-82
WEST RIDGE	-	332	900	-	37%	36	900	37%	-
WEST SPRINGS	567	480	584	12	82%	24	600	80%	16
WESTERN CANADA	2,123	2,159	2128	0	101%	87	2080	104%	-48
WESTGATE	704	673	727	0	93%	29	725	93%	-2
WILDWOOD	569	466	557	0	84%	22	550	85%	-7
WILLIAM REID	268	277	273	4	101%	12	300	92%	27
AREA IV - TOTAL	18,189	18,824	22,764	64	83%	942	23,106	81%	351
AREA V									
ACADIA	504	220	546	0	40%	21	525	42%	-21
ANDREW SIBBALD	491	145	445	0	32%	20	500	29%	55
AUBURN BAY	-	491	600	6	82%	24	600	82%	-
BRAESIDE	245	254	548	0	46%	22	550	46%	2
BRIDLEWOOD	593	586	591	12	99%	24	600	98%	9
CANYON MEADOWS	414	375	546	0	69%	21	525	71%	-21
CEDARBRAE	262	257	272	0	94%	12	300	86%	28
CENTENNIAL	1,960	1,962	1526	0	129%	68	1660	118%	134
CHAPARRAL	566	512	473	6	108%	20	500	102%	27
CHINOOK PARK	533	530	731	0	72%	29	725	73%	-6
COPPERFIELD	-	399	600	12	67%	24	600	67%	-
CRANSTON	658	529	587	12	90%	24	600	88%	13
DAVID THOMPSON	705	354	680	0	52%	28	680	52%	0
DEER RUN	353	361	434	6	83%	18	450	80%	16
DOUGLASDALE	406	417	481	11	87%	21	525	79%	44
DR E P SCARLETT	1,740	1,768	1669	0	106%	65	1560	113%	-109
DR GEORGE STANLEY	-	521	900	-	58%	36	900	58%	-
DR MARTHA COHEN	-	432	900	-	48%	36	900	48%	-
ETHEL M JOHNSON	523	515	527	0	98%	20	500	103%	-27
EUGENE COSTE	155	239	525	0	45%	24	600	40%	75
EVERGREEN	570	596	584	12	102%	24	600	99%	16
FAIRVIEW	911	948	964	0	98%	41	940	101%	-24
FISH CREEK	641	714	626	0	114%	27	650	110%	24
HAROLD PANABAKER	470	502	582	4	85%	25	615	82%	23
HAULTAIN MEMORIAL	243	232	293	0	78%	12	300	77%	7
HAYSBORO	185	182	299	0	61%	12	300	61%	1
HENRY WISE WOOD	1,432	1,387	2144	0	65%	75	1845	75%	-299
JANET JOHNSTONE	513	505	508	8	99%	21	500	101%	-8
JOHN WARE	458	418	603	1	69%	23	565	74%	-38
JUNO BEACH @ Dr. Norman Bethune	64	17	418	0	4%	17	425	4%	7

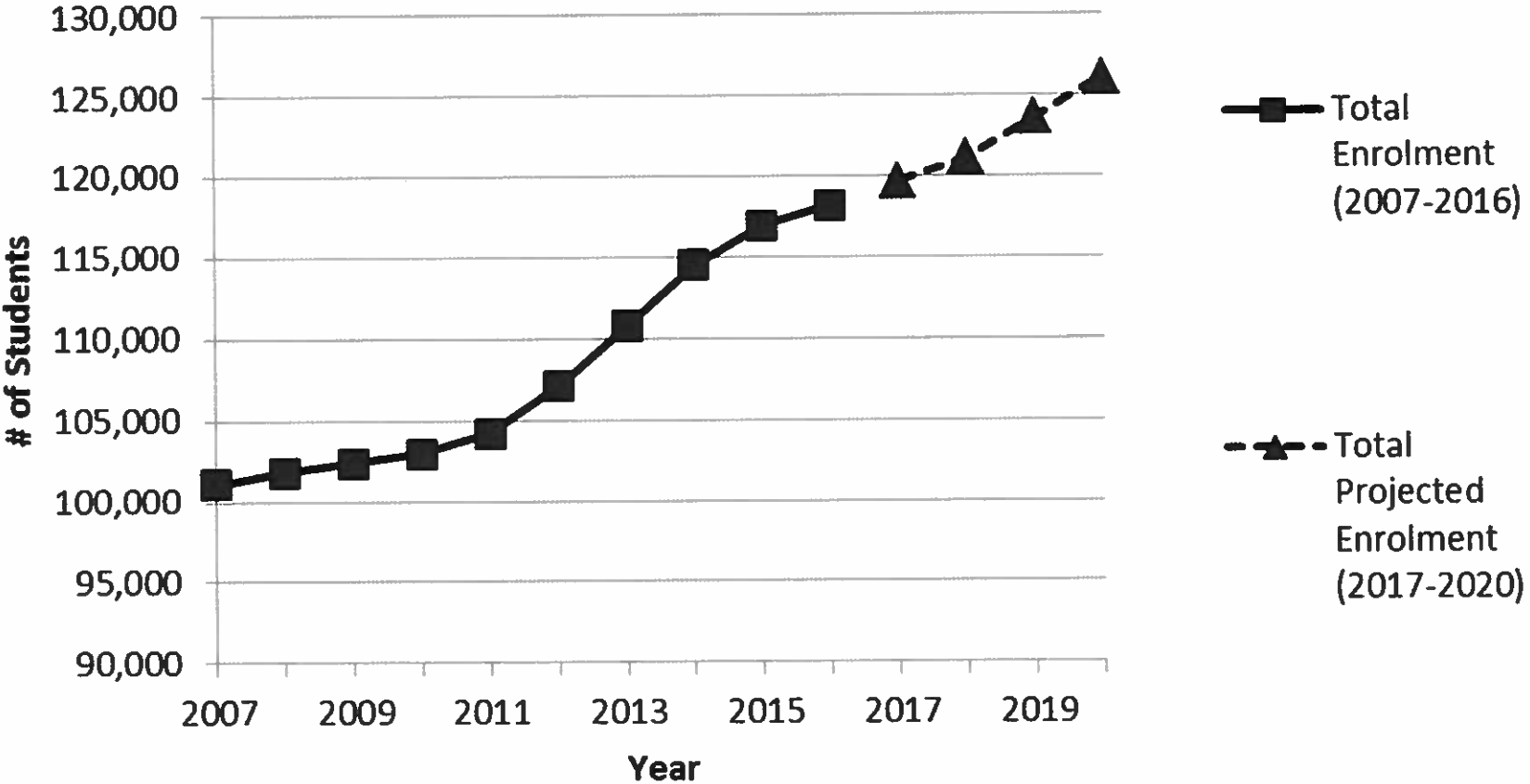
2016 - 2017 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. New schools provincial capacity needs to be confirmed by Alberta Infrastructure
- ii. Capacity of the school, including the number of modulars
- iii. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year (Assumes approval of exemptions by Alberta Infrastructure)
- iv. 2016 provincial capacity is based on the new formula for calculating school capacity
- v. Rated Room Capacity = # of regular classrooms x 25 student spaces + CTS classrooms x 20 student spaces
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2016 WEIGHTED ENROLMENT	2016 WEIGHTED ENROLMENT	2016 PROVINCIAL CAPACITY	# Of Modulars	2016 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2016 RATED RM CAPACITY	2016 RATED ROOM % UTILIZ.	
LAKE BONAVISTA	330	338	395	2	85%	16	400	84%	5
LE ROI DANIELS	495	486	563	2	86%	23	575	84%	12
LORD BEAVERBROOK	2,064	2,032	2630	0	77%	98	2345	87%	-285
LOUIS RIEL	890	910	867	4	105%	37	915	99%	48
MAPLE RIDGE	437	151	423	0	36%	18	450	34%	27
MCKENZIE HIGHLANDS	-	289	900	-	32%	36	900	32%	-
MCKENZIE LAKE	493	464	617	2	75%	25	625	74%	8
MCKENZIE TOWNE	623	628	644	8	98%	27	675	93%	31
MIDNAPORE	437	481	543	12	88%	23	575	84%	32
MIDSUN	895	902	951	2	95%	35	865	104%	-86
MOUNTAIN PARK	881	880	813	16	108%	36	890	99%	77
NELLIE McCLUNG	377	424	516	0	82%	20	500	85%	-16
NEW BRIGHTON	-	438	600	12	73%	24	600	73%	-
NICKLE	744	669	720	3	93%	31	755	89%	35
PRINCE OF WALES	400	361	372	4	97%	17	425	85%	53
R T ALDERMAN	655	244	626	1	30%	33	815	30%	-11
ROBERT WARREN	321	353	555	4	64%	25	615	57%	60
SAM LIVINGSTON	454	446	558	7	80%	24	600	74%	42
SAMUEL W. SHAW	870	889	914	16	97%	39	965	92%	51
SOMERSET	317	295	355	4	83%	15	375	79%	20
SUNDANCE	465	466	500	8	93%	21	500	93%	0
WILLOW PARK	702	694	723	0	96%	30	745	93%	22
WILMA HANSEN	335	344	674	8	51%	26	640	54%	-34
WOODBINE	391	368	432	7	85%	19	475	77%	43
WOODLANDS	283	291	402	4	72%	16	400	73%	-2
WOODMAN	659	719	839	0	86%	35	855	84%	16
AREA V - TOTAL	30,106	30,920	38,944	218	79%	1,583	39,020	79%	78
GRAND TOTALS	115,287	118,386	144,648	790	82%	5,867	144,380	82%	-168

CBE Enrolment 2007-2016 and Projected Enrolment 2017-2020



Source: Three Year School Capital Plan 2017-2020

Prepared by: Planning and Transportation
November 2016
Subject to Review and Update

09-8

2016 - 2017 Leased Space in Operating Schools | Listed by CBE Area
(includes both full-time and part-time leases)

Area	School Name	Lessee Name	Lease Area (Square Metres)
I	Belvedere Parkway School	Kids Love Bowness Ltd.	181
I	Belvedere Parkway School	Connect Society	350.6
I	Bowcroft School	Families Matter Society of Calgary	176.9
I	Bowcroft School	RIEL Institute for Education & Learning	87.3
I	Captain John Palliser School	Pre-K Ed Services O/a Captain John Palliser Out-of-School Care	346
I	Dr. E.W. Coffin School	Millennium Kidz N Kare Ltd.	224.4
I	F.E. Osborne School	Calgary Board of Education Retired Employees Association	79.7
I	Hawkwood School	Ranchlands Children Come First Association	387.2
I	Marion Carson School	Pre-Kindergarten Educational Services	85.5
I	Marion Carson School	Seeds of S.P.I.C.E Early Learning Centre Inc. *NEW*	358.4
I	Terrace Road School	1439723 Alberta Ltd O/a Summit Kids	74.9
I	Terrace Road School	University Heights Nursery School Association	74.4
I	University School	1439723 Alberta Ltd O/a Summit Kids	546.3
I	University School	Alberta Science Network	60
I	W.O. Mitchell School	1439723 Alberta Ltd O/a Summit Kids	374
I	West Dalhousie School	Dalhousie Community Association	348.5
II	Banff Trail School	Ranchlands Children Come First Association	332.8
II	Beddington Heights School	1677939 Alberta Inc. O/a Adventures Child Care *NEW*	396.8
II	Belfast School	Student Care Inc. O/a Belfast Student Care	269.8
II	Briar Hill School	Hounsfield Heights-Briar Hill Community Playschool	83.7
II	Briar Hill School	Society of Briar Hill Children's Programs	363.1
II	Buchanan School	Ranchlands Children Come First Association	57.8
II	Buffalo Rubbing Stone School	Thornhill Child Care Society *NEW*	458.3
II	Cambrian Heights School	Ranchlands Children Come First Association	270.9
II	Cambrian Heights School	Renfrew Educational Services	85.4
II	Cambrian Heights School	Alberta Health Services	326.6
II	Capitol Hill School	Adventurers School Age Care Ltd.	364.2
II	Colonel Sanders School	Student Care Inc. O/a Northmount Student Care	253.9
II	Coventry Hills School	Topp Kids Child Care Centre	226.5
II	Dr. J.K. Mulloy School	Society of Briar Hill Children's Programs *NEW*	358.6
II	Highwood School	Ranchlands Children Come First Association	357.2
II	Huntington Hills School	1439723 Alberta Ltd O/a Summit Kids	224.1
II	Kenneth D. Taylor School	Ranchlands Children Come First Association *NEW*	455.8
II	King George School	Pleasant Heights After School Care Association	333.1
II	Louise Dean (Kensington) School	Catholic Family Service of Calgary	580.2
II	Mayland Heights School	Society of Briar Hill Children's Programs	112.5
II	Mount View School	Churchill Park Family Care Society	145
II	North Haven School	1439723 Alberta Ltd O/a Summit Kids	403.2
II	Panorama Hills School	Pleasant Heights After School Care Association	387.6
II	Queen Elizabeth School	Adventurers School Age Care Ltd.	264.7
II	Queen Elizabeth High School	Adventurers School Age Care Ltd.	46.7
II	Rosemont School	Rosemont Community Childcare	125.1
II	Stanley Jones School	1677939 Alberta Inc. O/a Adventures Child Care *NEW*	374.3
II	Sunnyside School	Pre-Kindergarten Educational Services	104.2
II	Sunnyside School	Pre-K Educational Services O/a Sunnyside Out-of-School Care	109.6
III	Abbeydale School	RIEL Institute for Education & Learning	107.1
III	Colonel J. Fred Scott School	Immigrant Services Calgary	75.6
III	Marlborough School	1677939 Alberta Inc. O/a Adventures Child Care	357.3
III	O.S. Geiger School	Immigrant Services Calgary	75.9
III	Rundle School	1677939 Alberta Inc. O/a Adventures Child Care *NEW*	206.7
III	Taradale School	Student Care Inc. o/a Taradale Student Care	201
III	Valley View School	Metis Calgary Family Services	82.3
IV	Alexander Ferguson School	Alexander Ferguson Elementary School Society	255
IV	All Boys School (Sir James Loughheed) Sch	Calgary Child's Play Inc.	263
IV	Alladore School	Peter Pan Daycare Inc.	262.6
IV	Battalion Park School	Kidzinc School Care Society of Alberta	201
IV	Colonel Walker School	Pre-Kindergarten Educational Services	77
IV	Connaught School	Churchill Park Family Care Society	222.1
IV	Dr. Carl Safran Centre School	EducationMatters	75
IV	Earl Grey School	Thumbelina Nursery School Society	88.5
IV	Earl Grey School	Earl Grey Out of School Care	77.1
IV	Glamorgan School	Maple Roots Inc.	361.4
IV	Glenbrook School	Glenbrook Community Preschool	72.7
IV	Glenbrook School	Calgary Child's Play Inc.	68.3
IV	Glendale School	Calgary Child's Play Inc. o/a Quality Care	140.7
IV	Jennie Elliott School	Student Care Inc. O/a Jennie Elliott Student Care	411.3
IV	Killamey School	Kidzinc School Care Society of Alberta	255.3
IV	Ramsay School	Calgary Catholic Immigration Society	68.1

2016 - 2017 Leased Space in Operating Schools | Listed by CBE Area
(includes both full-time and part-time leases)

Area	School Name	Lessee Name	Lease Area (Square Metres)
IV	Ramsay School	Janus Academy Society	483.8
IV	Richmond School	Richmond Child Care Association	324.2
IV	Rideau Park School	1439723 Alberta Ltd O/a Summit Kids	153.9
IV	Rosscarrock School	Calgary Child's Play Inc.	263.9
IV	Sunalta School	Student Care Inc. O/a Sunalta Student Care	181.8
IV	Sunalta School	Scarboro Community Association Preschool	91.6
IV	Viscount Bennett School	Alberta Computers for Schools	204.1
IV	Wildwood School	Kidzinc School Care Society of Alberta	275.3
IV	William Reid School	Seeds of S.P.I.C.E Early Learning Centre Inc.	254.8
V	Acadia School	1677939 Alberta Inc. O/a Adventures Child Care	182.8
V	Andrew Sibbald School	1133491 Alberta Ltd. o/a The Adventures	357.1
V	Auburn Bay School	Seeds of S.P.I.C.E Early Learning Centre Inc. *NEW*	457.8
V	Braeside School	Pre-Kindergarten Educational Services	79.3
V	Chaparral School	Juvenescence Child Development Centre Ltd.	436.6
V	Chinook Park School	Adventurers School Age Care Ltd.	352.5
V	Copperfield School	Topp Kids Child Care Centre *NEW*	458.2
V	Cranston School	Juvenescence Child Development Centre Ltd. *NEW*	440
V	Douglasdale School	A Step Ahead - Child Development Services	71.8
V	Ethel M. Johnson School	1677939 Alberta Inc. O/a Adventures Child Care	358.4
V	Eugene Coste School	Calgary Child's Play Inc.	274.2
V	Evergreen School	Topp Kids Child Care Centre	220.8
V	Haysboro School	Maple Roots Inc.	59.8
V	Janet Johnstone School	Creations Child Care	243.8
V	Kingsland School	G.R.I.T. Calgary Society	95.3
V	Kingsland School	Boys and Girls Clubs of Calgary	83.9
V	Lake Bonavista School	1133491 Alberta Ltd. o/a The Adventures	226.2
V	Maple Ridge School	Topp Kids Child Care Centre	232.6
V	McKenzie Towne School	1133491 Alberta Ltd. o/a The Adventures	226.9
V	Midnapore School	Mid-Sun Community Association o/a Mid-Sun Child Care	157.8
V	Nellie McClung School	1439723 Alberta Ltd O/a Summit Kids	324.3
V	New Brighton School	1st Class - After Class *NEW*	458.2
V	Prince Of Wales School	Topp Kids Child Care Centre	230.6
V	Sam Livingston School	1133491 Alberta Ltd. o/a The Adventures	369.3
V	Sundance School	Children Can Succeed Inc.	226.8

Area I: 3,755
Area II: 7,872
Area III: 1,106
Area IV: 5,133
Area V: 6,625

Total Square Metres Leased: 24,490

2016 - 2017 Lease of Surplus School Facilities | Listed by CBE Area

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

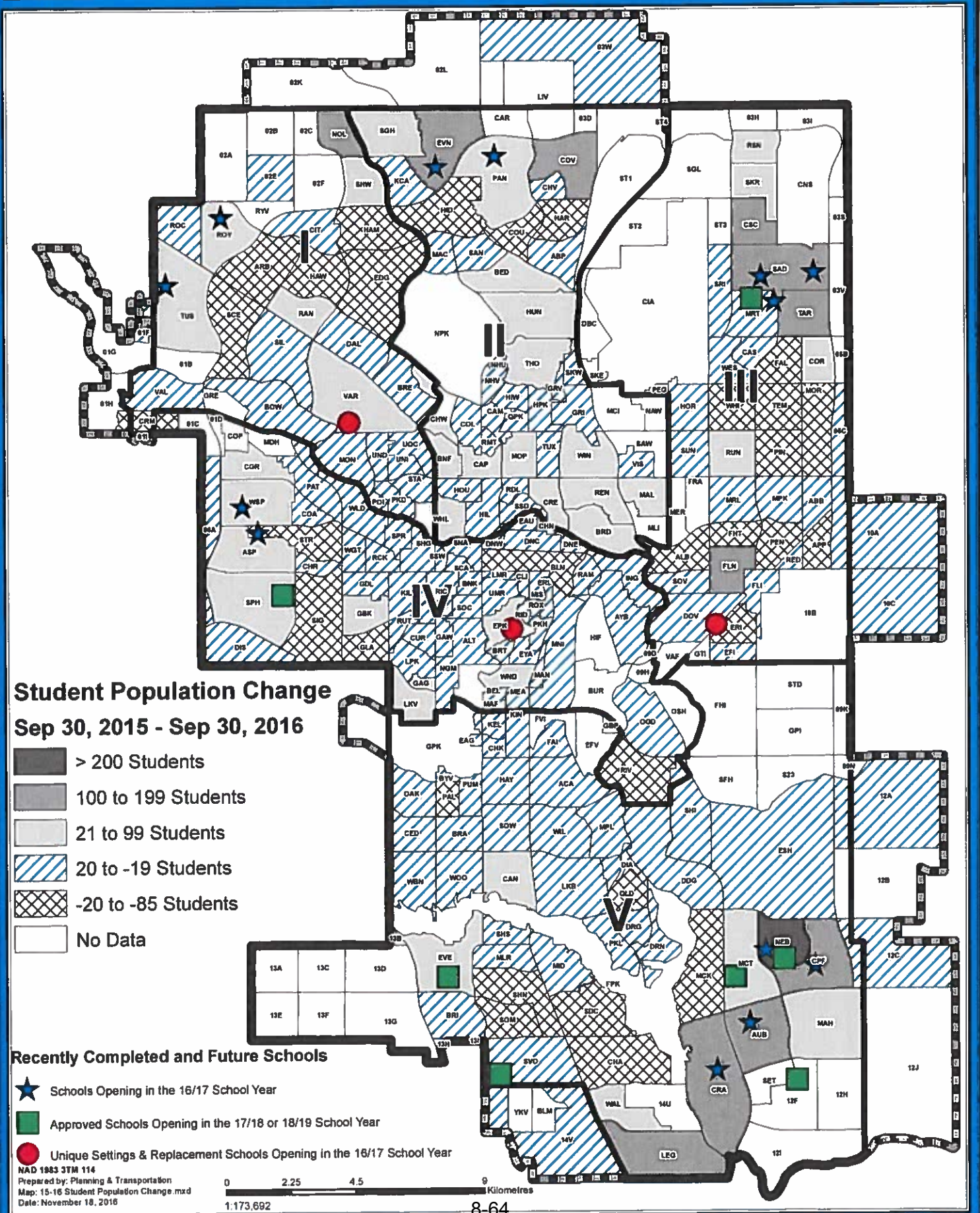
Area I: 20,880
Area II: 4,669
Area III: 3,846
Area IV: 24,374
Area V: 11,943

Total Square Metres Leased: 65,712



Student Population Change (by Community)

Sep 30, 2015 to Sep 30, 2016



Student Population Change Sep 30, 2015 - Sep 30, 2016

- > 200 Students
- 100 to 199 Students
- 21 to 99 Students
- 20 to -19 Students
- 20 to -85 Students
- No Data

- ### Recently Completed and Future Schools
- Schools Opening in the 16/17 School Year
 - Approved Schools Opening in the 17/18 or 18/19 School Year
 - Unique Settings & Replacement Schools Opening in the 16/17 School Year

NAD 1983 37M 114
 Prepared by: Planning & Transportation
 Map: 15-16 Student Population Change.mxd
 Date: November 18, 2016

0 2.25 4.5 9 Kilometres
 1:173,692

| 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. Class size may range from 9-11 students in each class along with program staff.

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. Class size may range from 11 - 13 students in each class along with program staff. 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 The Class*

ASD Cluster – Autism Spectrum Disorder Cluster Program

Programming for students with Autism Spectrum Disorder

The ASD Cluster offers inclusive learning environments for students with a diagnosis of high functioning Autism Spectrum Disorder (ASD). Students are fully integrated into typical classrooms with same age peers. The purpose of the ASD Cluster is to address academic, social, communication, behavior, emotional regulation, organizational, and self-management learning needs. The goal is to teach students the skills they need to be able to function as independently as possible and to enable them to succeed within their community school. The ASD Cluster has a Program Teacher that teams with students' classroom teachers. Together they plan and implement curriculum modifications and instructional accommodations, individualized and personalized for each student. The Program Teacher may work directly with small groups or individual students to address specific learning needs.

Bridges – Elementary and Junior High Students

Bridges offers a specialized setting for students from elementary to high school. Students are identified with diagnoses that present as severe externalizing behaviours which severely impact their success in a traditional program. The purpose of the Bridges Class is to assist each student to achieve academic success, self-regulation skills, and personalized lifelong health and wellness skills and strategies through flexible programming. The emphasis of specialized instruction is on establishing safety, building relationships, teaching self-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. Solid communication between the school, parents and other service providers is a cornerstone for success. Supported transitions progressing toward partial or full integration into their school's regular community program and/or the workplace are additional goals. Students in the Bridges Class are part of the school community and participate in school events and larger class settings as they develop and practice new skills. Each class is typically staffed with a teacher and support worker. A CBE psychologist and a school/family liaison are assigned to support the Bridges Class. Each class typically ranges from 8 to 12 students, depending on grade level and complexity.

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, communication skills 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 Calgary Board of Education provides a continuum of services for students who are Deaf of Hard of Hearing (DHH).

The Deaf and Hard of Hearing Program supports students who are DHH in their community schools, or in congregated settings through a Bilingual (American Sign Language and English) Approach, Aural/Oral Approach, or sign supported speech.

DHH Congregated Programs

Each DHH classroom is directly supported by a Teacher of the Deaf and Hard of Hearing, or Special Education Teacher, and has access to an education assistant or educational interpreter, as needed. Typical class size ranges from 6 to 10 students. The ratio of students to staff varies depending on grade level and complexity of student needs. Integration opportunities in other classrooms, curriculum modifications, instructional accommodations, and learning technologies are personalized based on the needs of each student. Outside agency service providers may also be utilized where necessary and appropriate. The programs are supported by a multidisciplinary team that may include: an Educational Audiologist, Speech Language Pathologist, Psychologist, Occupational Therapist and Physical Therapist.

Stanley Jones, Aural/Oral Approach, Grades 1-6

This program emphasizes the use of speech, residual hearing, visual English in the form of sign supported speech, speech reading and the use of written English. The primary program goal is developing skills in listening and spoken language, reading and writing, and self-advocacy. Language is taught directly and intentionally throughout all subject areas, using a variety of techniques, including assistive technology. Students in this program have hearing aids or cochlear implants and/or use personal FM sound systems. Students have access to the mandated Alberta Education curriculum that is personalized to their learning needs and have the opportunity for integration into other classrooms where appropriate. This program is recommended for families who have expressed a preference for their children to learn through aural methods of input (listening to English) and oral expression (speaking).

Queen Elizabeth Elementary School, Bi-lingual Approach – ASL and English, Grades 1-6

This program emphasizes the use of American Sign Language (ASL) for language learning. The primary program goal is to optimize students' communication abilities in ASL in conjunction with literacy and numeracy skills. These students benefit from direct support in developing expressive/receptive language skills, including English language instruction through reading and writing. Personal FM systems are available for those students who have hearing aids or cochlear implants. Depending on the personalized learning needs of individual students, strategies for developing spoken English and listening skills are both determined and directed by an Alberta Health Services' Speech Language Pathologist. Students are exposed to Deaf culture and participate with their hearing peers in select educational opportunities and social activities within the school. This program is recommended for families whose children require ASL to communicate or have expressed a preference for their children to learn through direct instruction in ASL.

Queen Elizabeth Junior/Senior High School, Grades 7-12

Communication and instruction is through American Sign Language, spoken/written English, or sign supported speech based on student needs. The primary program goal is to optimize students' academic achievement, communication abilities, and personal development. Students in this program may have hearing aids and/or cochlear implants and have the option to use personal FM systems. A combination of congregated DHH, co-enrolment, and/or integrated environments is available. Students may participate in bi-cultural learning experiences through educational opportunities and activities in the congregated classrooms and throughout the school. The students who have attended the DHH Programs at Queen Elizabeth Elementary or Stanley Jones Elementary typically feed into the junior high DHH Program.

DHH in Community Schools

Strategists for the DHH support the school learning team in relation to the use of assistive technology, IPP development, accommodations and teaching strategies. Strategists also work directly with DHH students to support independence with amplification and technology, and to address auditory skill development, literacy and language development, self-advocacy, social/emotional development and transitions.

Educational Audiologist Community Schools and Congregated Settings

FM and DM (Digital Modulation) systems are provided and/or supported by the Educational Audiologist. Support includes: 1) monitoring, troubleshooting and repair 2) verifying FM/DM characteristics to ensure that the FM/DM systems and hearing aids/cochlear implants work properly together 3) building capacity of teachers through in-services about hearing loss, using assistive technology, and classroom acoustics and 4) building capacity of strategists, teachers, education assistants, and students to develop monitoring and troubleshooting skills.

EDC - Early Development Centre

Calgary Board of Education Early Development Centres (EDC) – Early Intervention Preschool Programs for Children Identified With Special Needs Aged 2 Years 8 Months to 4 Years 5 Months Old.

The Calgary Board of Education (CBE) Early Development Centres (EDC) provides a multitude of supports within the classroom environment. Funding from Alberta Education, combined with services provided by the CBE, enhance the opportunities to access support, personnel, and resources for children identified with a moderate or severe diagnosis of a disability or delay.

The classroom teacher is the centre of the child's Learning Team and works collaboratively with a Multidisciplinary Team to support the learning experiences. The Multidisciplinary Team consists of an Education Assistant or Early Childhood Practitioner, Early Learning Strategist, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Music Therapist and Family Orientated Programming Facilitators. Additional Supports may include Psychologists, Behaviour Analysts/Behaviour Consultants and School Family Liaison.

In the EDC classroom, children interact and learn through a personalized play-based program in a responsive learning environment. Each child's strengths are built upon to support their development and successful participation in preschool.

The CBE recognizes the importance of early intervention. This belief is reflected in the level of supports and services provided to our youngest learners in their EDC programs.

GATE – Gifted and Talented Education

In GATE, the goal is to support academic and personal development, encouraging self-understanding and the achievement of individual potential. GATE programming allows gifted learners to work collaboratively in classes of like-minded peers for their academic studies. Students may progress at a faster pace through the regular curriculum (Alberta Education Programs of Study). They are provided with frequent opportunities to apply higher level thinking skills and diverse problem solving strategies to real world topics. There are opportunities to explore areas of particular interest through independent research. GATE students in junior high and high school have the same choices of complementary courses (options) as other students of the school. They are typically active in school wide activities and extracurricular programs. At the high school level GATE programming may also include courses selected from the Advanced Placement (AP) and International Baccalaureate (IB) programs. Class sizes are typically between 16 and 27 depending upon the grade level and the complexity of the needs of the individual students.

Hera

Hera is a partnership between the Calgary Board of Education and the Boys and Girls Club of Calgary. It provides school and community based support to at-risk girls ages 13-17 who are

vulnerable to sexual exploitation. Students attend Hera voluntarily. There may be substance abuse with associated risks. The goal of Hera is to help each young woman to move forward in a positive direction. Staff members teach skills, knowledge, and competencies so each student can remove herself from risk. Hera provides supported transition to community school and/or work experience settings. All aspects of the program are grounded in trauma-informed practice. Instruction focuses on core academics and experiential learning. Customized services from the Boys and Girls Club may include in-home family support, therapy, mentoring, Youthwork and/or Community Resource Connections. These may be offered outside of school hours. The class is staffed with a teacher and a behaviour support worker. A psychologist also supports the team in addressing the students' current academic and emotional needs. Typically, the class size is 8- 10 students depending upon the complexity of the needs of the individual students.

L&L – Learning and Literacy Grades 4- 9

The L&L class is for students identified with learning disabilities in Division II and III. The goal of 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 with learning disabilities 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.

LEAD is offered for students in Grades 4-12. Students remain in LEAD classes for a maximum of twenty months after which they are assessed for their readiness to transition to ESL programming in their community school. Students are expected to progress three to five grade levels in that time-frame.

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. Class size may range from 11-13 students in each class along with program staff.

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. Class size may range from 9-11 students in each class along with program staff.

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. The goal of the TASC class is to support students to be able to function as independently as possible in their home, school and community environments. TASC programming teaches students functional academic and living skills, communication skills, appropriate social interactions, and addresses the students' unique sensory needs. . 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, individual and small group instruction. Opportunities for inclusion both within the school and the community are provided as appropriate. A TASC class typically has up to 6 students and is staffed with one teacher and two full time educational assistants.

The Class (Grades 4-12)

The Class offers a specialized setting for students from elementary to high school. Students are identified with diagnoses that present as severe internalizing behaviours which severely impact their success in a traditional program. All students are receiving therapeutic and/or medical treatment outside of school or have recently completed treatment and their service provider remains involved. Solid communication between the school, parent and other service providers is a cornerstone for success. The purpose of The Class is to assist each student to achieve academic success and to develop personalized lifelong health and wellness skills and strategies through flexible programming. The emphasis of specialized instruction is on understanding the continuum of mental health, establishing safety, building relationships, teaching self-regulation strategies, problem solving strategies, and mental health literacy. Supported transitions progressing toward partial or full integration into their school's regular community program and/or the workplace are additional goals. The Class is staffed with a teacher and a behaviour support worker. A CBE psychologist and a school/family liaison are assigned to support The Class. There are typically 8 to 14 students in The Class, depending on grade level and complexity.

Transitions Class (Grade 4-12)

Transitions is offered in collaboration with Wood's Homes (Wood's) and Alberta Health Services (AHS). It is for students in grades 1-12 who are not able to attend or to benefit from other programs due to significant internalizing mental health disorders which severely impact their ability to access school engagement and/or programming. Students may or may not have identified diagnoses. Transitions students need significant support to 'bridge' into a school

setting. The goal is to identify and address barriers to mental wellness, school engagement and success. AHS and Wood's staff plays important roles in providing therapeutic programming and connecting students and families to medical, mental health, and community supports. Mental health curriculum, numeracy, and literacy, are starting points for personalizing learning, practicing re-engagement and school readiness skills. Academic programming is personalized based on individual student needs and readiness. Program staff use a strength based, trauma-informed framework to guide programming, starting from where the student and family begin. Connection to, and integration with, other students in the school is planned based on the individual needs of each student. Calgary Board of Education staff includes one full-time teacher and one full-time behaviour support worker. AHS provides a mental health therapist and Wood's provides a family support worker. There are typically 6 to 10 students in a Transitions class depending on the grade levels and complexity of the students

Returning Grade 12's

The Returning Grade 12 program is offered to students who are below the age of 19 years as of September 1st of any given school year. This program is a partnership between the Calgary Board of Education and Vecova Centre for Disability Services and Research with the main focus being transitioning students to adulthood.

The purpose of the program is to provide classroom / school pre-vocational programming through vocational bins, school jobs, volunteer opportunities as well as portfolio and resume development, travel training, supported work study and the development of life and community outings that will support the continued growth of communication and social skills.

The goal is to have students finish with support work, recreational / leisure opportunities or paid employment.