cbe.ab.ca

Please join us on the Link for a pre-meeting performance at 11:50 a.m. by Grade 5/6 students from Capitol Hill School 🎵

public agenda

Regular Meeting of the Board of Trustees

December 4, 2018
12:00 p.m.

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

R-1: Mission |
Each student, in keeping with their 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**			
	3.1	Lighthouse Award	S. Smith	GC-3	
	3.2	Legacy Award	Board		
	4 |	**Results Focus**			
15 mins	4.1	Capitol Hill School Presentation	S. Smith	R-2	
60 mins	4.2	R-2 Report Card Information Report: Part 1 Language Arts, Languages and Social Studies	S. Smith	R-2; OE-3	Page 4-1
	5 |	**Operational Expectations**			
20 mins	5.1	OE-8: Communicating and Engaging With the Public – Annual Monitoring	Board	OE-8	Page 5-1
	6 |	**Public Comment [PDF]**		GC-3.2	
Max 20 mins		Requirements as outlined in Board Meeting Procedures			
	7 |	**Matters Reserved for Board Action**			

Calgary Board of Education

Time	Topic			Who	Policy Ref	Attachment
	8 |	**Consent Agenda**		Board	GC-2.6	
	8.1	Items Provided for Board Information			OE-7	
		8.1.1	Chief Superintendent's Update			Page 8-1
		8.1.2	2018-19 School Enrolment Report			Page 8-6
		8.1.3	Correspondence			Page 8-52
	9 |	**In-Camera Session**				
3:00 p.m.	**10|**	**Adjournment**				

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

Results 2 Report Card Information Report: Part 1 Language Arts, Languages and Social Studies.

Date	December 4, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Sydney Smith, Acting Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-7: Communication With and Support for the Board
Resource Persons	Chris Meaden, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, Director, Learning Area Directors Lea Sherwood, System Principal, Research & Strategy

4-1

Table of Contents

Calgary Board
of Education

4-2

1 |　Recommendation

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

2 |　Issue

This report provides the Board of Trustees with report card information related to student achievement in the following subjects for the 2017-18 school year:
- Language Arts (English and French)
- Languages
- Social Studies

This is additional information related to Results 2 as requested by the Board of Trustees.

3 |　Background

One of the board-approved indicators within the Results 2: Academic Success is:

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards.

In the spring of 2015 Trustees asked for additional information to the Results 2 Monitoring Report. In the 2015-16 and 2016-17 school years, additional detail was provided in the form of six subject information reports. In the spring of 2017 Trustees indicated that these subject-specific reports could be amalgamated.

This year, just as in 2017-18, the additional information was requested for Results 2: Academic Success is being provided through the Summary of the 2017-18 Provincial Achievement Test and Diploma Examination Results (October 23, 2018), and two report card reports (December 4, 2018 and January 15, 2019).

This first report card report provides specific information for Language Arts, Languages and Social Studies.

Data for this report is generated by teacher evaluations of students' understanding of the learning outcomes in the Programs of Study. These evaluations are conducted across time, through multiple learning tasks and assessment activities.

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 are used for students whose English language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In grades 10-12, student learning is reported as a single percentage grade. In keeping with Alberta Education's criteria for awarding credits for courses, CBE considers students successful if they have achieved a course mark equal to or above 50%.

The Appendix contains brief descriptions of the Programs of Study for each of the subjects in this report.

At the request of Trustees, results are presented in three ways:
- overall;
- overall by stem; and
- overall by stem and grade.

Note | Knowledge and Employability (K&E) data is grouped with the other grade level data in grades 8 & 9 due to the small number of students at each grade enrolled in a K&E course.

English Language Arts

Overall

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	87.7	88.9	91.0	92.1	92.9	92.4	92.3

The percentage of students meeting learning expectations in English Language Arts:
- Kindergarten to Grade 9 is 92.1%.
- High School is 93.2%.

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.3	86.7	89.7	90.0	93.6	93.1	94.2	93.3	93.2	93.7
2015-16	95.9	88.2	89.3	91.2	92.7	93.9	94.1	94.7	93.7	92.6
2016-17	95.4	87.0	89.7	91.1	93.4	93.8	92.8	94.1	92.2	92.8
2017-18	95.0	87.1	89.2	90.8	93.7	93.7	93.1	93.6	93.4	91.3

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by grade 2017-18: K-9
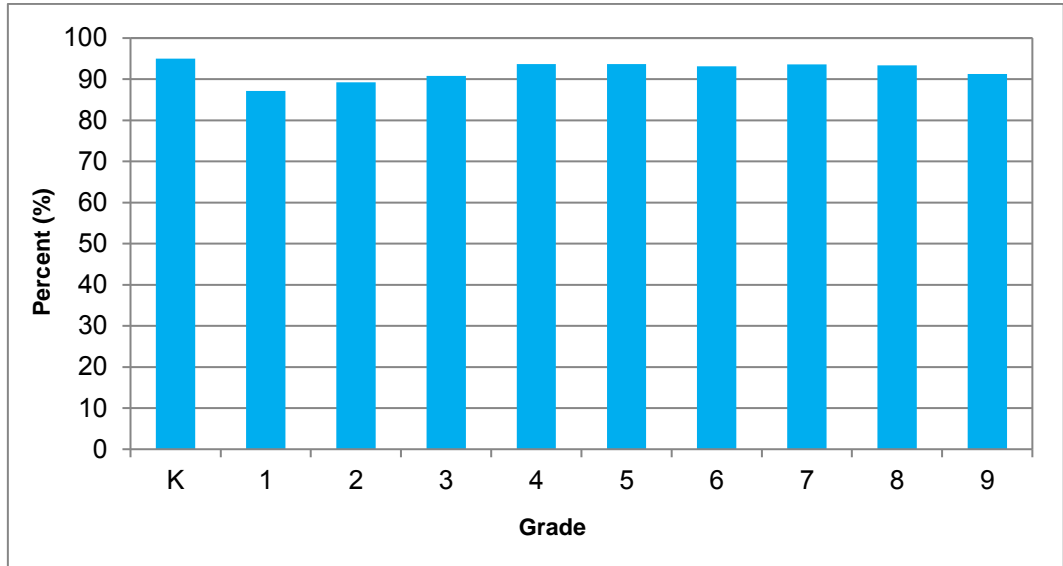
Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by course: 10, 20, 30 levels

Year	10-1	10-2	10-4	20-1	20-2	20-4	30-1	30-2	30-4
2014-15	96.1	83.3	75.6	96.8	86.5	80.6	92.4	86.9	85.1
2015-16	97.0	87.7	81.1	97.3	89.6	87.9	94.3	90.4	92.0
2016-17	97.0	87.1	82.8	97.1	88.1	83.9	92.4	88.0	93.5
2017-18	96.9	87.2	85.3	97.1	88.6	87.6	92.5	87.5	88.4

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by course 2017-18: 10, 20, 30 levels

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem: Kindergarten

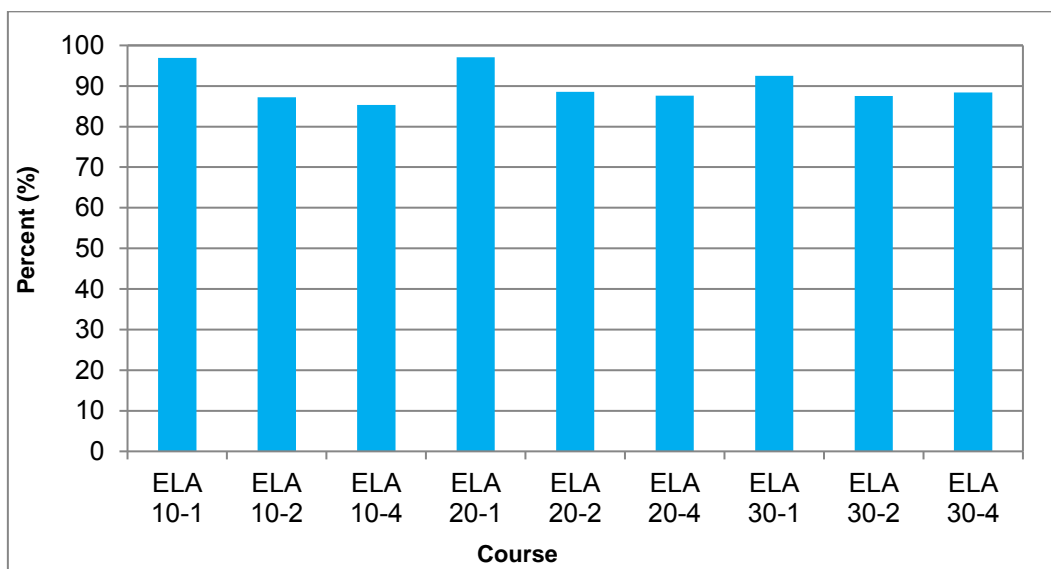| Stem	2014-15	2015-16	2016-17	2017-18
Constructs meaning and makes connections through listening	96.8	99.0	98.7	98.6
Constructs meaning and makes connections through speaking	94.8	99.0	99.1	98.9
Expresses ideas and creates understanding through a variety of media	96.7	98.2	98.1	98.0
Manages and evaluates information and ideas	96.1	97.8	97.3	97.4
Uses early literacy strategies to explore, construct and express ideas	95.2	96.6	95.9	95.5

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem 2017-18: Kindergarten

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Constructs meaning and makes connections through listening	96.6	98.0	98.0	98.1
Constructs meaning and makes connections through speaking	96.6	98.4	98.4	98.3
Manages and evaluates information and ideas	93.8	96.2	96.2	96.3
Reads to explore, construct and extend understanding	89.1	92.7	92.7	93.0
Represents ideas and creates understanding through a variety of media	96.5	97.7	97.7	97.4
Writes to develop, organize and express information and ideas	89.5	93.9	93.6	93.6

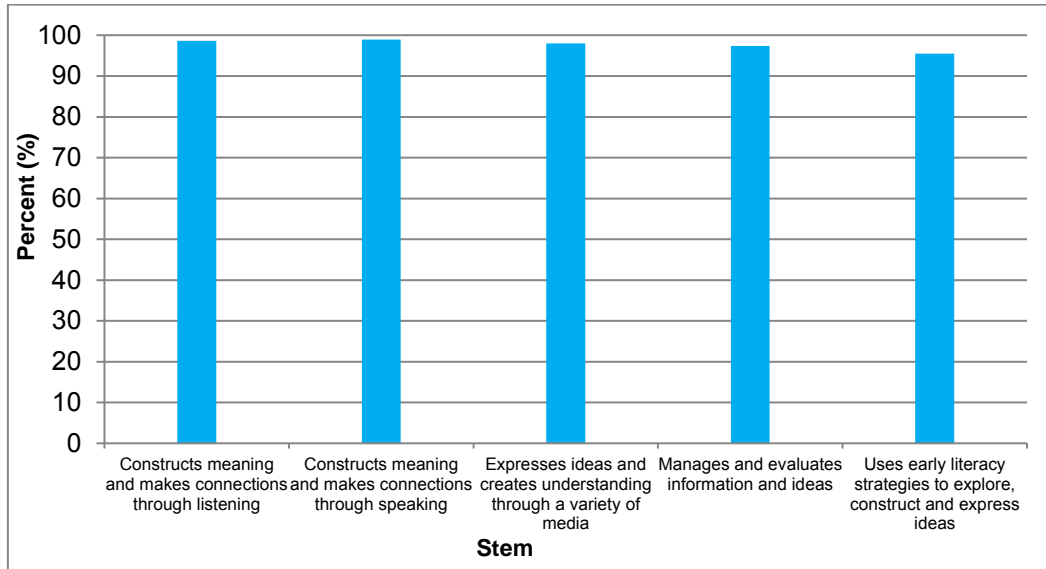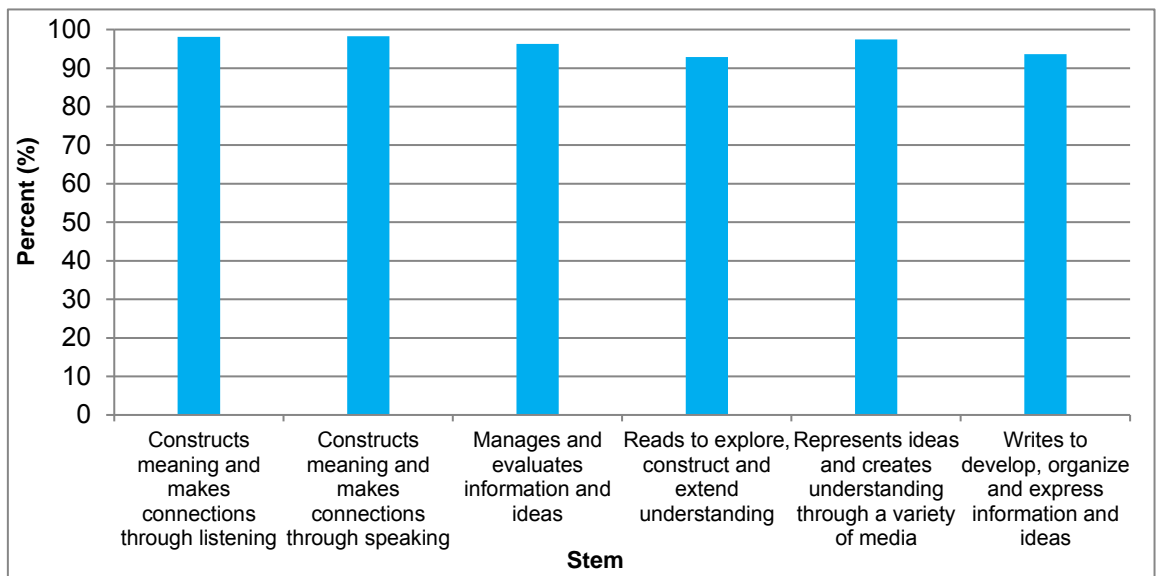**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem 2017-18: Grades 1-9**

Calgary Board of Education

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Constructs meaning and makes connections through listening	97.7	98.2	98.1	98.9	98.6	98.2	97.9	97.8	96.9
Constructs meaning and makes connections through speaking	98.5	98.9	98.6	99.1	98.8	98.5	97.9	97.4	96.1
Manages and evaluates information and ideas	95.7	95.9	96.2	97.3	97.0	96.8	96.6	96.0	95.0
Reads to explore, construct and extend understanding	84.5	87.7	91.2	94.4	95.6	95.2	96.0	96.5	94.9
Represents ideas and creates understanding through a variety of media	97.0	97.6	97.9	98.6	98.1	97.9	97.6	96.8	95.0
Writes to develop, organize and express information and ideas	88.4	90.1	91.6	94.4	95.5	95.3	95.6	96.2	95.4

English Language Arts Findings

Analysis of the percentage of students meeting learning expectations within English Language Arts as measured by student report card stems indicates continued high levels of success.

French Language Arts

Overall

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards: K-12

Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Overall	92.8	94.8	95.3	96.1	96.4	96.2	95.7

The percentage of students meeting learning expectations in French Language Arts:
- Kindergarten to Grade 9 is 94.8%.
- High School is 99.5%.

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	98.1	94.6	91.7	93.0	96.4	96.3	97.8	93.7	95.8	97.4
2015-16	97.1	95.0	92.5	93.6	96.8	98.7	96.7	96.7	95.3	97.5
2016-17	97.5	92.5	93.0	92.0	96.8	96.4	98.2	95.4	97.1	98.6
2017-18	96.8	91.7	91.6	92.9	93.3	98.8	97.0	96.1	95.4	96.6

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by grade 2017-18: K-9
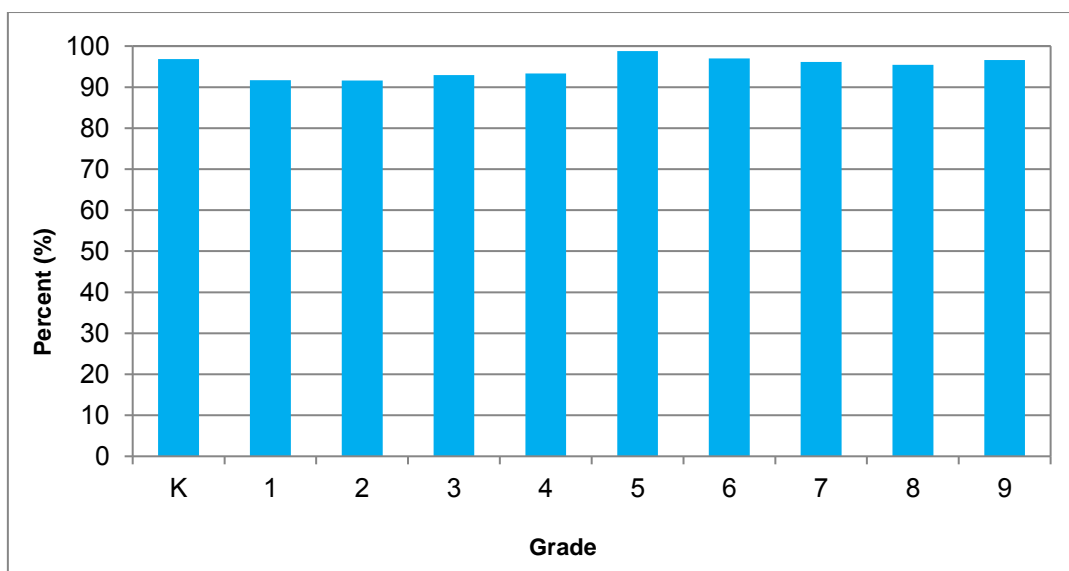
Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course: 10, 20, 30 levels

Year	10-1	20-1	30-1	30-2
2014-15	99.3	99.6	99.3	100.0
2015-16	98.0	99.2	99.5	98.2
2016-17	99.3	99.2	100.0	97.1
2017-18	99.7	99.0	100.0	98.8

There is also a FLA 20-2 course. The results are not reported here as there was only a single FLA 20-2 class in the CBE in each of the reported years.

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course 2017-18: 10, 20, 30 levels

Overall by Stem

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17	2017-18
Speaks to express information and ideas	98.9	97.5	98.8	98.6
Understands and responds to oral language	99.5	98.4	99.0	99.2
Uses early literacy strategies to explore, construct and express ideas[1]	98.5	97.9	98.1	97.2

---

[1] In 2015-16, the report card stems for Kindergarten were modified. "Engages with text to explore, construct and express information and ideas" was replaced with "Uses early literacy strategies to explore, construct and express ideas."

Calgary Board of Education

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem 2017-18: Kindergarten

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Reads to explore, construct and extend understanding	95.9	95.8	95.7	94.8
Speaks to communicate information and ideas	97.9	96.6	98.2	97.4
Understands and responds to oral language	99.2	99.4	99.3	98.9
Writes to develop, organize and express information and ideas	95.9	95.9	96.0	95.6

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem 2017-18: Grades 1-9
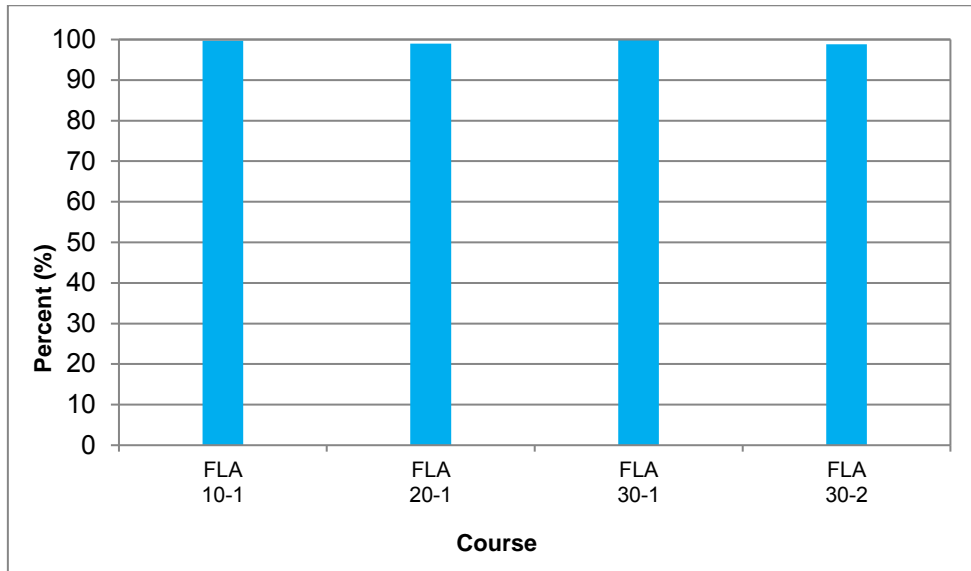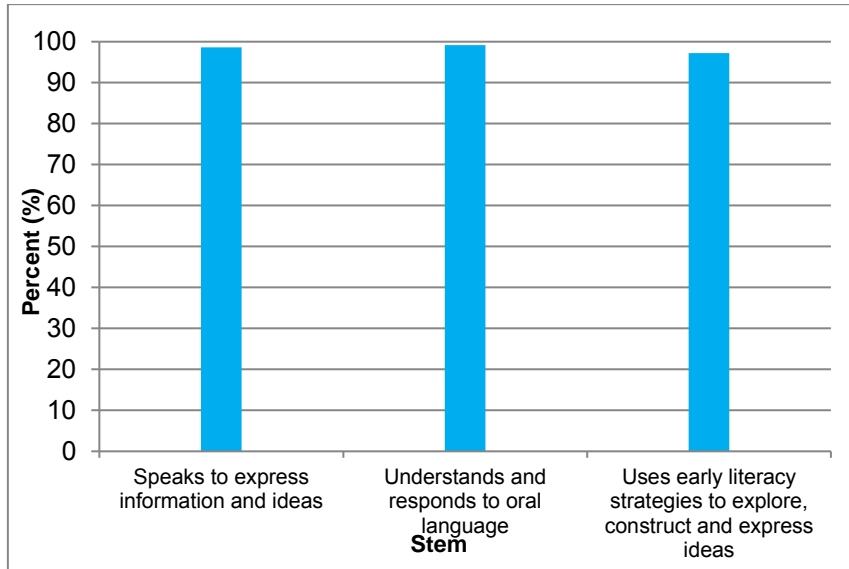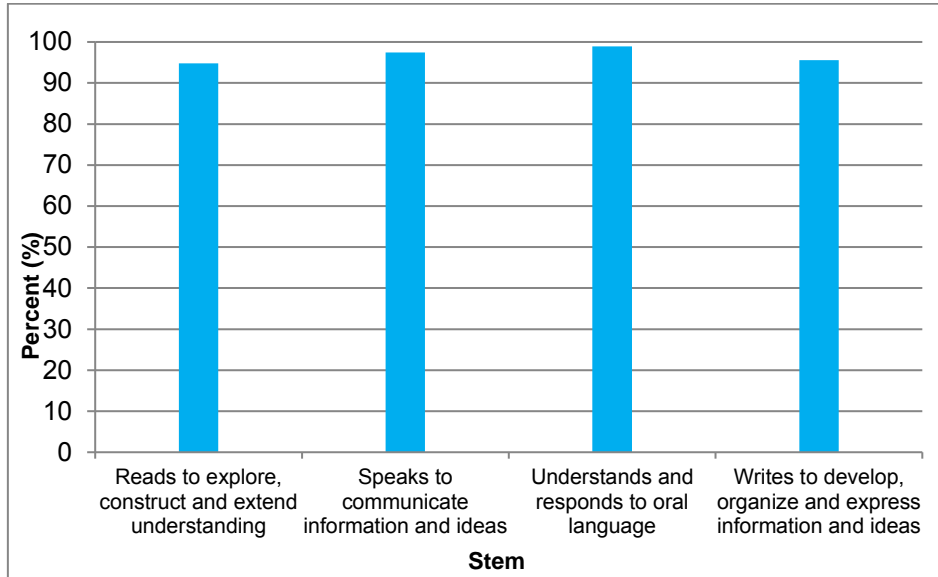

Overall by Stem and Grade

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	91.8	88.7	92.3	95.0	98.7	97.8	96.3	97.1	97.8
Speaks to communicate information and ideas	96.6	96.5	97.0	96.2	99.5	98.8	98.5	95.9	98.8
Understands and responds to oral language	97.7	99.0	98.5	98.8	100.0	100.0	98.7	98.8	99.1
Writes to develop, organize and express information and ideas	93.6	93.7	93.8	93.5	98.7	97.5	96.9	97.0	97.0

French Language Arts Findings

In French Language Arts in Kindergarten through to grade 9, there has been strong student performance over time with minor fluctuations. It is noted that these trends continue through high school. Strong student results in listening and speaking reflect an instructional focus on oral-language development in French Language Arts.

Calgary Board of Education

Additional Language Arts

The additional Language Arts report card data included in this section are the Language Arts courses in Bilingual Programs: Chinese (Mandarin), German and Spanish.

Chinese (Mandarin) Language Arts

Overall

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by grade: K-9

N<100 students per grade 5-9

| Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.2	93.0	97.4	99.2	100.0	100.0	100.0	100.0	100.0	100.0
2015-16	97.7	92.9	91.1	100.0	99.1	100.0	100.0	100.0	100.0	100.0
2016-17	96.3	96.5	91.2	98.6	99.0	98.9	100.0	97.7	96.9	100.0
2017-18	94.0	97.0	97.5	95.7	96.2	98.9	98.8	97.4	95.7	*

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by grade 2017-18: K-9

The percentage of students meeting learning expectations in Chinese (Mandarin) Language Arts Kindergarten to Grade 9 is 96.3%.

---

*An asterisk notes where data values have been suppressed. This happens where there is only one class represented by data.

Overall by Stem

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17	2017-18
Speaks to express information and ideas	95.2	98.8	96.9	96.6
Understands and responds to oral language	97.2	98.2	99.4	98.7
Uses early literacy strategies to explore, construct and express ideas	98.6	97.7	96.3	96.0

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem 2017-18: Kindergarten

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Reads to explore, construct and extend understanding	99.0	98.3	98.6	98.3
Speaks to communicate information and ideas	97.9	98.0	98.8	98.5
Understands and responds to oral language	99.2	98.9	99.9	98.9
Writes to develop, organize, and express information and ideas	98.0	96.7	97.0	96.6

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem 2017-18: Grades 1-9
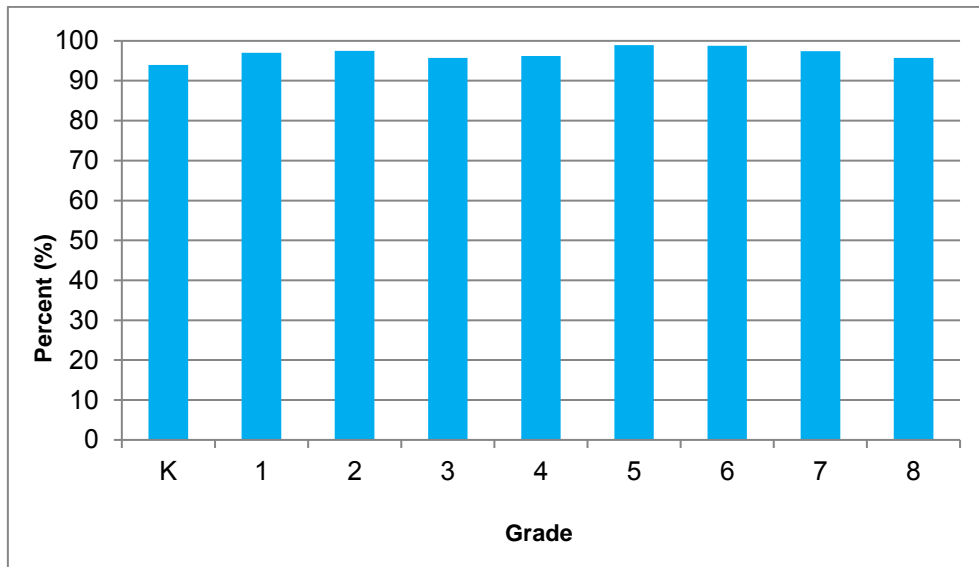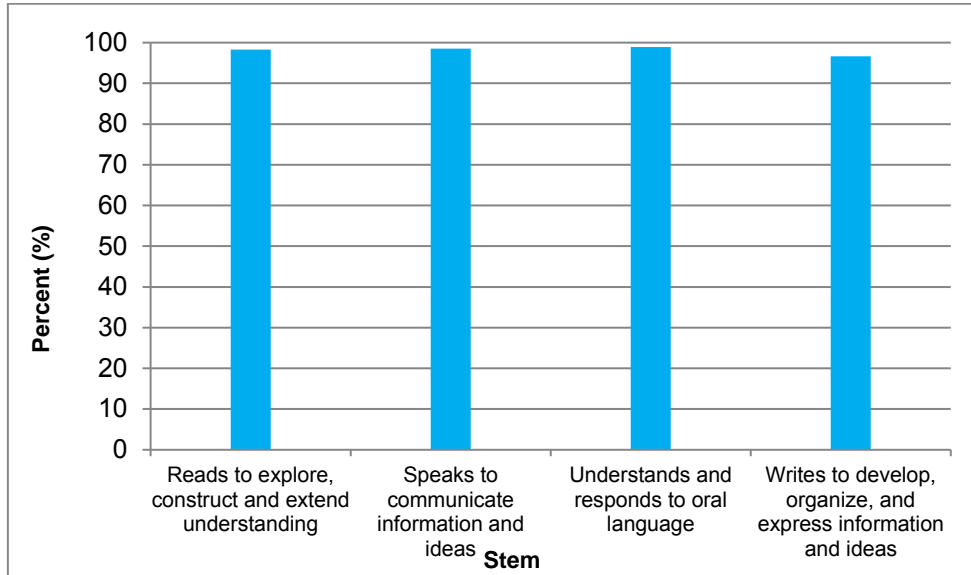

Overall by Stem and Grade

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by course and stem 2017-18: Grades 1-9

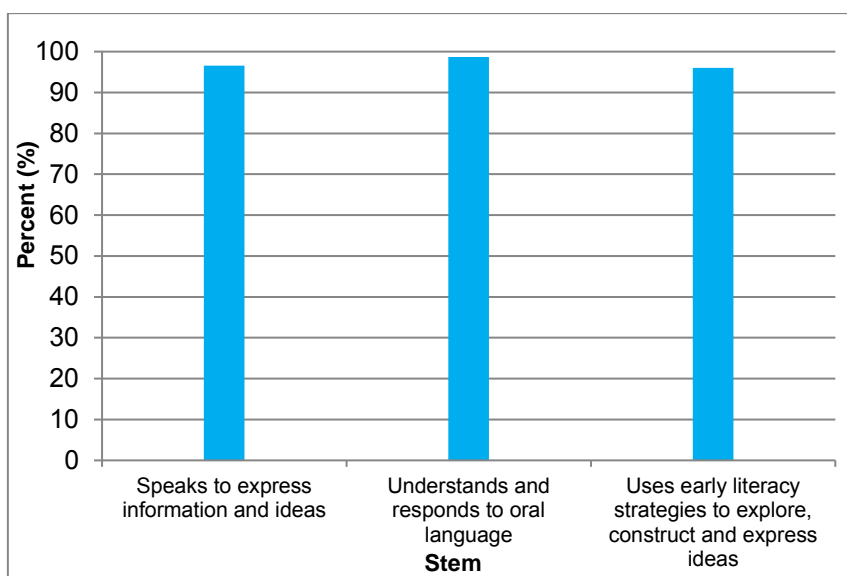| Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	97.0	98.8	98.6	97.0	100.0	100.0	100.0	95.7	*
Speaks to communicate information and ideas	98.8	99.4	97.8	97.7	98.9	98.9	97.4	97.9	*
Understands and responds to oral language	98.8	100.0	99.3	98.5	100.0	100.0	100.0	97.9	*
Writes to develop, organize, and express information and ideas	97.6	97.5	94.9	95.5	98.9	100.0	92.1	95.7	*

---

*An asterisk notes where data values have been suppressed. This happens where there is only one class represented by data.

Calgary Board of Education

German Language Arts

Overall

Grade specific information is not provided for the German Language Arts as there is only a single class at each grade level in the CBE's German Bilingual Program. Results are not reported for individual classes.

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards: K-6

N = 124

Year	K-6
2014-15	90.1
2015-16	94.7
2016-17	98.4
2017-18	96.1
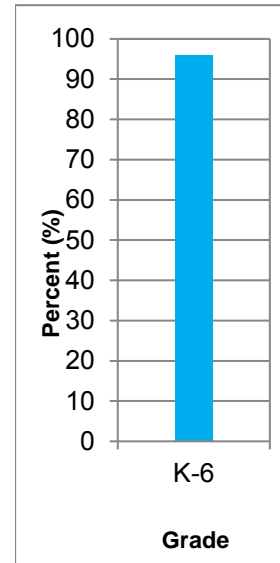
Overall by Stem

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem: the results for Kindergarten are not reported here as there was only a single class in the CBE.

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem: Grades 1-6

| Stem	2014-15	2015-16	2016-17	2017-18
Reads to explore, construct and extend understanding	93.1	88.1	98.0	95.4
Speaks to communicate information and ideas	88.9	94.6	99.0	98.2
Understands and responds to oral language	88.6	94.6	99.0	100.0
Writes to develop, organize, and express information and ideas	90.8	93.2	98.0	96.3

Note| Smaller cohorts are susceptible to swings in data.

Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem 2017-18: Grades 1-6

Spanish Language Arts

Overall

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by grade/course: K-9 and 10, 20, 30 levels

Year	K	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	95.6	91.8	94.4	96.6	98.1	99.2	98.8	99.0	98.2	97.1	97.1	98.5	100.0
2015-16	98.0	91.7	95.5	97.1	97.2	97.3	97.9	99.6	95.2	95.5	100.0	97.3	100.0
2016-17	98.5	92.6	91.6	97.0	94.1	98.1	97.9	98.7	97.2	100.0	100.0	99.0	98.6
2017-18	99.0	88.5	94.0	93.2	96.4	94.2	96.6	95.2	92.3	98.5	96.6	100.0	97.8

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by grade/course 2017-18: K-19 and 10, 20, 30 levels
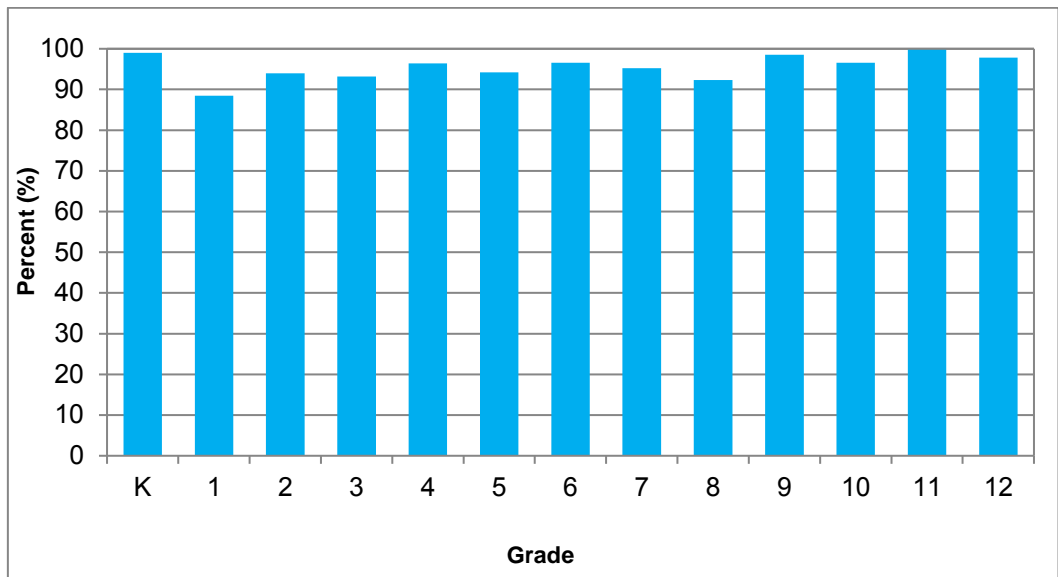
The percentage of students meeting learning expectations in Spanish Language Arts:
▪ Kindergarten to Grade 9 is 94.6%.
▪ High School is 97.9%.

Overall by Stem

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17	2017-18
Speaks to express information and ideas	98.5	98.9	99.0	99.2
Understands and responds to oral language	96.7	98.7	99.7	100.0
Uses early literacy strategies to explore, construct and express ideas	97.7	98.9	98.5	99.5

Calgary Board of Education

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem 2017-18: Kindergarten

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem: Grades 1-9

Stem	2014-15	2015-16	2016-17	2017-18
Reads to explore, construct and extend understanding	97.5	97.0	96.8	95.3
Speaks to communicate information and ideas	97.7	97.9	97.6	97.2
Understands and responds to oral language	99.4	99.3	99.0	99.2
Writes to develop, organize, and express information and ideas	96.7	96.7	96.6	95.3

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem 2017-18: Grades 1-9
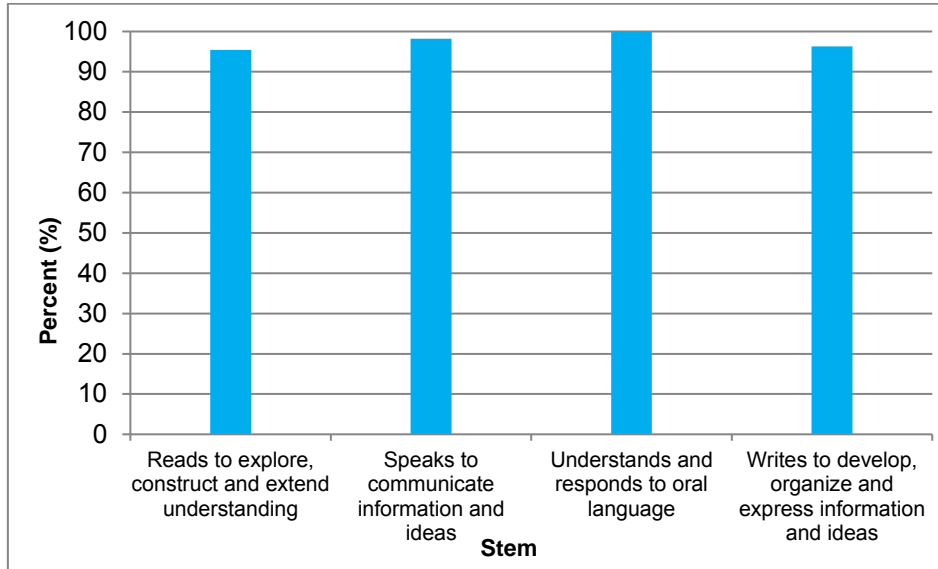

Overall by Stem and Grade

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	88.8	93.5	95.2	98.2	97.6	99.6	96.9	91.7	99.5
Speaks to communicate information and ideas	96.5	96.9	95.9	97.4	95.9	97.7	98.7	99.0	99.5
Understands and responds to oral language	99.0	99.1	99.0	99.7	98.6	99.2	99.1	99.5	99.5
Writes to develop, organize, and express information and ideas	87.5	96.2	97.2	96.8	94.1	96.9	97.4	96.1	98.6

Additional Language Arts Findings

In Chinese (Mandarin), German and Spanish Language Arts, there has been strong student achievement over time, and these trends continue to indicate student growth in these disciplines. Strong student results reflect an instructional focus on authentic oral language acquisition in the target languages. Minor year-to-year fluctuations in results are to be expected with smaller cohorts.

Language & Culture and French as a Second Language

This section includes report card data for French as a Second Language and Chinese (Mandarin) Language & Culture, German Language & Culture and Spanish Language & Culture.

Chinese (Mandarin) Language & Culture

Overall

Percentage of students meeting learning expectations within Chinese (Mandarin) Language & Culture as measured by student report cards by course: 10, 20, 30 levels

N = 280

Year	10	20	30
2014-15	96.1	100.0	100.0
2015-16	97.7	98.6	98.6
2016-17	100.0	100.0	100.0
2017-18	97.9	96.4	99.0

Percentage of students meeting learning expectations within Chinese (Mandarin) Language & Culture as measured by student report cards by course 2017-18: 10, 20, 30 levels
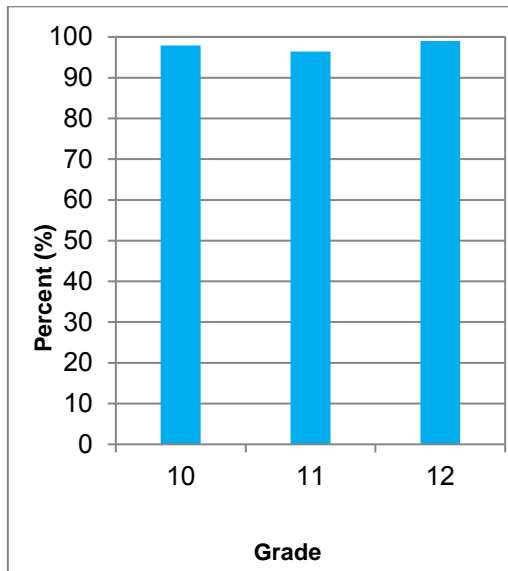
The percentage of students meeting learning expectations in Chinese (Mandarin) Language & Culture in High School is 97.9%.

Note| Smaller cohorts are susceptible to swings in data.

Calgary Board of Education

German Language & Culture

Percentage of students meeting learning expectations within German as measured by student report cards by course: 10, 20, 30 levels

N = 103

Year	10	20	30
2014-15	90.7	100.0	100.0
2015-16	97.2	98.7	100.0
2016-17	93.6	94.9	100.0
2017-18	89.7	*	*

Spanish Language & Culture

Overall

Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by grade/course: Grades 4-9 and 10, 20, 30 levels

Year	4	5	6	7	8	9	10	20	30
2014-15[2]	100.0	100.0	100.0	100.0			94.2	96.8	97.4
2015-16	100.0	100.0	99.4	100.0	100.0	91.7	94.1	97.6	98.9
2016-17	100.0	100.0	96.5	89.4	92.6	97.8	94.3	99.0	97.8
2017-18	100.0	100.0	100.0	100.0	85.7	98.5	92.3	96.8	97.8

---

[2] Spanish Language & Culture was not offered in grades 8 and 9 by any CBE schools in 2014-15
*An asterisk notes where data values have been suppressed. This happens where there is only one class represented by data.

Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by grade/course 2017-18: Grades 4-9 and 10, 20, 30 levels

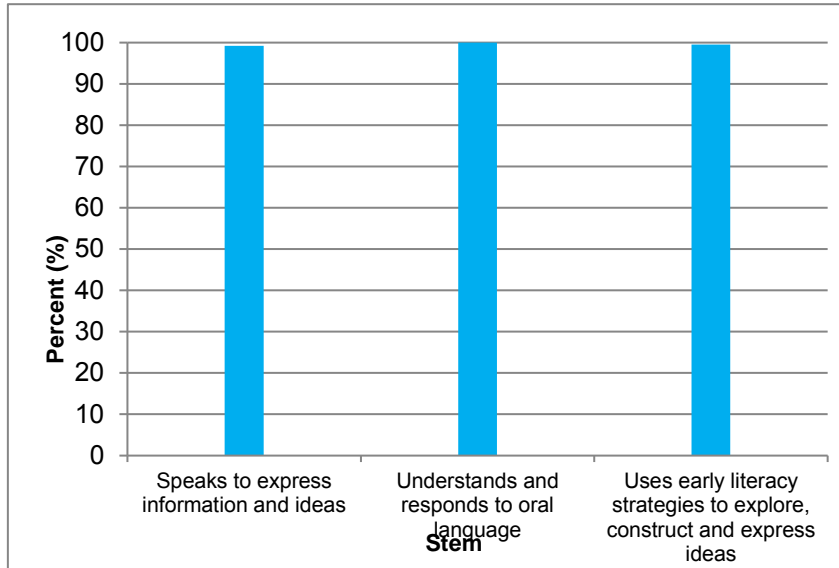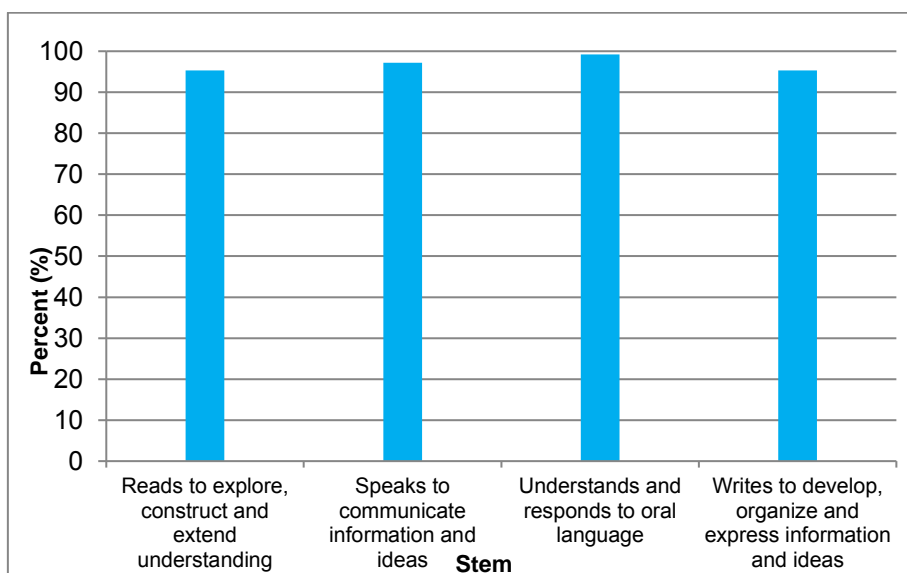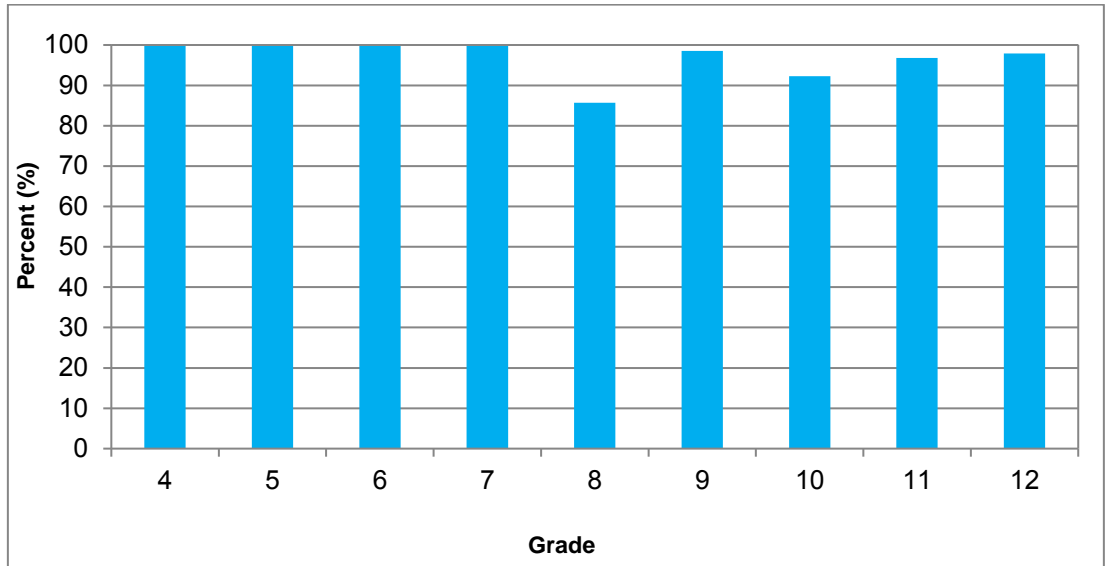The percentage of students meeting learning expectations in Spanish Language Arts:
▪ Grades 4-9 is 97.4%.
▪ High School is 94.9%.

Overall by Stem

Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by stem: Grades 4-9

Stem	2014-15	2015-16	2016-17	2017-18
Speaks to express information and ideas[3]		99.6	97.8	98.4
Understands and responds to oral and written language	100.0	100.0	97.4	98.4
Writes to express information and ideas[3]		99.3	96.3	97.3
Expresses ideas and information through speaking and writing[3]	100.0			

---

[3] In 2015-16, the report card stem "Expresses ideas and information through speaking and writing" was divided into: "Speaks to express information and ideas" and "Writes to express information and ideas."

Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by stem 2017-18: Grades 4-9
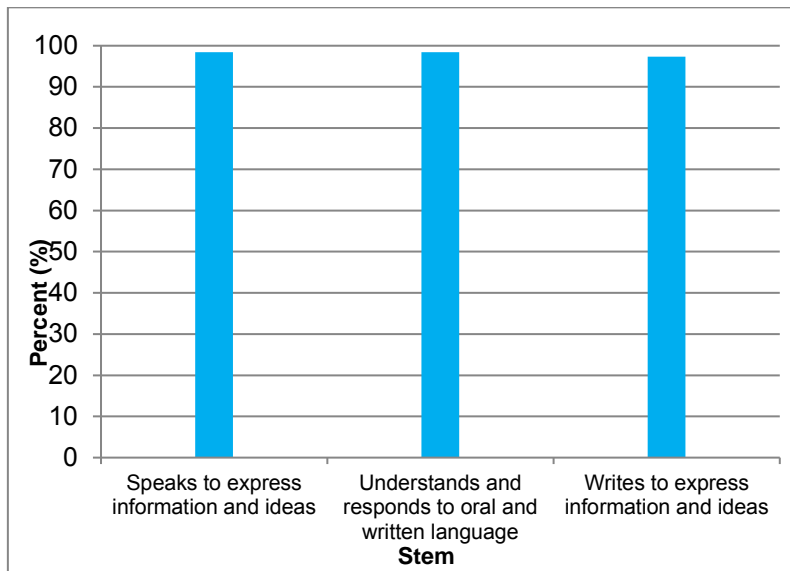
Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by course and stem 2017-18: Grades 4-9

Stem	4	5	6	7	8	9
Speaks to express information and ideas	100.0	100.0	100.0	100.0	89.3	100.0
Understands and responds to oral and written language	100.0	100.0	100.0	100.0	89.3	100.0
Writes to express information and ideas	100.0	100.0	100.0	100.0	85.7	98.5

French as a Second Language

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by grade/course: K-9 and 10, 20, 30 levels

Year	K	1	2	3	4	5	6	7	8	9	10	20	30
2014-15[4]		99.2	98.4	98.7	98.4	98.2	96.7	95.7	97.8	95.6	96.6	97.9	99.3
2015-16	94.9	98.7	98.4	98.7	98.1	97.7	97.1	96.0	97.8	97.4	97.7	98.3	99.1
2016-17	100.0	99.3	98.6	97.9	98.7	97.2	97.6	97.7	96.8	97.4	96.4	99.1	99.6
2017-18	100.0	99.6	99.9	99.4	97.7	97.7	97.7	95.6	95.5	96.3	96.3	99.1	99.2

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by grade/course 2017-18: K-9 and 10, 20, 30 levels[9]

The percentage of students meeting learning expectations in French as a Second Language:
- Kindergarten to Grade 9 is 97.5%.
- High School is 98.2%.

---

[4] In the year 2014-15 no results were recorded for French as a Second Language [FSL] in Kindergarten as no school in the CBE offered FSL at that level.

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Kindergarten

Stem	2015-16	2016-17	2017-18
Speaks to express information and ideas	94.9	100.0	100.0
Understands and responds to oral language	100.0	100.0	100.0

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2017-18: Kindergarten
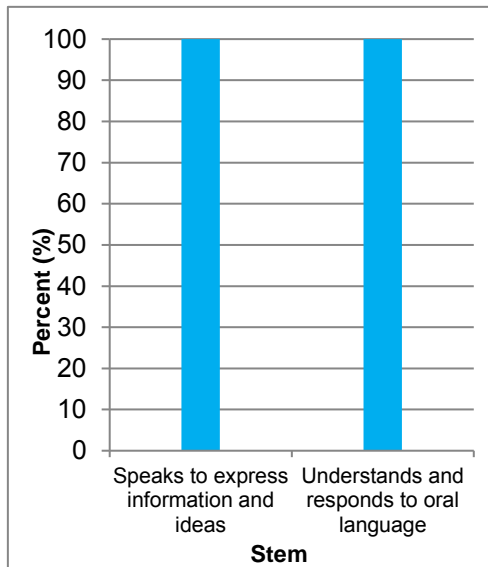
Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 1-3

Stem	2014-15	2015-16	2016-17	2017-18
Speaks to express information and ideas	99.0	98.9	98.6	99.7
Understands and responds to oral language	99.0	99.1	99.0	99.7

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2017-18: Grades 1-3
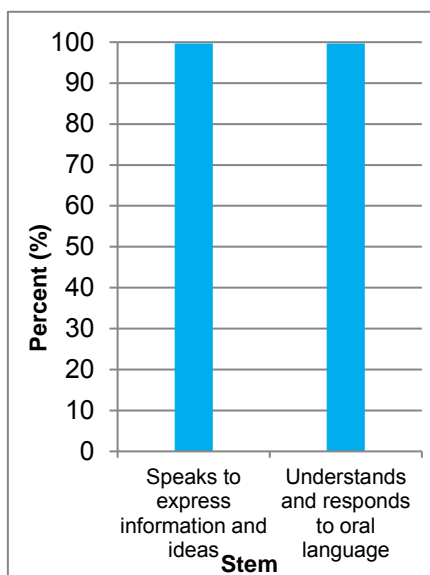
Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 4-9

Stem	2014-15	2015-16	2016-17	2017-18
Speaks to express information and ideas[5]		98.6	98.6	98.4
Understands and responds to oral and written language	98.7	98.7	98.8	98.6
Writes to express information and ideas[5]		98.2	98.1	97.9
Expresses ideas and information through speaking and writing[5]	97.8			

---

[5] In 2015-16, the report card stem "Expresses ideas and information through speaking and writing" was divided into: "Speaks to express information and ideas" and "Writes to express information and ideas."

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2017-18: Grades 4-9
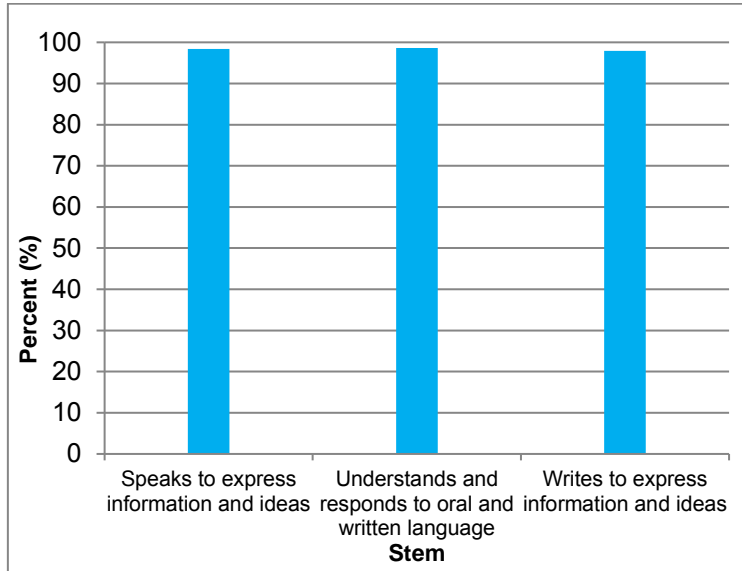
Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem[6]: Grades 5-6 Intensive French

Stem	2014-15	2015-16	2016-17	2017-18
Communicates information and ideas through speaking	92.9	94.9	100.0	97.9
Develops effective strategies for language learning	96.9	97.0	100.0	97.4
Reads to explore, construct and extend understanding	93.7	98.5	100.0	98.5
Understands and responds to oral language	96.9	97.8	100.0	100.0
Writes to develop, organize and express information and ideas	90.3	93.2	100.0	95.9

---

[6] The report card stems that were developed for Intensive French are reflect the outcomes of the French as a Second Language Program of Studies and the intensive and immersive language learning that occurs through this programming.

Calgary Board of Education

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2017-18: Grades 5-6 Intensive French
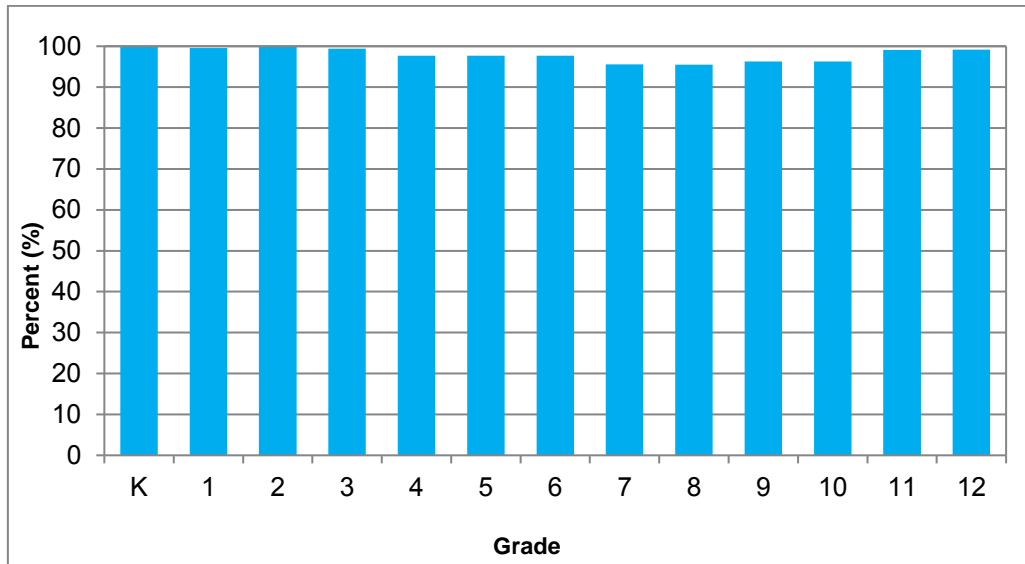

Overall by Stem and Grade

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Speaks to express information and ideas	99.6	99.9	99.7	98.8	98.6	99.0	96.7	97.2	98.3
Understands and responds to oral (and written language)	99.9	99.9	99.5	98.7	98.7	99.0	98.2	98.2	98.1
Writes to express information and ideas[7]				98.4	98.3	98.1	97.1	96.8	97.0

Language & Culture and French as a Second Language Findings

CBE students in Language & Culture and French as a Second Language courses experience high levels of achievement. Strong student results reflect our district professional focus on oral language development.

---

[7] The learning outcomes in Kindergarten to Grade 3 FSL courses focus only on oral comprehension and oral production.

Social Studies

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	2016-17	2017-18
Overall	92.4	94.2	93.0	94.4	95.1	94.9	94.7

The percentage of students meeting learning expectations in:
- Kindergarten to Grade 9 is 94.8%.
- High School is 94.5%.

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
2016-17	98.4	95.9	96.3	95.5	96.6	95.5	94.5	93.5	91.2	91.7
2017-18	98.1	95.8	96.2	94.9	96.6	95.5	94.2	92.3	92.5	90.8

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by grade 2017-18: K-9

Calgary Board of Education
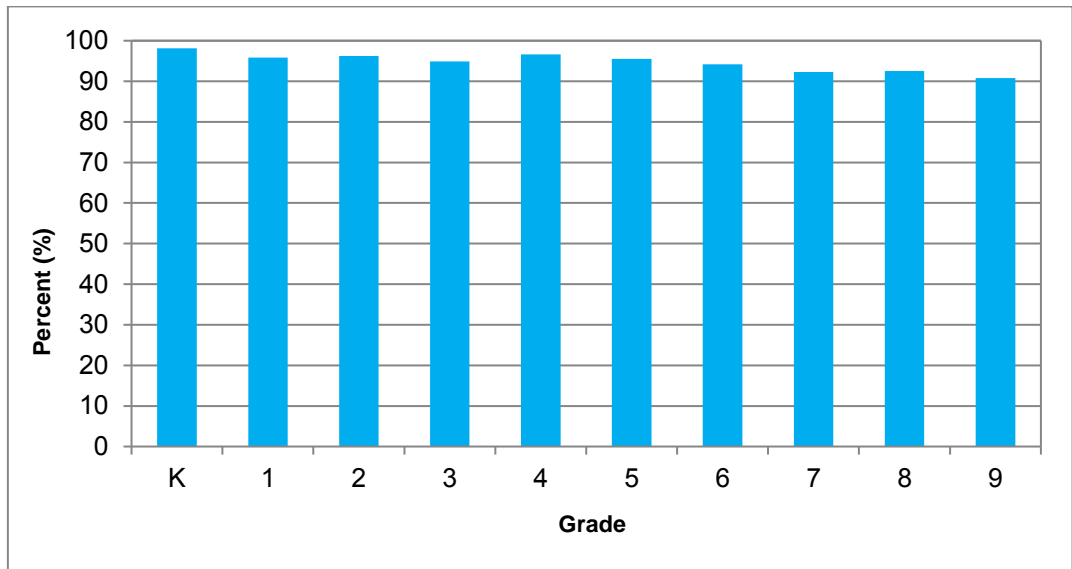
Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course: 10, 20, 30 levels

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
2016-17	97.9	87.0	81.5	98.1	88.8	86.9	96.9	89.6
2017-18	97.3	88.1	85.2	98.2	90.3	86.8	96.8	90.4

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course 2017-18: 10, 20, 30 levels
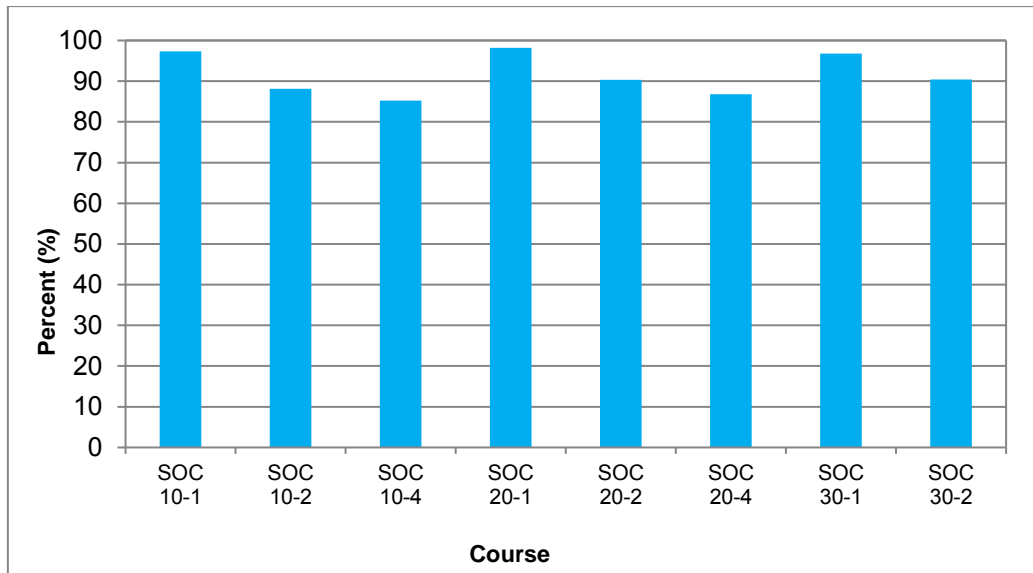
Overall by Stem

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

Stem	2014-15	2015-16	2016-17	2017-18
Communicates ideas in an informed and persuasive manner	98.5	98.9	99.0	98.6
Demonstrates knowledge and understanding of citizenship and identity[8]		99.5	99.4	99.3
Explores events and issues from different points of view	98.5	98.9	98.7	98.7
Participates actively and responsibly in learning communities[8]	98.5			
Understands and makes connections between concepts[8]	99.0			

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem 2017-18: Kindergarten


---
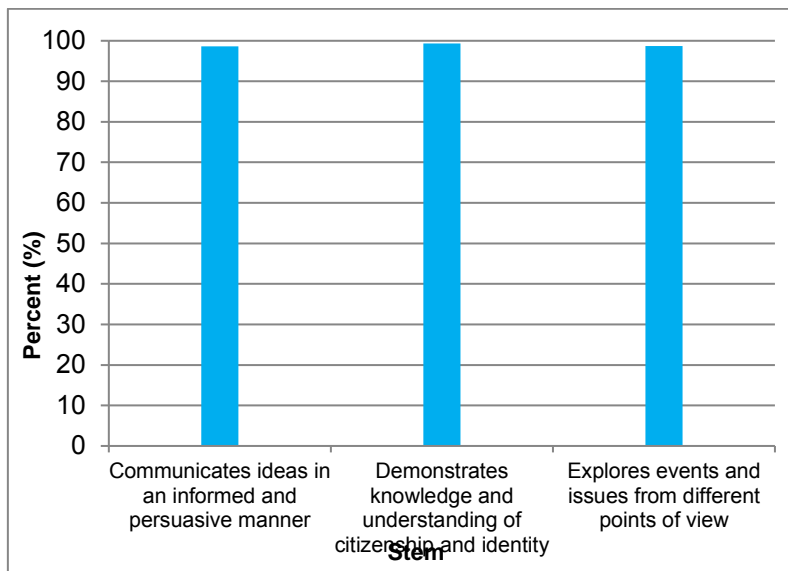
[8] In 2015-16, the report cards stems for Kindergarten were modified. "Understands and makes connections between concepts" and "Participates actively and responsibly in learning communities" were replaced with "Demonstrates knowledge and understanding of citizenship and identity."

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

Stem	2014-15	2015-16	2016-17	2017-18
Communicates ideas in an informed and persuasive manner	96.4	96.6	96.6	96.4
Demonstrates knowledge and understanding of citizenship and identity	97.9	97.9	97.8	97.7
Demonstrates skills and processes for inquiry and research	96.0	96.3	96.3	96.2
Explores events and issues from different points of view	97.3	97.5	97.4	97.3

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem 2017-18: Grades 1-9
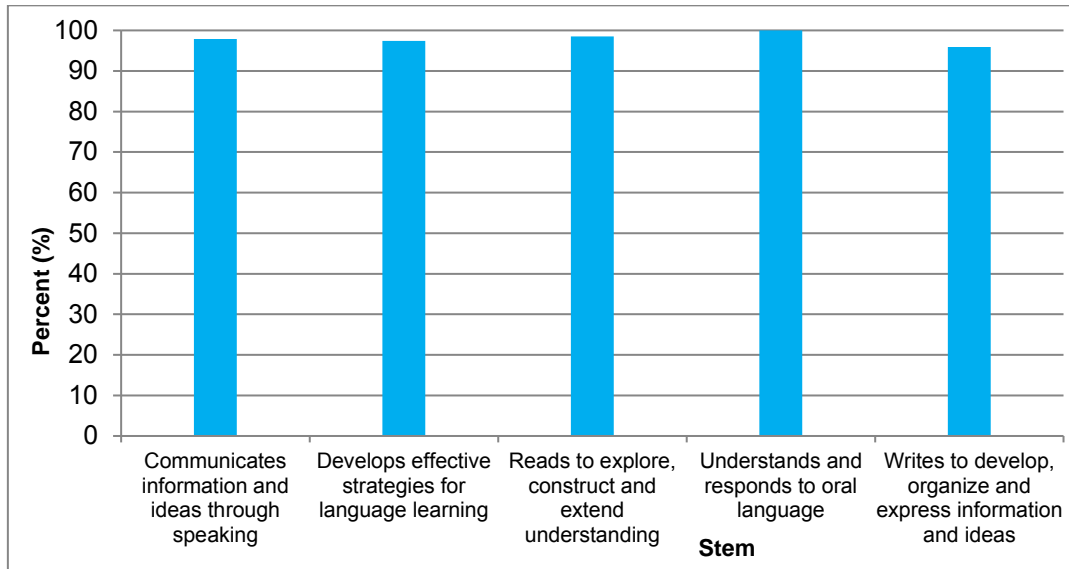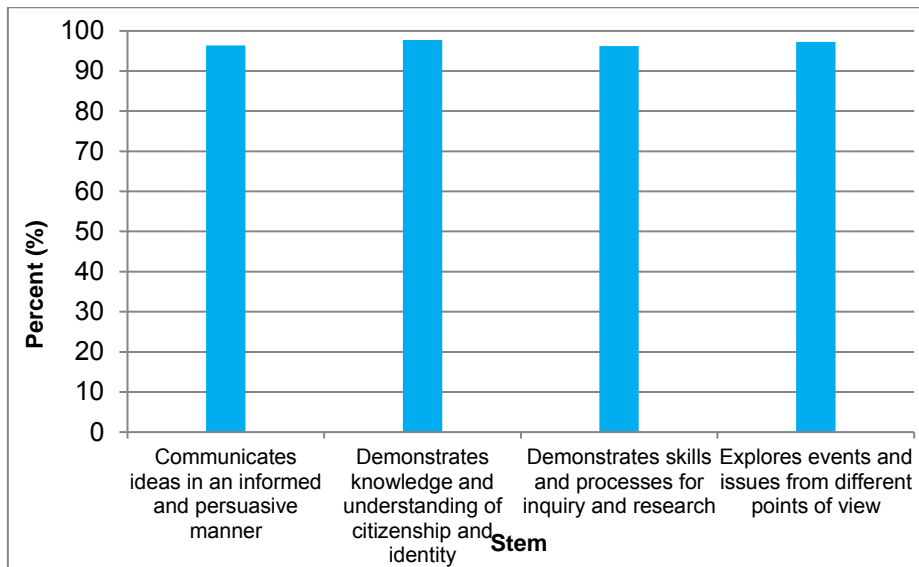
Overall by Stem and Grade

Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course and stem 2017-18: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Communicates ideas in an informed and persuasive manner	97.2	97.5	96.7	97.7	97.0	96.0	95.4	95.7	94.3
Demonstrates knowledge and understanding of citizenship and identity	98.7	98.9	98.7	99.1	98.2	97.4	96.4	95.8	94.8
Demonstrates skills and processes for inquiry and research	96.6	97.1	95.8	97.5	97.0	96.1	94.9	95.6	94.5
Explores events and issued from different points of view	97.8	98.0	97.8	98.7	97.9	97.4	96.4	96.3	94.9

Social Studies Findings

Analysis of the percentage of students meeting learning expectations within Social Studies as measured by student report card stems indicates high levels of success. To further support the Social studies classroom, there is Professional Learning Community support for Social Studies Learning Leaders in the area of discipline-based inquiry, media literacy and personalized learning with an emphasis on the dash 2 and 4 courses.

5 | Conclusion

CBE students achieve well in Language Arts, Languages and Social Studies as measured by report cards. This is evident across the range of courses, grades and learning outcomes within each subject area.

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

D. Stevenson

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.

Calgary Board of Education

|attachment|

Brief Introduction to Programs of Study

English Language Arts

In English Language Arts, students develop much more than the ability to read and write. Students learn to use language to create meaning. They do this through the study of language and development of a wide variety of skills and strategies.

Sharing and listening to stories is a uniquely human and joyful experience. When students hear, watch, read and share stories, they develop empathy and a greater appreciation of themselves and their communities.

From kindergarten to grade 12, students develop their ability to listen, speak, read, write, view and represent. Students interpret and create texts for a variety of purposes and audiences. In English Language Arts, students develop their oral language skills, written language skills and ability to understand and generate images.

Students' communication needs are rapidly changing in today's world, and learning in English Language Arts supports students to develop multiple literacies. Success in English Language Arts supports success in all other areas of learning. English Language Arts provides the foundational skills for life-long learning.

Links to Alberta Education's Program of Studies

- English Language Arts K-6
- English Language Arts 7-9
- English Language Arts Knowledge and Employability (K&E) 8 & 9
- English Language Arts 10-12

Languages

The CBE offers students both alternative language programs and second language and culture courses.

In language programs, students develop communicative competencies and learn to be global citizens.

In Bilingual and French Immersion programs, students have the opportunity to develop a second language as they learn the same curriculum as students registered in the English program. Bilingual and Immersion Programs support students to become functionally fluent while achieving the learner outcomes of all core and complementary courses. Students develop sufficient language proficiency to consider pursuing post-secondary education as well as employment opportunities in French, Spanish, German or Mandarin.

In our Language and Culture courses, students develop basic levels of communicative competency. Performance-based programs offer students diverse and multiple means of developing their communication skills, linguistic knowledge, cultural understanding, intercultural competence and language learning strategies. Students use their life experiences,

Calgary Board of Education

knowledge, skills and attitudes as a basis for developing their second-language communicative abilities for real-life purposes.

All language programs share common goals such as the development of cultural and intercultural competencies, metalinguistic awareness and communicative capacity for personal needs. The development of cultural and intercultural competencies supports students in becoming responsible global citizens. Second language education promotes personal development by encouraging students to take risks and persevere with challenges in the learning process.

Alberta Education's requirements for instructional time in the targeted language are as follows:

- French Immersion
    - Early entry Kindergarten or Grade 1: 100% of instruction in French.
    - Grade 3: 80% instruction in French and 20% in English
    - Grades 4-6: 70% instruction in French and 30% in English
    - Grades 7-9: 50-70% instruction in French and a minimum of 30% in English
    - Grades 10-12: 45 credits of instruction taught in French in French Language Arts, Social Studies and Mathematics.

    Note | Late French Immersion students follow the same program of studies as French Immersion students. In the early months of Grade 7, students are immersed in French literacy to build a strong foundation on which to base their continued learning.

- Bilingual Programs
    - Kindergarten to Grade 6: 50% of instruction in the target language and 50% in English.
    - Grades 7-9: 35% of instruction in the target language and 65% in English.
    - Grades 10-12: 25 credits of instruction taught in the targeted language in Language Arts, Mathematics and complementary courses.

Links to Alberta Education's Program of Studies

- French Language Arts K - 12
- French Language Arts 10-2, 20-2, 30-2
- Chinese (Mandarin) Language Arts K - 12
- German Language Arts K - 12
- Spanish Language Arts
- Chinese (Mandarin) Language and Culture (3 Year Program)
  (For students beginning their study of Chinese Language and Culture in Senior High School)
- Chinese (Mandarin) Language and Culture (6 Year Program)
  (For students beginning their study of Chinese Language and culture in Grade 7)
- Chinese (Mandarin) Language and Culture (9 Year Program)
  (For students beginning their study of Chinese Language and Culture in Grade 4)
- French as a Second Language (3 Year Program)
  (For students beginning their study of French as a Second Language in Senior High School)
- French as a Second Language (9 Year Program)
  (For students beginning their study of French as a Second Language in Grade 4)
- German Language and Culture (3 Year Program)
  (For students beginning their study of German Language and Culture in Senior High School)
- German Language and Culture (6 Year Program)
  (For students beginning their study of German Language and Culture in Grade 7)
- German Language and Culture (9 Year Program)
  (For students beginning their study of German Language and Culture in Grade 4)
- Spanish Language and Culture (3 Year Program)

(For students beginning their study of Spanish Language and Culture in Senior High School)
- Spanish Language and Culture (6 Year Program)
  (For students beginning their study of Spanish Language and Culture in Grade 7)
- Spanish Language and Culture (9 Year Program)
  (For students beginning their study of Spanish Language and Culture in Grade 4)

Note | French as a Second Language K-3 is a locally developed course approved by the Board of Trustees.

Social Studies

In Social Studies students explore big questions related to citizenship and identity. Students explore who they are in relation to others in their local, national and global communities.

From Kindergarten to Grade 12, students develop active and responsible citizenship as they deepen their understanding of diversity and equality. Learning in Social Studies promotes a sense of belonging and acceptance in students as they study about Canada's pluralistic, bilingual, multicultural, inclusive and democratic society.

At each grade level, students explore topics related to: Time, Continuity and Change; Power, Authority and Decision-Making; The Land: Places and People; Global connections; Economics and resources; and Culture and Community.

Learners inquire into issues and consider them from multiple perspectives. Teachers design learning opportunities so that students develop an appreciation of the communities in which they live today, and an awareness of how our past informs our decisions for the future.

Students learn to think critically, creatively, historically and geographically. They make connections to prior knowledge and apply it to new contexts. In Social Studies students examine issues related to power, authority and decision making.

Links to Alberta Education's Program of Studies

- Social Studies K-6
- Social Studies 7-9
- Social Studies 10-12
- Social Studies Knowledge and Employability 8 & 9

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

Monitoring report for the school year 2017-2018

Report date:
December 4, 2018

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 8: Communicating and Engaging with the Public, the Chief Superintendent certifies that the proceeding information is accurate and complete.

☒ In Compliance.

☐ In Compliance with exceptions noted in the evidence.

☐ Not in Compliance.

Signed: _D. Stevenson_ Date: <u>November 21, 2018</u>

David Stevenson, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Global Operational Expectations, 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: _____   Date: _____

Chair, Board of Trustees

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

Executive Summary

> The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding communicating and engaging with the public.

This report is the first monitoring report for OE- 8: Communicating and Engaging with the Public. The Board revised the Operational Expectations in March 2017 which gave rise to the amalgamation and renumbering of some OEs. This OE is a result of the amalgamation of the previous OE – 3: Treatment of Owners and OE – 9: Communicating with the Public and reflects the Board's focus on communicating and engaging with the public. The Board approved reasonable interpretations and indictors for this OE in October 2017. The Board last monitored OE – 3: Treatment of Owners in September 2017 and OE – 9: Communicating with the Public in May 2018. The data provided in both of those reports was for the 2016-2017 school year, based upon the reasonable interpretations and indicators for each OE that were approved in June 2012.

This report includes data collected in the 2017-2018 school year for the newly approved indictors for OE – 8 and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
8.1	8.1.1	Compliant
8.1	8.1.2	Compliant
8.1	8.1.3	Compliant
8.2	8.2.1	Compliant
8.2	8.2.2	Compliant
8.2	8.2.3	Compliant

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Policy Statement	Indicator	Finding
8.2	8.2.4	Compliant
8.3	8.3.1	Compliant
8.3	8.3.2	Compliant
8.4	8.4.1	Compliant
8.4	8.4.2	Compliant
8.4	8.4.3	Compliant
8.4	8.4.4	Compliant
8.4	8.4.5	Compliant

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Board-approved Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;

- clear and understood decision-making processes where voice is valued; and

- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business.

- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success.

Calgary Board of Education

3 | 14

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments.

- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants.

- *courtesy* to mean the interactions with the public are open, respectful and cooperative.

- *honesty* to mean communicating information clearly, candidly and in a timely manner.

- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:

8.1	Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.	Compliant

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.

- *flow* to mean provision and/or distribution.

- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used.

- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole.

- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding.

**Calgary Board
of Education**

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

- *understanding* to mean fact-based knowledge about the organization.

- *support* to mean agreement with the vision, values and work of the organization.

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the reporting period, 100 per cent of system level communication included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content.

Our corporate website also has a number of dedicated email feedback mechanisms including a budget feedback form, webmaster@cbe.ab.ca, dialogue@cbe.ab.ca and cbecommunications@cbe.ab.ca

2. The Dialogue Framework is being used with affected stakeholders to help inform decision making.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2016, the CBE developed a community engagement framework (Dialogue) and successfully implemented it to inform both school-based and system-wide decisions. The dialogue framework is being used to guide community engagement activities across the organization and is a priority on the CBE's 2018-21Three-Year Education Plan.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

To support Dialogue implementation, more than 600 system leaders have participated in training sessions. A toolkit of resources has been developed for leaders, including more than 30 tip sheets, templates and samples.

Trustees and senior leaders attend in-person sessions whenever possible so they can understand the aspirations and concerns of stakeholders directly. Updates for major engagements are shared at Superintendents' Team meetings and Board meetings, and community engagement is often a topic at leadership meetings. Principals are actively involved, engaging with their school communities and providing feedback on system-wide initiatives.

In the 2017-18 school year, large system engagements included Area 6 & 7 impacted schools, South Mandarin Bilingual Program expression of interest, Northwest and North Central French Immersion Programs and program changes at various schools.

3.	90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days	Compliant

The organization is compliant with this indicator.

Evidence statement

During the reporting period a review of the monitoring records from the Chief Superintendent's office indicate 100 per cent of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained by CBE Communication and Engagement Services indicates that 4,528 enquiries, or 100 per cent of enquiries received by the public information line, the Dialogue inbox, the webmaster inbox or the CBE communications inbox from August 2017 to July 2018 were acknowledged within two business days.

8.2	Ensure that school councils are supported in performing their mandated role.	Compliant

Involved and informed school communities have the potential to make a significant impact on student success.

Calgary Board of Education

OE – 8: Communicating and Engaging with the Public

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community.

- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school

Board-approved Indicators and *Evidence* of Compliance |

1. Available school council resources are accessed through the corporate website.	Compliant

The organization is compliant with this indicator.

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include the school council handbook (updated regularly), links to Council of School Councils (COSC) information, resources and links to the Alberta School Councils' Association (ASCA), administrative guidelines and templates for school council annual reports, and sample agendas, minutes, bylaws and other important checklists. The Key Communiqué newsletter, which includes important information for school councils, is also linked to this page.

A separate page on the corporate website is dedicated to resources for parent societies.

2. Information is shared on a timely basis with school councils.	Compliant

The organization is compliant with this indicator.

Calgary Board of Education

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

Evidence statement

In 2017-18, four Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs in turn share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Four COSC (Council of School Councils) meetings were held during the 2017-18 school year. Between 60-80 parents typically attend each meeting. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members.

Principals also share information at school council meetings throughout the year.

3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan	Compliant

The organization is compliant with this indicator.

Evidence statement

During 2017-18, 100 per cent of principals who have a school council, reported they offered opportunities to provide input and feedback on the school development plan as recorded in Action Manager. Five unique settings stated they do not have a school council.

4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.	Compliant

The organization is compliant with this indicator.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Evidence statement

During 2017-18, 100 per cent of principals who have a school council, reported they offered opportunities to provide input and feedback on the school-based budget as recorded in Action Manager. Five unique settings stated they do not have a school council.

8.3	Effectively handle complaints and concerns.	Compliant

Contributing to the success of an effective organization is the provision for a process which addresses concerns and complaints.

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes.

- *complaints and concerns* to mean a formal expression of discontent:
  - about the values, customs or regulations of the CBE;
  - within the context of their relationship with the CBE; and
  - requiring a response.

Board-approved Indicators and *Evidence* of Compliance |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007	Compliant

The organization is compliant with this indicator.

Calgary Board of Education

**operational
expectations
monitoring report**

OE – 8: Communicating and Engaging with the Public

Evidence statement

During 2017-18, 100 per cent of concerns and complaints received at the Area and system level were responded to within the stated time frames outlined in AR5007 as recorded in Action Manager.

2. Principals and system leaders confirm the approved concerns and complaints process is used.	Compliant

The organization is compliant with this indicator.

Evidence statement

As recorded in Action Manager, 100 per cent of principals and system leaders confirm that parents have been directed to use the concerns and complaints process when applicable during the 2017-18 school year.

The concerns and complaints process can be found on the CBE corporate website and is linked to all the school websites that have transitioned to the new technology platform.

8.4	Reasonably include people in decisions that affect them.	Compliant

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process.

- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Board-approved Indicators and *Evidence* of Compliance |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant

The organization is compliant with this indicator.

Evidence statement

Community engagement

The CBE continues to be guided by its community engagement framework, called Dialogue, in identifying opportunities for people to have a voice in decisions that affect them. During the 2017-18 school year, there was considerable community engagement on significant system issues including:

- *Schools in Areas 6 & 7 impacted by new school openings*
- *Expansion of the south Mandarin Bilingual Program*
- *Northwest and North Central French Immersion programs*
- *Program changes at various schools.*

These and other engagement initiatives throughout the year provided more than 45 in-person and 11 online opportunities for affected stakeholders to have a voice in decisions that affect them. Members of the public are also welcome to provide feedback and ask questions about community engagement activities throughout the year by emailing dialogue@cbe.ab.ca.

2. 60 per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.	Compliant

The organization is compliant with this indicator.

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

Evidence statement

Of those who completed surveys at in-person engagement sessions for system-level engagements in 2017-18, 97 per cent of respondents indicated satisfaction with their involvement in the individual engagement meeting. This includes engagement sessions for the northwest and north central French Immersion programs, Area 6 & 7 impacted schools and program changes at W.O. Mitchell School and Sundance School.

3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the reporting period, the result for the suite of questions related to Annual Parental Involvement was 77.4 per cent compared to 78.3 per cent in 2016-17. The result was maintained within plus or minus two percentage points.

4. Principals confirm staff involvement in school decisions as required by collective agreements.	Compliant

The organization is compliant with this indicator.

Evidence statement

Calgary Board of Education

operational
expectations
monitoring report

OE – 8: Communicating and Engaging with the Public

As recorded in Action Manager, 100 per cent of principals confirm staff in their school were offered opportunities to be involved in school decisions during the reporting period.

5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.	Compliant

The organization is compliant with this indicator.

Evidence statement

During the 2017-18 school year, numerous opportunities were provided for school-based staff to provide feedback on a variety of issues through:

- *Meetings with the chief superintendent/senior leaders and staff at various schools (K-12). Topics included issues of importance to school staff, system updates and clarification of media reports and CBE reputation.*
- *Monthly meetings with the chief superintendent/senior leaders and the Principal Advisory Council and Teacher Advisory Group*
- *Monthly meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff.*
- *Soliciting system-wide feedback on topics such as:*
  - *System-level community and employee engagement opportunities*
  - *System opening activities*
  - *The draft Three-Year Education Plan*
  - *Developing the 2018-19 CBE Budget*

Calgary Board of Education

5-14

OE – 8: Communicating and Engaging with the Public

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.

5-14

report to Board of Trustees

Chief Superintendent's Update

Date	December 4, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for information for 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-7: Communication With and Support for the Board states 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-7 for the provision of information in a timely, simple and concise form.

Calgary Board of Education

Build Professional Capital

December 7, 2018 Professional Development Day

On December 7th the Learning Service Unit will be providing a variety of professional learning opportunities for teachers and staff. These include:

Education Collaboration: Professional Learning for K-9 Educators
> This day will focus on a variety of Mathematics, Literacy and assessment strategies designed to build the professional capacity of educators in K-9 settings.

LEAD (Literacy, English and Academic Development) Community of Practice
> LEAD teachers and English Language Learning assistants will deepen their understanding of assessment and reporting for students in the LEAD program.

Creating Personal Narratives: Connecting with the Land to Support our English Language Learners
> Explore the land and ways to create personal narratives through the Career and Technology Foundations/Career and Technology Studies (CTF/CTS) and Fine Arts lens. The focus is on creating opportunities for oral language development and tapping into students' Funds of Knowledge.

Indigenous Education Professional Learning Opportunities
> Braiding knowledges | explore Indigenous worldviews and pedagogy in and through the disciplines of science, social studies or math Indigenous Pedagogy at Niitsitapi Learning Centre | guiding educators toward a deeper understanding of what it might mean to hold and/or be strengthened by multiple worldviews as they consider the learning experiences of all students.

Symposium for Learning & Literacy Teachers on Inclusive Technology – Accessibility
> Sessions include Behaviour Observation Assessment Teaching Strategies, Movement and Regulation, Learning Disabilities and Math.

CTF&CTS | Cross Curricular | Field Experience and Design Cross Occupational Task
> Examine the CTF Program of Study and leverage the community to design multiple occupational tasks that focus on real world changes and invite multiple career clusters.

CTF&CTS | Emerging Technology | Designing with Adobe Illustrator and Laser Cutters

Teachers will enhance their task design in CTS and CTF by working with industry experts in Adobe Illustrator.

Low Tech No Tech Communications

This session is designed for teachers and education assistants working with students in specialized classrooms (TASC, CSSI, SKILL, ACCESS, ALP). The focus of the session is around communication ideas for those students who are non-verbal. Strategies will be provided around ideas for communication with no or limited technology usage.

Through these sessions, teachers personalize their professional learning to best support student success.

Engage Our Stakeholders

Three-Year System Student Accommodation Plan (SSAP) Engagement and Communications

Student accommodation planning is an ongoing, collaborative process that identifies and responds to the changing needs across the CBE. Property, Planning and Transportation works closely with Area directors to identify schools that may have student accommodation challenges in the future. When appropriate, Communication and Engagement Services provides support in communicating with affected school communities.

This fall that has included launching a new approach to communicating with school communities identified on the SSAP. This approach allows CBE to work with schools to provide information to their communities as soon as it becomes available and to communicate on an ongoing basis about the accommodation challenges the school may be experiencing.

CBE is also working with specific school communities this fall in implementing plans to make effective use of learning space and balance out student enrolment. These schools include Ranchlands School, Captain Nichola Goddard School, Buffalo Rubbing Stone School, Panorama Hills School and others.

Steward Our Resources

Good Day Sunshine: A CBE Renewable Energy Story

Within the next 12 months, the installation of new solar photovoltaic (PV) panel systems on nine additional CBE schools is anticipated to be completed.

The first five projects have been named by the students at these five schools the "Good Day Sunshine" project. This jointly funded CBE-Bullfrog Power project at

Highwood, Senator Patrick Burns, Dr. E. W. Coffin, Chinook Park and Midnapore schools will generate 60 MWh/year and offset approximately 38 tonnes of CO_2 emissions. These five schools are eager to integrate the PV system data into their impressive environmental and energy literacy initiatives.

On a grander scale, what will soon become the four largest CBE PV systems are underway at Lord Beaverbrook, James Fowler, Nelson Mandela and Joane Cardinal-Schubert high schools. This work is part of the provincial government's Solar Technology System program that fully funds PV systems up to 350 kW per school. Together it is expected they will generate 1165 MWh/year and offset 745 tonnes of CO_2 emissions. The Nelson Mandela PV system is already completed and generating power, the Joane Cardinal-Schubert system is under construction and the James Fowler and Lord Beaverbrook systems are moving from design to construction.

These nine schools will significantly increase the value of CBE's PV generation portfolio which once completed will generate a total of 1340 MWh/year or 1.7% of CBE's total electrical energy consumption. This carbon-free, renewable energy generation will offset 850 tonnes of annual CO_2 emissions. In addition to being one of the largest producers of solar energy in Calgary, by the end of 2019, the CBE will have 28 schools providing students with enhanced opportunities to acquire the attitudes, skills and knowledge to contribute to a socially, environmentally and economically sustainable society.

Government of Alberta Playground Pilot Program

On October 24, 2018, the Government of Alberta announced the creation of a playground pilot program focused on playgrounds that are aging and in need of replacement.

School jurisdictions were subsequently asked to submit five playgrounds that met all of the following criteria:
- School has a kindergarten to Grade 6 component;
- School was not part of the recent playground announcements. The complete list of approved projects can be found at https://education.alberta.ca/school-infrastructure/current-school-projects/;
- Playground has not received any other government grants such as the Community Facility Enhancement Program grant;
- Funding will not be used to reimburse previous expenditures on playground projects; and
- School does not currently have a playground or the playground will need to be removed within the next few years because it will no longer meet the Canadian Standards Association (CSA) playground standards.

Additional supporting criteria were identified by the government as follows (i.e., a playground must meet one or more of these criteria):
- Playground plays an integral part in the physical education program at the school;

- Current playground is not suitable for the current grade configuration of the school;
- Current playground is too small for the number of students in the schools; and
- The school has a nutrition program in place for students.

The Calgary Board of Education reviewed schools that conformed to the above criteria and submitted the following five schools to the government for consideration under this playground program:

1. Taradale School. The grade configuration of this school is K-4. It does not have a playground;
2. Glenbrook School. The grade configuration of this school is K-6. Its playground was constructed in 1998 and has reached the end of its useful life;
3. James Short Memorial School. The grade configuration of this school is K-2. It has two playgrounds; however, one has reached the end of its useful life and the other is too small for the number of students;
4. Abbeydale School. The grade configuration of this school is K-5. The playground was constructed in 2002 and has reached the end of its useful life; and
5. Catherine Nichols Gunn School. The grade configuration of this school is K-6. The playground was constructed in 2002 and has reached the end of its useful life.

As soon as the Government of Alberta announces the schools that will be provided with funding under this Playground Pilot Program, the CBE will communicate this exciting information.

D. Stevenson

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

2018-2019 School Enrolment Report

Date	December 4, 2018
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-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Property, Planning & Transportation Anne Trombley, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Learning Lori Walsh, System Assistant Principal, Learning

1 | Recommendation

- 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.

Calgary Board of Education

8-6

3 | Background

The purpose of the report is to provide enrolment data for CBE schools and programs. This report is intended to provide a snapshot 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 that provide updated analysis of projected enrolment growth and population trends.

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, classes for students with complex learning needs, and the number of out-of-attendance area students as of September 30th in the current school year;

- Provincial capacity of schools, including the number of modular classrooms and utilization rate of each school building; and

- A list of the leases and the amount of space leased for each building.

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.

4 | Analysis

City of Calgary's Population

Information about Calgary's population is provided as context and is taken from two City of Calgary sources: *the 2018 Civic Census Results and Calgary & Region Economic Outlook 2018-2023*. The information provided in this report is only a small fraction of the detail provided in these documents. The full reports are available on the City of Calgary website.

http://www.calgary.ca/CA/city-clerks/Pages/Election-and-Information-Services/Civic-Census/Civic-Census.aspx

http://www.calgary.ca/cfod/finance/Documents/Corporate-Economics/Calgary-and-Region-Economic-Outlook/Calgary-and-Region-Economic-Outlook-2018-Fall.pdf

Total population for 2018 is 1,267,344 up 21,007 residents from 2017. This represents an increase of 1.69%.

- Calgary's population is expected to grow to 1.372 million by 2022 and 1.399 million in 2023, up from 1.267 million in 2018. Total population would increase

by 131,400 over the 2018-2023 period or by 26,300 annually. Net migration would be the primary driver of population growth. Population growth for the 2019-2022 period is expected to be faster for the city of Calgary (2.0 per cent) than the entire province of Alberta (1.6 per cent).

▪ This relatively higher pace of growth is because the city of Calgary is expected to remain a more attractive destination for migrants relative to other Alberta jurisdictions. Calgary remains the commercial and economic centre of southern Alberta and provides opportunities in a range of industries including petrochemical and energy, finance, technology, tourism, and media.

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. In 2018, the natural increase was 9,419 persons, a difference of 773 from the previous period of 2016-2017.

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 11,588, there was an increase in net migration from 2017's net migration of 974 people. As the Alberta unemployment rate remains high relative to the rest of Canada, international net migration, rather than interprovincial or intercity migration, is expected to be the leading source of city population growth.

Population and housing statistics are monitored on an annual basis for all residential districts. Beltline leads the way in growth with a population increase of 1,668 residents. This increases the population of the community of Beltline to 24,887 for 2018. Nine other communities also had an increase of more than 1,000 residents. The communities with a population increase of more than 1,000 are:

Community Name	Planning Sector	Additional Residents	2018 Total Residents
Beltline	Centre	1,668	24,887
Saddle Ridge	Northeast	1,656	21,567
Cornerstone	Northeast	1,575	1,629
Redstone	Northeast	1,454	4,846
Mahogany	Southeast	1,392	9,836
Legacy	South	1,385	5,304
Evanston	North	1,366	17,251
Nolan Hill	North	1,142	6,454
Sage Hill	North	1,136	7,219
Skyview Ranch	Northeast	1,125	11,168

Source: 2018 Civic Census Results

Calgary Board of Education

The 2018-2019 Student Enrolment Summary, which was presented to the Board of Trustees on October 23, indicated a total enrolment of 123,419 students. As noted in that report, changes to the initial September 30 enrolment can occur as Administration works with the province to review enrolment data submitted through the PASI System (Provincial Approach to Student Information). This year the total

September 30 enrolment after completion of this review process remained the same at 123,419.

Enrolment has increased for the eleventh consecutive year. Over the past 11 years, enrolment has increased by just over 21,700 students with enrolment increasing by 1.4% or 1,729 students from 2017 to 2018. The enrolment increase this year is lower than the 2,544 student increase last year. The highest increase over the past eleven years was 3,737 between September 2012 and September 2013.

The table below compares September 30, 2017 student enrolment to September 30, 2018 by division:

Comparison of September 30, 2017 to September 30, 2018

	September 30, 2017	September 30, 2018	Difference
Pre-Kindergarten	228	195	-33
Kindergarten	9,053	8,740	-313
Grades 1-3	29,080	29,073	-7
Grades 4-6	27,182	28,265	1,083
Grades 7-9	24,267	25,321	1,054
Grades 10-12	27,035	27,567	532
Sub-Total (Pre-K to GR12)	116,845	119,161	2,316
Home Education	267	262	-5
Outreach Programs	1,288	1,365	77
Unique Settings	853	939	86
CBe-learn	463	576	113
Chinook Learning Services	1,974	1,116	-858
Total	121,690	123,419	1,729

The most significant increases occurred at Grades 4-6 (1,083 students) and Grades 7-9 (1,054 students).

Sixteen schools offer a full day kindergarten program and reported total enrolment of 688 students on September 30, 2018. The CBE has 12 Early Development Centre (EDC) locations that offer pre-kindergarten programming to almost 200 students.

School Enrolment

Attachment I lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. For schools and/or programs whose attendance area is the same as the CBE boundary, the number of out-of-attendance area students, if any, are students attending from outside of the 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

Calgary Board of Education

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 learning needs is included in the regular program enrolment. Several schools offer classes for students with complex learning needs with grade configurations that differ from the regular or alternative program at the school. For example, a school which accommodates K-4 for the regular program could have students registered in a complex learning needs class that accommodates some students in Grade 5.

There are a few schools with classes for students with complex learning needs that do not offer a regular program but do offer an alternative program. In these situations, enrolment for students with complex learning needs is reported 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. The projected enrolment included in the graph is taken from the CBE's Three-Year School Capital Plan 2019-2022 which was approved in March 2018.   An updated five-year enrolment projection will be included in the Three-Year School Capital Plan 2020-2023 when it is presented in March 2019.

Attachment IX is a map of student population change by community. It shows pre-k to Grade 12 enrolment change, by community, from September 30, 2017 to September 30, 2018. The map also indicates the locations of new schools that opened this year as well as those that are approved for funding and design that are projected to open for 2020 and beyond.

This year, the CBE opened one new high school in SE Calgary and reopened a previously closed elementary school. Joane Cardinal-Schubert High School opened for Grade 10 and 11 students living in SE Calgary and will expand to Grade 12 next year. Glenmeadows School re-opened in SW Calgary for kindergarten to Grade 6 Spanish Bilingual students.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 25,482, an increase of 594 students from last year. This increase in alternative program enrolment is lower than the 730 student 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 3,228 a decrease of 68 students from last year.

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

Calgary Board of Education

Capacity and Utilization

Attachment V provides provincial capacity and utilization rates for schools. The method for calculating Provincial Capacity 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 method allows for lease exemptions means that provincial capacities of schools may change from year to year. One example that could trigger a change is if a new lease is added to a school or if an existing lease arrangement changes or is discontinued.

The calculation of utilization is based on a Provincial formula which "weighs" students based on whether they are kindergarten students who typically attend half day or they have severe complex learning needs. The graphic below illustrates how actual weighted enrolment is calculated based on September 30 student enrolment each year:

Actual Student Enrolment (Grade 1-12) **+** Kindergarten Enrolment Divided by 2 **+** Students with Severe Complex Learning Needs X 3 **=** Weighted Enrolment
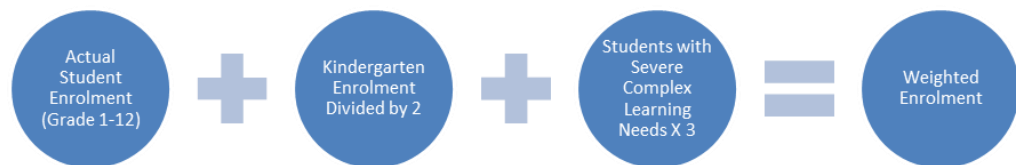
Once the weighted enrolment is determined, utilization is calculated by dividing the weighted enrolment by the Provincial capacity.

Even with the opening of two new schools this year, the provincial utilization rate for the system has increased by 2% from 83% last year to 85% this year. The total number of CBE schools with utilization rates above 85% is 114. There are 6

Calgary Board of Education

schools with a utilization rate that is exactly at the 85% mark and the total number of schools with utilization rates below 85% is 106.

Leases

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

5 | Conclusion

Total student enrolment increased by 1,729 students from September 30, 2017 to September 30, 2018.   The most significant increases occurred at Grades 4-6 (1,083 students) and Grades 7-9 (1,054 students).

D. Stevenson

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 2018-2019
Attachment IV:	Enrolment in classes for students with complex learning needs 2018-2019
Attachment V:	School capacity and utilization 2018-2019
Attachment VI:	CBE actual enrolment 2008-2018 & projected enrolment 2019-2022
Attachment VII:	2018-2019 Leased space in operating schools
Attachment VIII:	2018-2019 Lease of surplus school facilities
Attachment IX:	2017-2018 Student population change by community
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

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
ARBOUR LAKE		775							142	135	170	147	181				47
BELVEDERE PARKWAY		288		44	39	45	33	47	36	44							39
BOWCROFT		152		19	27	24	28	19	21	14							12
BOWCROFT	German Bilingual	145		20	22	25	26	20	18	14							1
BOWNESS		906												389	247	270	144
BRENTWOOD	Complex Learning Class(es)	7			1	3	1			2							0
BRENTWOOD	Traditional Learning Centre	658		100	101	97	114	140	106								9
CAPTAIN JOHN PALLISER		228		16	17	22	22	25	56	70							32
CAPTAIN JOHN PALLISER	Montessori	301		56	41	46	49	43	36	30							1
CITADEL PARK		428		76	69	91	102	90									17
DR E W COFFIN		181		20	25	34	23	30	19	30							98
EDGEMONT		667		76	102	119	127	117	126								13
ERIC HARVIE		440		83	93	110	76	78									14
F E OSBORNE		440									170	129	141				43
H D CARTWRIGHT		451									159	141	151				67
HAMPTONS (THE)		209		38	36	41	36	58									33
HAWKWOOD		616		70	90	72	93	112	93	86							44
MARION CARSON		324		38	36	44	50	50	56	50							34
MARION CARSON	Chinese (Mandarin) Bilingual	231		50	51	44	46	40									2
NATIONAL SPORT SCHOOL		200											58	38	46	58	41
RANCHLANDS		516		59	82	94	73	66	82	60							10
ROBERT THIRSK		1,251												399	437	415	141
ROYAL OAK		485		119	115	129	122										4
SCENIC ACRES		126		21	33	27	25	20									7
SILVER SPRINGS		247		38	31	35	36	42	43	22							10
SIMON FRASER		485							73	63	121	106	122				84
SIR WINSTON CHURCHILL		2,181												703	714	764	405
TERRACE ROAD		166	8	23	27	24	22	27	14	21							24
THOMAS B RILEY		199									84	59	56				17
THOMAS B RILEY	Traditional Learning Centre	367								114	84	97	72				3
TOM BAINES		830								172	214	210	234				16
TUSCANY		379	13	77	67	65	82	75									12
TWELVE MILE COULEE		845							179	173	172	179	142				17
WEST DALHOUSIE		308		27	26	44	44	52	67	48							37
WILLIAM D. PRATT		866						138	136	157	156	167	112				14
AREA 1 TOTAL		16,898	21	1,070	1,131	1,235	1,230	1,289	1,303	1,305	1,330	1,235	1,269	1,529	1,444	1,507	1,492

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
ALEX MUNRO		291	16	26	44	44	51	33	39	38							19
BALMORAL	Traditional Learning Centre	608							99	113	127	125	144				24
BANFF TRAIL	French Immersion	437		62	82	61	64	60	57	51							21
BEDDINGTON HEIGHTS		434		43	78	62	68	63	59	61							31
BRANTON	French Immersion	713									244	219	250				29
BUCHANAN		197		26	40	35	28	17	25	26							29
BUFFALO RUBBING STONE		543		97	139	110	108	89									22
CAMBRIAN HEIGHTS		214		36	31	28	30	31	31	27							26
CAPITOL HILL		311		28	58	48	50	44	46	37							30
CAPTAIN NICHOLA GODDARD		1,005							233	217	213	174	168				1
CATHERINE N GUNN		398		50	77	44	61	60	56	50							106
COLLINGWOOD	Spanish Bilingual	494		82	87	80	88	74	83								14
COLONEL IRVINE		229									100	76	53				33
COLONEL IRVINE	Chinese (Mandarin) Bilingual	301							86	69	61	38	47				1
COLONEL SANDERS	Traditional Learning Centre	385			97	96	96	96									10
DALHOUSIE	Spanish Bilingual	387		59	76	67	64	57	64								39
DR J K MULLOY	Traditional Learning Centre	497		104	103	93	101	96									6
GEORGES P VANIER		95									25	33	37				23
GEORGES P VANIER	French Immersion	240									99	85	56				4
HIGHWOOD	Chinese (Mandarin) Bilingual	336		70	73	68	67	58									15
HUNTINGTON HILLS		242		26	25	32	23	39	54	43							28
JAMES FOWLER		483												193	136	154	182
JAMES FOWLER	Arts Centered Learning	263												49	81	133	9
JOHN G DIEFENBAKER		1,432												455	479	498	195
KENNETH D. TAYLOR		556		115	121	119	114	85	2								4
KING GEORGE	French Immersion	619		112	117	99	88	75	64	64							2
NORTH HAVEN		277	14	27	36	33	37	41	48	41							16
PANORAMA HILLS		441		64	93	89	92	99		4							26
SENATOR PATRICK BURNS		85									21	32	32				31
SENATOR PATRICK BURNS	Spanish Bilingual	558								155	138	139	126				8
SIR JOHN A MACDONALD		680									236	225	219				57
SIR JOHN FRANKLIN	Arts Centered Learning	327							19	42	89	90	87				4
SIR JOHN FRANKLIN	Complex Learning Class(es)	44							8	9	12	4	11				0
THORNCLIFFE		163		21	19	29	25	18	20	31							41
THORNCLIFFE	Traditional Learning Centre	76		76													0
VARSITY ACRES	French Immersion	558		72	90	81	76	88	73	78							11
W O MITCHELL		24								24							6
W O MITCHELL	Spanish Bilingual	447		63	68	70	75	95	76								4
WILLIAM ABERHART		365												83	136	146	260

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
WILLIAM ABERHART	French Immersion	783												261	251	271	19
WILLIAM ABERHART	Spanish Bilingual	283												100	111	72	8
AREA 2 TOTAL		16,821	30	1,259	1,554	1,388	1,406	1,318	1,242	1,180	1,365	1,240	1,230	1,141	1,194	1,274	1,394
ABBEYDALE		272		43	45	37	52	42	53								23
BELFAST		227		30	36	37	27	44	32	21							156
CAPPY SMART		174		27	23	39	30	19	34	2							16
COLONEL MACLEOD		106								4	37	36	29				19
COLONEL MACLEOD	Traditional Learning Centre	404							89	84	87	76	68				30
COVENTRY HILLS		582	18	125	152	146	141										2
CRESCENT HEIGHTS		1,589												570	469	550	528
DR GLADYS M EGBERT		445								122	114	115	94				50
ERIN WOODS		339		47	67	48	64	59	54								37
ERNEST MORROW		669								152	155	166	196				76
FOREST LAWN		1,327												390	406	531	131
G W SKENE		205					78	65	61	1							15
HIDDEN VALLEY		215		49	52	60	54										2
HIDDEN VALLEY	French Immersion	222		46	69	52	55										5
IAN BAZALGETTE		429								117	118	87	107				41
IAN BAZALGETTE	Science	72								28	24	20					0
JACK JAMES		338												88	112	138	3
JAMES SHORT MEMORIAL		240	32	68	67	73											16
KEELER		246	17	31	42	39	39	38	39	1							46
LANGEVIN	Science	637		43	50	50	50	56	54	78	87	87	82				82
LANGEVIN	Complex Learning Class(es)	10									6		4				0
MOUNT VIEW		190		21	23	32	25	30	24	35							49
NOSE CREEK		931						144	177	145	151	155	159				25
PATRICK AIRLIE		228		33	36	40	46	34	39								24
PENBROOKE MEADOWS		183		30	28	27	38	24	31	5							20
PIITOAYIS FAMILY SCHOOL	Colonel Walker	209		26	20	39	29	29	41	25							1
RADISSON PARK		257		42	50	32	51	44	38								12
ROLAND MICHENER		204		19	32	25	51	39	38								39
ROSEDALE		242		23	29	29	22	26	19	24	23	23	24				51
ROSEMONT		216		28	18	35	36	34	33	32							28
STANLEY JONES		244		43	51	48	40	23	25	14							34
STANLEY JONES	Alice Jamieson	282						33	47	49	58	51	44				2
SUNNYSIDE		154		19	25	22	21	20	26	21							48
VALLEY CREEK		463						57	71	76	78	89	92				25
VALLEY CREEK	French Immersion	236						53	39	45	41	26	32				15
VALLEY VIEW		199		22	39	34	44	34	26								25

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
VALLEY VIEW	Medicine Wheel	18		18													0
VALLEY VIEW	Science	276		44	49	42	48	45	48								0
VISTA HEIGHTS		143		22	30	21	18	18	21	13							9
WEST DOVER		252		28	47	39	51	41	46								40
AREA 3 TOTAL		13,675	67	927	1,080	1,046	1,110	1,051	1,205	1,094	979	931	931	1,048	987	1,219	1,725
ANNIE FOOTE		570		91	106	84	74	98	65	52							31
ANNIE GALE		330									95	113	122				37
ANNIE GALE	Traditional Learning Centre	238								60	60	60	58				9
BOB EDWARDS		214								62	40	63	49				55
BOB EDWARDS	French Immersion	157								30	56	36	35				3
CECIL SWANSON		420		54	61	72	55	68	62	48							62
CHIEF JUSTICE MILVAIN		227		30	36	23	31	37	43	27							4
CHIEF JUSTICE MILVAIN	Traditional Learning Centre	295		48	47	50	50	50	50								2
CHRIS AKKERMAN	Traditional Learning Centre	632		105	106	104	106	107	104								7
CLARENCE SANSOM		505									163	183	159				87
COLONEL J F SCOTT		475		58	76	71	75	57	74	64							31
CROSSING PARK		1,222		87	104	90	96	114	119	133	151	169	159				32
DOUGLAS HARKNESS		296	16	45	46	38	24	42	44	41							7
DR GORDON HIGGINS		520									176	171	173				12
FALCONRIDGE		454	11	71	62	72	72	60	58	48							51
GRANT MACEWAN		346		38	54	61	62	45	51	35							26
GUY WEADICK		390		52	68	62	62	77	33	36							4
HUGH A. BENNETT		524		104	133	108	86	93									33
LESTER B PEARSON		1,492												526	495	471	209
LESTER B PEARSON	French Immersion	79												27	15	37	2
LOUISE DEAN		109												23	25	61	7
MANMEET SINGH BHULLAR		486		81	87	69	69	62	70	48							9
MARLBOROUGH		245		51	39	44	43	34	34								6
MAYLAND HEIGHTS		157		16	24	21	19	31	26	20							49
MAYLAND HEIGHTS	French Immersion	310		54	62	56	45	44	49								4
MONTEREY PARK		507		78	71	74	79	68	73	64							32
NELSON MANDELA		1,839												572	595	672	120
O S GEIGER		367	15	46	55	54	44	52	53	48							50
PETER LOUGHEED		828							182	170	180	153	143				22
PINERIDGE		238		28	42	32	34	36	38	28							27
RUNDLE		522		67	75	85	72	73	73	77							10
SADDLE RIDGE		545		91	131	111	123	89									7
SIR WILFRID LAURIER	Traditional Learning Centre	465								128	127	109	101				29
TARADALE		661		139	141	145	122	114									0

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
TED HARRISON		749							145	148	152	159	145				39
TERRY FOX		386									142	117	127				33
AREA 4 TOTAL		17,800	42	1,434	1,626	1,526	1,443	1,451	1,446	1,367	1,342	1,333	1,271	1,148	1,130	1,241	1,148
ACADIA		323		44	53	67	48	41	47	23							26
AUBURN BAY		653		132	153	154	115	96	1	2							2
BRIDLEWOOD		514		59	67	80	87	87	68	66							10
CENTENNIAL		1,682												493	576	613	248
CHAPARRAL		507		50	69	79	66	69	87	87							36
COPPERFIELD		520		102	125	100	94	99									2
CRANSTON		542		128	130	142	142										12
DEER RUN		343		42	56	48	50	52	41	54							21
DOUGLASDALE		381		60	78	79	72	89	1	2							82
DR GEORGE STANLEY		763						156	161	147	112	99	88				30
DR MARTHA COHEN		759							181	178	149	127	124				24
FAIRVIEW	Traditional Learning Centre	787						151	148	149	117	116	106				7
FISH CREEK		691		72	88	100	93	104	111	123							6
HAULTAIN MEMORIAL		204		33	30	37	35	28	23	18							34
JOANE CARDINAL-SCHUBERT		1,200												689	511		37
LAKE BONAVISTA	Montessori	352		55	74	62	64	41	32	24							4
LE ROI DANIELS	Traditional Learning Centre	549		122	132	144	151										4
LORD BEAVERBROOK		1,006												220	254	532	172
LORD BEAVERBROOK	Arts Centered Learning	52												12	28	12	0
MAPLE RIDGE	Science	295		58	64	63	62	48									6
MCKENZIE HIGHLANDS		675						66	136	153	125	98	97				65
MCKENZIE LAKE		496	17	80	79	100	91	125	2	2							17
MCKENZIE TOWNE		589		126	127	126	118	92									9
MIDNAPORE		265		33	38	36	42	38	39	39							53
MIDNAPORE	Chinese (Mandarin) Bilingual	163		34	29	37	38	25									1
MIDSUN		731									193	274	264				30
MOUNTAIN PARK		741							123	153	137	160	168				59
NEW BRIGHTON		593		139	116	144	103	91									13
PRINCE OF WALES		329		45	43	58	57	64	35	27							94
R T ALDERMAN		28											28				15
R T ALDERMAN	Science	327							83	82	82	58	22				13
SAMUEL W SHAW		834							110	131	190	213	190				29
SOMERSET		252		45	52	39	57	57	1	1							20
WILLOW PARK	Arts Centered Learning	628							90	120	139	139	140				1
WILMA HANSEN		349							8	20	111	122	88				36
AREA 5 TOTAL		19,123	17	1,459	1,603	1,695	1,585	1,619	1,528	1,601	1,355	1,406	1,315	1,414	1,369	1,157	1,218

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
A E CROSS		451									146	152	153				62
A E CROSS	Spanish Bilingual	56									24	32					1
ALTADORE		385		54	64	63	63	47	52	42							36
ALTERNATIVE HIGH		90												18	18	54	2
ANDREW SIBBALD		307		63	49	42	47	48	38	20							29
BANTING AND BEST		216		54	53	53	56										24
BRAESIDE		236		38	33	32	29	40	31	33							34
CANYON MEADOWS	Spanish Bilingual	407		71	81	70	67	65	53								55
CEDARBRAE		263		27	33	33	43	44	52	31							44
CENTRAL MEMORIAL		1,161												380	363	418	235
CHINOOK PARK		174		14	19	18	39	28	34	22							23
CHINOOK PARK	French Immersion	294		45	45	38	50	36	37	43							14
DAVID THOMPSON		124									39	50	35				14
DAVID THOMPSON	French Immersion	396							78	64	84	93	77				3
DR E P SCARLETT		1,244												357	375	512	243
DR E P SCARLETT	French Immersion	306												130	94	82	4
DR E P SCARLETT	Spanish Bilingual	104												48	36	20	1
ETHEL M JOHNSON		338		22	44	56	34	65	62	55							27
EUGENE COSTE	Spanish Bilingual	351		68	68	57	81	41	36								43
EVERGREEN		451		91	108	109	143										12
GLENBROOK		238		35	33	34	41	29	33	33							21
GLENMEADOWS	Spanish Bilingual	352		45	53	49	51	57	51	46							2
HAROLD PANABAKER		218									54	105	59				17
HAROLD PANABAKER	Chinese (Mandarin) Bilingual	54							25	14	15						0
HAYSBORO		178		21	27	24	24	33	23	26							12
HENRY WISE WOOD		1,305												439	418	448	247
JANET JOHNSTONE		268		40	66	54	53	55									5
JANET JOHNSTONE	French Immersion	191		39	34	37	42	39									3
JOHN WARE		476									152	163	161				38
LOUIS RIEL	Complex Learning Class(es)	309						20	56	63	65	59	46				0
LOUIS RIEL	Science	546		60	44	49	72	65	52	52	54	53	45				14
MARSHALL SPRINGS		749						113	144	138	122	129	103				20
NELLIE McCLUNG		382		45	67	64	58	44	54	50							35
NICKLE		514							88	75	107	122	122				48
RIVERBEND		437		76	57	72	53	72	56	51							18
ROBERT WARREN	Spanish Bilingual	220								65	65	53	37				4
RON SOUTHERN		203		36	38	43	24	30	14	18							13
SAM LIVINGSTON	French Immersion	499		82	127	95	95	100									22
SHERWOOD		393						43	49	44	81	82	94				10

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
SUNDANCE	French Immersion	431		76	62	55	80	65	49	44							50
WOODBINE		396	18	58	44	58	54	46	65	53							22
WOODLANDS		264		31	38	33	44	50	30	38							34
WOODMAN		198									80	53	65				63
WOODMAN	French Immersion	267						39	28	51	76	73					29
AREA 6 TOTAL		16,442	18	1,191	1,287	1,238	1,343	1,275	1,301	1,148	1,139	1,222	1,070	1,372	1,304	1,534	1,633
ALEXANDER FERGUSON		237		30	28	29	39	41	42	28							31
ALL BOYS	Sir James Lougheed	127		12	17	14	25	18	19	22							0
BATTALION PARK		427		59	57	61	66	66	68	50							7
BISHOP PINKHAM		66									27	14	25				17
BISHOP PINKHAM	French Immersion	363									136	133	94				13
BISHOP PINKHAM	Spanish Bilingual	31											31				0
BRIAR HILL		234		34	33	41	33	32	27	34							105
COLONEL WALKER		122		22	22	24	16	15	10	13							11
CONNAUGHT		356		70	58	65	55	35	45	28							41
DR ROBERTA BONDAR		506		72	104	63	77	64	72	54							36
EARL GREY		209		23	22	26	32	39	36	31							91
ELBOW PARK		203		31	33	29	30	34	12	34							17
ELBOYA		399		33	43	49	36	49	48	47	40	28	26				40
ELBOYA	French Immersion	313						67	41	69	59	77					21
ERNEST MANNING		1,879												690	612	577	84
GLAMORGAN	Traditional Learning Centre	738		83	76	95	77	78	82	85	63	49	50				14
GLENDALE		221		18	37	31	32	35	37	31							73
GRIFFITH WOODS		957		78	107	93	78	125	101	101	105	100	69				12
HILLHURST		288		22	20	22	29	55	66	74							49
JENNIE ELLIOTT		514		72	86	81	86	74	57	58							37
KILLARNEY	Montessori	340		52	62	57	53	48	36	32							10
MOUNT ROYAL		271									91	80	100				29
OLYMPIC HEIGHTS		611		85	85	76	96	85	96	88							78
QUEEN ELIZABETH		312		35	43	44	50	47	52	41							26
QUEEN ELIZABETH JR/SR		986									196	157	195	155	122	161	170
RAMSAY		141		28	24	22	28	13	14	12							37
RICHMOND		191		40	25	28	31	16	29	22							28
RIDEAU PARK		417		17	24	23	27	29	24	35	78	85	75				96
ROSSCARROCK		122		17	8	16	15	19	29	18							22
SIMONS VALLEY		672		81	89	88	105	103	93	113							49
SUNALTA		311		38	45	44	50	45	48	41							130
UNIVERSITY		397		52	63	80	60	51	51	40							111
VINCENT MASSEY		706									246	221	239				74

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
WEST RIDGE		738							172	166	150	153	97				15
WEST SPRINGS		561		95	107	109	120	130									10
WESTERN CANADA		1,680												496	620	564	356
WESTERN CANADA	French Immersion	558												228	172	158	27
WESTGATE	French Immersion	547		97	79	80	85	76	78	52							5
WILDWOOD		359		43	37	64	48	52	62	53							22
WILLIAM REID	French Immersion	292		61	63	48	69	51									9
AREA 7 TOTAL		18,402	-	1,400	1,497	1,502	1,548	1,525	1,573	1,444	1,201	1,079	1,078	1,569	1,526	1,460	2,003
TOTAL		119,161	195	8,740	9,778	9,630	9,665	9,528	9,598	9,139	8,711	8,446	8,164	9,221	8,954	9,392	10,613

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
OUTREACH PROGRAMS																	
DISCOVERING CHOICES	Downtown	561												6	45	510	
DISCOVERING CHOICES II	Marlborough	331												4	52	275	
START OUTREACH - BOWNESS	Bowness	196												3	22	171	
WESTBROOK OUTREACH	Westbrook	277												6	31	240	
TOTAL OUTREACH PROGRAMS		1,365	-	-	-	-	-	-	-	-	-	-	-	19	150	1,196	
UNIQUE SETTINGS																	
AADAC	Area 4	-															
CHILDREN'S VILLAGE	Area 2	61		2	8	7	11	16	9	8							
CHRISTINE MEIKLE	Area 1	107								3	12	22	16	20	20	14	
DR GORDON TOWNSEND	Area 1	29		2	1	2		1	2	4	5	5	1	3	2	1	
DR OAKLEY	Area 7	159					5	27	54	31	27	9	2	1	3		
EMILY FOLLENSBEE	Area 6	85		6	9	16	9	12	16	6	9	1	1				
NEXUS/TRUST TREATMENT/PROJECT TRUS	Area 1	23													4	19	
NIITSITAPI LEARNING CENTRE	Area 3	171	45	39	40	25	22										
WEST VIEW SECONDARY	Area 1	60										1	5	9	18	27	
WILLIAM ROPER HULL	Area 6	113			1	1	5	6	5	6	8	15	14	12	24	16	
WOOD'S HOMES	Area 1	72			1	2	1	3	1	10	7	14	10	13	10		
YOUNG ADULT PROGRAM	Area 1	59										5	17	13	15	9	
TOTAL UNIQUE SETTINGS		939	45	49	59	52	54	63	89	59	71	65	70	68	99	96	
HOME EDUCATION	Windsor Park	262			17	31	25	26	28	40	29	31	30	1	1	3	
CBe-LEARN*		576								5	9	30	34	38	64	396	
CHINOOK LEARNING SERVICES*		1,116														1116	
SUB-TOTAL *includes students 20 years old and older		1,954	-	-	17	31	25	26	28	45	38	61	64	39	65	1,515	
TOTAL ENROLMENT		123,419	240	8,789	9,854	9,713	9,744	9,617	9,715	9,243	8,820	8,572	8,298	9,347	9,268	12,199	

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy					33	47	49	58	51	44				282
Stanley Jones School					33	47	49	58	51	44				282
All - Boys School	12	17	14	25	18	19	22							127
All Boys Program	12	17	14	25	18	19	22							127
Arts-Centred Learning						109	162	228	229	227	61	109	145	1,270
James Fowler High School											49	81	133	263
Lord Beaverbrook High School											12	28	12	52
Sir John Franklin School						19	42	89	90	87				327
Willow Park School						90	120	139	139	140				628
Chinese (Mandarin) Bilingual	154	153	149	151	123	111	83	76	38	47				1,085
Colonel Irvine School						86	69	61	38	47				301
Harold Panabaker School						25	14	15						54
Highwood School	70	73	68	67	58									336
Marion Carson School	50	51	44	46	40									231
Midnapore School	34	29	37	38	25									163
French Immersion	746	830	702	749	687	630	540	780	727	694	646	532	548	8,811
Banff Trail School	62	82	61	64	60	57	51							437
Bishop Pinkham School								136	133	94				363
Bob Edwards School							30	56	36	35				157
Branton School								244	219	250				713
Chinook Park School	45	45	38	50	36	37	43							294
David Thompson School						78	64	84	93	77				396
Dr. E.P. Scarlett High School											130	94	82	306
Elboya School						67	41	69	59	77				313
Georges P. Vanier School								99	85	56				240
Hidden Valley School	46	69	52	55										222
Janet Johnstone School	39	34	37	42	39									191
King George School	112	117	99	88	75	64	64							619
Lester B. Pearson High School											27	15	37	79
Mayland Heights School	54	62	56	45	44	49								310
Sam Livingston School	82	127	95	95	100									499
Sundance School	76	62	55	80	65	49	44							431
Valley Creek School						53	39	45	41	26	32			236
Varsity Acres School	72	90	81	76	88	73	78							558
Western Canada High School											228	172	158	558
Westgate School	97	79	80	85	76	78	52							547
William Aberhart High School											261	251	271	783
William Reid School	61	63	48	69	51									292
Woodman School						39	28	51	76	73				267
German Bilingual	20	22	25	26	20	18	14							145
Bowcroft School	20	22	25	26	20	18	14							145
Medicine Wheel	18													18
Valley View School	18													18

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Montessori	**163**	**177**	**165**	**166**	**132**	**104**	**86**							**993**
Captain John Palliser School	56	41	46	49	43	36	30							301
Killarney School	52	62	57	53	48	36	32							340
Lake Bonavista School	55	74	62	64	41	32	24							352
Piitoayis Family School	**26**	**20**	**39**	**29**	**29**	**41**	**25**							**209**
Piitoayis Family School	26	20	39	29	29	41	25							209
Science School	**205**	**207**	**204**	**232**	**214**	**237**	**240**	**247**	**218**	**149**				**2,153**
Ian Bazalgette School							28	24	20					72
Langevin School	43	50	50	50	56	54	78	87	87	82				637
Louis Riel School	60	44	49	72	65	52	52	54	53	45				546
Maple Ridge School	58	64	63	62	48									295
R.T. Alderman School						83	82	82	58	22				327
Valley View School	44	49	42	48	45	48								276
Spanish Bilingual	**388**	**433**	**393**	**426**	**389**	**363**	**266**	**227**	**224**	**194**	**148**	**147**	**92**	**3,690**
A. E. Cross School								24	32					56
Bishop Pinkham School									31					31
Canyon Meadows School	71	81	70	67	65	53								407
Collingwood School	82	87	80	88	74	83								494
Dalhousie School	59	76	67	64	57	64								387
Dr. E.P. Scarlett High School											48	36	20	104
Eugene Coste School	68	68	57	81	41	36								351
Glenmeadows School	45	53	49	51	57	51	46							352
Robert Warren School							65	65	53	37				220
Senator Patrick Burns School							155	138	139	126				558
W.O. Mitchell School	63	68	70	75	95	76								447
William Aberhart High School											100	111	72	283
Traditional Learning Centre	**638**	**662**	**679**	**695**	**718**	**678**	**733**	**665**	**632**	**599**				**6,699**
Annie Gale School							60	60	60	58				238
Balmoral School						99	113	127	125	144				608
Brentwood School	100	101	97	114	140	106								658
Chief Justice Milvain School	48	47	50	50	50	50								295
Chris Akkerman School	105	106	104	106	107	104								632
Colonel Macleod School						89	84	87	76	68				404
Colonel Sanders-TLC		97	96	96	96									385
Dr. J.K. Mulloy School	104	103	93	101	96									497
Fairview School					151	148	149	117	116	106				787
Glamorgan School	83	76	95	77	78	82	85	63	49	50				738
Le Roi Daniels School	122	132	144	151										549
Sir Wilfrid Laurier School							128	127	109	101				465
Thomas B. Riley School							114	84	97	72				367
Thorncliffe School	76													76
Grand Total	**2,370**	**2,521**	**2,370**	**2,499**	**2,363**	**2,357**	**2,220**	**2,281**	**2,119**	**1,954**	**855**	**788**	**785**	**25,482**

CALGARY BOARD OF EDUCAT1ON

COMPLEX LEARNING CLASSES 2018-2019 (excludes Unique Settings)

Area	School	PROGRAM	# of Classes
1	Arbour Lake	Learning & Literacy (L&L)	2
1	Bowness	Paced Learning Program (PLP)	1
1	Brentwood	Communication, Sensory and Social Interaction (CSSI)	1
1	Captain John Palliser	Learning & Literacy (L&L II)	1
1	F E Osborne	Paced Learning Program (PLP)	1
1	F.E. Osborne	The Class	2
1	H.D. Cartwright	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
1	H.D. Cartwright	Learning & Literacy (L&L)	2
1	Hawkwood	Bridges II	1
1	Ranchlands	Paced Learning Program (PLP)	1
1	Robert Thirsk	Adapted Learning Program (ALP)	1
1	Robert Thirsk	Paced Learning Program (PLP)	1
1	Sir Winston Churchill	The Class	1
1	Terrace Road	Early Development Centre	2
1	Terrace Road	Paced Learning Program (PLP)	1
1	Thomas B. Riley	Adapted Learning Program (ALP)	1
1	Thomas B. Riley	Paced Learning Program (PLP)	1
1	Tuscany	Early Development Centre	2
1	West Dalhousie	Social Knowledge, Independent Living and Language (SKILL)	1
2	Alex Munro	Early Development Centre	2
2	Alex Munro	Social Knowledge, Independent Living and Language (SKILL)	1
2	Buchanan	Social Knowledge, Independent Living and Language (SKILL)	2
2	Buchanan	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Buffalo Rubbing Stone	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Cambrian Heights	Paced Learning Program (PLP)	1
2	Cambrian Heights	The Class	1
2	Capitol Hill	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Children's Village	Early Development Centre (Full Day)	1
2	Colonel Irvine	Bridges III	1
2	Georges P. Vanier	Learning & Literacy (L&L)	1
2	Huntington Hills	Learning & Literacy (L&L II)	2
2	James Fowler High	Literacy, English & Academic Development (LEAD)	3
2	James Fowler High	Paced Learning Program (PLP)	2
2	James Fowler High	The Class	1
2	Kenneth D Taylor	Communication, Sensory and Social Interaction (CSSI)	2
2	North Haven	Bridges II	1
2	North Haven	Early Development Centre	4
2	North Haven	Paced Learning Program (PLP)	1
2	Panorama Hills	Communication, Sensory and Social Interaction (CSSI)	1
2	Panorama Hills	Social Knowledge, Independent Living and Language (SKILL)	1
2	Sir John A. Macdonald	Learning & Literacy (L&L)	2
2	Sir John A. Macdonald	Paced Learning Program (PLP)	1
2	Sir John A. Macdonald	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Sir John Franklin	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin	Literacy, English & Academic Development (LEAD)	4
2	William Aberhart High	Adapted Learning Program (ALP)	1
2	William Aberhart High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Cappy Smart	Social Knowledge, Independent Living and Language (SKILL)	2
3	Colonel Macleod	Bridges III	1
3	Colonel Macleod	Literacy, English & Academic Development (LEAD)	1
3	Coventry Hills	Early Development Centre	2
3	Crescent Heights High	Bridges IV	1
3	Crescent Heights High	Literacy, English & Academic Development (LEAD)	3
3	Crescent Heights High	The Class	1
3	Dr. Gladys M. Egbert	Paced Learning Program (PLP)	1
3	Erin Woods	Bridges I	2
3	Ernest Morrow	Literacy, English & Academic Development (LEAD)	2
3	Ernest Morrow	Paced Learning Program (PLP)	3
3	Forest Lawn High	Literacy, English & Academic Development (LEAD)	2
3	Forest Lawn High	Paced Learning Program (PLP)	2
3	Forest Lawn High	The Class	1
3	G. W. Skene	Social Knowledge, Independent Living and Language (SKILL)	1

CALGARY BOARD OF EDUCAT1ON

COMPLEX LEARNING CLASSES 2018-2019 (excludes Unique Settings)

3	Jack James	Paced Learning Program (PLP)	1
3	James Short Memorial	Early Development Centre	4
3	Keeler	Communication, Sensory and Social Interaction (CSSI)	1
3	Keeler	Early Development Centre	2
3	Langevin	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Mount View	Literacy, English & Academic Development (LEAD)	1
3	Nose Creek	Autism Spectrum Disorder (ASD) cluster	1
3	Nose Creek	Paced Learning Program (PLP)	2
3	Penbrooke Meadows	Literacy, English & Academic Development (LEAD)	2
3	Roland Michener	Paced Learning Program (PLP)	1
3	Rosemont	Bridges I	1
3	Stanley Jones	The Class	1
3	Vista Heights	Communication, Sensory and Social Interaction (CSSI)	1
3	West Dover	Social Knowledge, Independent Living and Language (SKILL)	1
3	West Dover	Teaching of Attitude, Social Skills and Communication (TASC)	1
4	Annie Gale	Learning & Literacy (L&L)	2
4	Bob Edwards	The Class	1
4	Cecil Swanson	Social Knowledge, Independent Living and Language (SKILL)	2
4	Clarence Sansom	Adapted Learning Program (ALP)	1
4	Clarence Sansom	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Crossing Park	Learning & Literacy (L&L)	4
4	Douglas Harkness	Early Development Centre	2
4	Dr. Gordon Higgins	Paced Learning Program (PLP)	2
4	Falconridge	Early Development Centre	2
4	Hugh A. Bennett	Teaching of Attitude, Social Skills and Communication (TASC)	1
4	Lester B. Pearson High	Adapted Learning Program (ALP)	1
4	Lester B. Pearson High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Mayland Heights	Communication, Sensory and Social Interaction (CSSI)	1
4	Monterey Park	Communication, Sensory and Social Interaction (CSSI)	2
4	Nelson Mandela High	Paced Learning Program (PLP)	2
4	O.S. Geiger	Early Development Centre	2
4	O.S. Geiger	Paced Learning Program (PLP)	1
4	Pineridge	Communication, Sensory and Social Interaction (CSSI)	2
4	Rundle	Bridges I	2
4	Ted Harrison	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison	Paced Learning Program (PLP)	1
4	Terry Fox	Bridges III	2
4	Terry Fox	Literacy, English & Academic Development (LEAD)	2
5	Auburn Bay	Social Knowledge, Independent Living and Language (SKILL)	1
5	Centenial High	Paced Learning Program (PLP)	1
5	Centenial High	The Class	1
5	Copperfield	Autism Spectrum Disorder (ASD) cluster	1
5	Douglasdale	Communication, Sensory and Social Interaction (CSSI)	2
5	Dr. Marthan Cohen	Autism Spectrum Disorder (ASD) cluster	2
5	Lord Beaverbrook High	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High	Paced Learning Program (PLP)	1
5	Lord Beaverbrook High	The Class	1
5	McKenzie Highland	Learning & Literacy (L&L)	2
5	McKenzie Lake	Early Development Centre	2
5	McKenzie Lake	Social Knowledge, Independent Living and Language (SKILL)	2
5	Midsun	Adapted Learning Program (ALP)	1
5	Midsun	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Mountain Park	The Class	1
5	New Brighton	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Prince of Wales	Bridges I	1
5	Samuel W. Shaw	Paced Learning Program (PLP)	2
5	Somerset	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Wilma Hansen	Paced Learning Program (PLP)	2
6	AE Cross	Paced Learning Program (PLP)	2
6	Andrew Sibbald	The Class	2
6	Bishop Pinkham	Communication, Sensory and Social Interaction (CSSI)	1
6	Braeside	Bridges II	1
6	Braeside	Communication, Sensory and Social Interaction (CSSI)	1
6	Cedarbrae	Bridges	1
6	Central Memorial High	Bridges IV	1

CALGARY BOARD OF EDUCAT1ON

COMPLEX LEARNING CLASSES 2018-2019 (excludes Unique Settings)

6	Central Memorial High	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Chinook Park	Communication, Sensory and Social Interaction (CSSI)	2
6	Chinook Park	STA Program	1
6	Ethel M. Johnson	Learning & Literacy (L&L II)	2
6	Ethel M. Johnson	Paced Learning Program (PLP)	2
6	Ethel M. Johnson	Social Knowledge, Independent Living and Language (SKILL)	2
6	Harold Panabaker	Adapted Learning Program (ALP)	1
6	Harold Panabaker	Learning & Literacy (L&L)	2
6	Henry Wise Wood	Autism Spectrum Disorder (ASD) cluster	1
6	Henry Wise Wood High	The Class	1
6	Henry Wise Wood High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	2
6	Henry Wise Wood High	Gifted and Talented Education (GATE)	6
6	Henry Wise Wood High	Literacy, English & Academic Development (LEAD)	2
6	Henry Wise Wood High	Paced Learning Program (PLP)	1
6	Jennie Elliott	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	John Ware	The Class	1
6	Louis Riel	Gifted and Talented Education (GATE II)	11
6	Louis Riel	Gifted and Talented Education (GATE III)	11
6	Nellie McClung	Social Knowledge, Independent Living and Language (SKILL)	1
6	Nickle	Bridges III	1
6	Nickle	Learning & Literacy (L&L)	2
6	Woodbine	Early Development Centre	2
7	Dr. Oakley	HERA	1
7	Earl Grey	Learning & Literacy (L&L II)	1
7	Ernest Manning High	Paced Learning Program (PLP)	1
7	Hillhurst	Gifted and Talented Education (GATE)	8
7	Jennie Elliott	Deaf and Hard of Hearing (Aural)	4
7	Jennie Elliott	Deaf and Hard of Hearing (Total Communication)	2
7	Mount Royal	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
7	Mount Royal	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Queen Elizabeth High	Deaf and Hard of Hearing (III/IV)	4
7	Queen Elizabeth High	Gifted and Talented Education (GATE III)	9
7	Queen Elizabeth High	Gifted and Talented Education (GATE IV)	3
7	Queen Elizabeth High	Transitions	2
7	Richmond	Bridges II	1
7	Rosscarrock	Paced Learning Program (PLP)	1
7	Simons Valley	Social Knowledge, Independent Living and Language (SKILL)	1
7	Sunalta	Autism Spectrum Disorder (ASD) cluster	1
7	Sunalta	Bridges I	1
7	University	Communication, Sensory and Social Interaction (CSSI)	2
7	Vincent Massey	Learning & Literacy (L&L)	2
7	Vincent Massey	Literacy, English & Academic Development (LEAD)	2
7	Wildwood	Literacy, English & Academic Development (LEAD)	2
7	Wildwood	Social Knowledge, Independent Living and Language (SKILL)	2

TOTAL CLASSES   **297**

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS									19	19	12	14	15	12	91
Clarence Sansom School									3	5	3				11
H.D. Cartwright School									2	3	3				8
Henry Wise Wood High School												5	6	6	17
Langevin School									6		4				10
Lester B. Pearson High School												4	6	2	12
MidSun School									3	8	1				12
Mount Royal School									5	3	1				9
William Aberhart High School												5	3	4	12
ALP - Adapted Learning Program									18	17	12	19	23	16	105
Clarence Sansom School									6	4	4				14
Harold Panabaker School									2	9	1				12
Lester B. Pearson High School												4	5	4	13
Lord Beaverbrook High School												7	8	8	23
MidSun School									3	2	5				10
Robert Thirsk High School												5	4	1	10
Thomas B. Riley School									7	2	2				11
William Aberhart High School												3	6	3	12
ASD Cluster			1	1	1	7	3	7	4	2	7	4	2	3	42
Copperfield School			1		1	5									7
Dr. Martha Cohen School						2	3	3	1	5					14
Henry Wise Wood High School												4	2	3	9
Nose Creek School							2	1	1	2					6
Sunalta School				1		2	1	2							6
Bridges			1	13	14	20	29	15	13	9	7	8	9	7	145
Braeside School						4	2	1							7
Cedarbrae School				3	4										7
Central Memorial High School												3	4	4	11
Colonel Irvine School									5	1					6
Colonel Macleod School							4			2					6
Crescent Heights High School												5	5	3	13
Erin Woods School			1	5		3	6								15
Hawkwood School						2	4	2							8
Nickle School								1	2	2	2				7
North Haven School						2	2	4							8
Prince Of Wales School					1	2	3								6
Richmond School						1	5	1							7
Rosemont School				2	4										6
Rundle School				3	2	3	5	2							15
Sunalta School					3	3	2								8
Terry Fox School									6	4	5				15

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI			31	31	21	12	11	14	10	3	7	2	2	2	146
Bishop Pinkham School									4	1	2				7
Braeside School			1	5			1								7
Brentwood School			1	3	1			2							7
Central Memorial High School												2	2	2	6
Chinook Park School			2	2	3	3		2							12
Douglasdale School			2	4	2	1	1	2							12
Keeler School			2	1		3	1	1							8
Kenneth D. Taylor School			1	6	4	1	2								14
Mayland Heights School			2	1	1		1	1							6
Monterey Park School			2	3	6	1	2								14
Panorama Hills School			5		1										6
Pineridge School			1	5	2	2	1								11
Sir John Franklin School							1	5	2	4					12
Ted Harrison School							3	1		1					5
University School			4	1	1	1	2	2							11
Vista Heights School			8												8
DHH (Deaf and Hard of Hearing)			2	9	6	8	7	14	12	5	13	6	3	11	96
Jennie Elliott School			2	9	6	8	7	14							46
Queen Elizabeth High School									12	5	13	6	3	11	50
Early Development Centre	195														195
Alex Munro School	16														16
Coventry Hills School	18														18
Douglas Harkness School	16														16
Falconridge School	11														11
James Short Memorial School	32														32
Keeler School	17														17
McKenzie Lake School	17														17
North Haven School	14														14
O.S. Geiger School	15														15
Terrace Road School	8														8
Tuscany School	13														13
Woodbine School	18														18
GATE						52	99	111	140	110	111	51	62	37	773
Henry Wise Wood High School												32	42	21	95
Hillhurst School						32	43	48							123
Louis Riel School						20	56	63	65	59	46				309
Queen Elizabeth High School									75	51	65	19	20	16	246

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
L&L						17	49	51	74	84	86				**361**
Annie Gale School										9	3	7			19
Arbour Lake School										8	11	10			29
Captain John Palliser School						3	10	8							21
Crossing Park School							7	11	11	15	10				54
Earl Grey School						2	9	3							14
Ethel M. Johnson School						9	9	10							28
Georges P. Vanier School										5	6				11
H.D. Cartwright School									9	5	9				23
Harold Panabaker School									9	11	9				29
Huntington Hills School						3	14	10							27
McKenzie Highlands School								9	8	7	8				32
Nickle School									9	11	9				29
Sir John A. Macdonald School									7	8	10				25
Vincent Massey School									4	8	8				20
LEAD						0	2	21	27	28	27	42	28	38	66	**279**
Colonel Macleod School										4	7	7			18
Crescent Heights High School													4	9	9	22
Ernest Morrow School								1	5	8	5				19
Forest Lawn High School												12	9	11	32
Henry Wise Wood High School												5	5	31	41
James Fowler High School												7	15	15	37
Mount View School						1	4	8							13
Penbrooke Meadows School						1	6	3							10
Sir John Franklin School							7	8	7	2	7				31
Terry Fox School									5	5	12				22
Vincent Massey School									7	5	11				23
Wildwood School							4	7							11
MH Transitions										2	5	8	3	2	**20**
Queen Elizabeth High School										2	5	8	3	2	20

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP						32	42	68	78	69	79	71	63	61	563
A. E. Cross School									14	6	11				31
Bowness High School												5	1	6	12
Cambrian Heights School						2	2	8							12
Centennial High School												6	7	6	19
Dr. Gladys McKelvie Egbert School							2	3	4	4					13
Dr. Gordon Higgins School								4	13	9					26
Ernest Manning High School												5	4	6	15
Ernest Morrow School								9	14	9	14				46
Ethel M. Johnson School						7	6	13							26
F.E. Osborne School								5	4	6					15
Forest Lawn High School												10	20	7	37
Henry Wise Wood High School												3	7	5	15
Jack James High School												4	8	3	15
James Fowler High School												12	1	10	23
Lord Beaverbrook High School												12	1	1	14
Nelson Mandela High School												9	12	12	33
North Haven School						4	3	6							13
Nose Creek School						3	3	4	10	4	5				29
O.S. Geiger School						1	7	4							12
Ranchlands School						2	4	3							9
Robert Thirsk High School												5	2	5	12
Roland Michener School						8	6								14
Rosscarrock School						2	5	6							13
Samuel W. Shaw School							2	4	7	5	10				28
Sir John A. Macdonald School									3	3	7				13
Ted Harrison School								5	7	2	2				16
Terrace Road School						3	4	4							11
Thomas B. Riley School									6	3	6				15
Wilma Hansen School									5	16	5				26

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
SKILL			21	26	28	17	32	30							154
Alex Munro School			1	4	2		1								8
Auburn Bay School			1	2	1	1	1	2							8
Buchanan School			1	2	4		4	4							15
Cappy Smart School			2	3	1		5	2							13
Cecil Swanson School			3	1	4	2	5	3							18
Ethel M. Johnson School			4	2		3	3	2							14
G.W. Skene School					2	2	4	1							9
McKenzie Lake School			2	6	3	3	2	2							18
Nellie McClung School			1		2		2	1							6
Panorama Hills School					4			4							8
Simons Valley School					1		2	3							6
West Dalhousie School			2			3	1	4							10
West Dover School				1	1	2	1								5
Wildwood School			4	5	3	1	1	2							16
STA				1	1	2									4
Chinook Park School				1	1	2									4
TASC			14	7	16	8	2	1	7	5	1	2	2	5	70
Buchanan School			3		1	1	1								6
Buffalo Rubbing Stone School			2	3	1										6
Capitol Hill School			1		2										3
Central Memorial High School												2	2	5	9
Hugh A. Bennett School			2	2	3										7
Jennie Elliott School			1	1	1	3									6
Mount Royal School									4	2	1				7
New Brighton School			2		5										7
Sir John A. Macdonald School									3	3					6
Somerset School			1	1	1	2	1	1							7
West Dover School			2		2	2									6
The Class			0	1	3	9	6	9	14	18	22	27	37	38	184
Andrew Sibbald School					2	4	3	3							12
Bob Edwards School								1		7	3				11
Cambrian Heights School				1	1	3									5
Centennial High School												5	5	3	13
Crescent Heights High School												4	7	1	12
F.E. Osborne School									9	5	10				24
Forest Lawn High School												4	3	10	17
Henry Wise Wood High School													3	4	7
James Fowler High School												3	6	9	18
John Ware School									2	3	5				10
Lord Beaverbrook High School												6	7	5	18
Mountain Park School								2	3	3	4				12
Sir Winston Churchill High School												5	6	6	17
Stanley Jones School						2	3	3							8
Grand Total	195		70	88	90	185	303	347	417	370	404	240	259	260	3228

2018 - 2019 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

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.   Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

v.   Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 1							
ARBOUR LAKE	877	104%	841	847	8	99%	-5%
BELVEDERE-PARKWAY	299	64%	287	467	0	62%	-2%
BOWCROFT	305	67%	307	482	0	64%	-3%
BOWNESS	899	55%	1056	1647	0	64%	9%
BRENTWOOD	690	89%	649	771	0	84%	-5%
CAPTAIN JOHN PALLISER	577	97%	538	611	0	88%	-9%
CITADEL PARK	431	94%	412	456	8	90%	-4%
DR. E. W. COFFIN	177	81%	179	218	1	82%	1%
EDGEMONT	646	99%	653	650	14	101%	2%
ERIC HARVIE	471	78%	459	603	6	76%	-2%
F. E. OSBORNE	494	62%	530	780	0	68%	6%
H. D. CARTWRIGHT	456	80%	505	571	2	88%	8%
HAMPTONS, THE	185	77%	203	240	4	85%	8%
HAWKWOOD	631	98%	633	641	0	99%	1%
MARION CARSON	545	95%	539	546	2	99%	4%
RANCHLANDS	523	105%	545	499	8	109%	4%
ROBERT THIRSK	1422	93%	1405	1543	0	91%	-2%
ROYAL OAK	461	86%	448	537	10	83%	-3%
SCENIC ACRES	139	76%	116	183	8	63%	-13%
SILVER SPRINGS	221	80%	236	277	1	85%	5%
SIMON FRASER	467	61%	513	760	6	68%	7%
SIR WINSTON CHURCHILL	2358	117%	2371	2082	6	114%	-3%
TERRACE ROAD	181	63%	201	286	0	70%	7%
THOMAS B. RILEY	562	89%	618	628	0	98%	9%
TOM BAINES	843	112%	868	755	1	115%	3%
TUSCANY	332	51%	381	662	14	58%	7%
TWELVE MILE COULEE	880	98%	873	895	16	98%	-1%
WEST DALHOUSIE	365	111%	359	328	6	110%	-2%
WILLIAM D. PRATT	848	89%	924	957	8	97%	8%
AREA 1 - TOTAL	**17,280**	**87%**	**17,649**	**19,922**	**129**	**89%**	**2%**

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. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

v.   Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 2							
ALEX MUNRO	303	67%	335	451	0	74%	7%
BALMORAL	635	116%	608	547	0	111%	-5%
BANFF TRAIL	426	93%	431	456	0	95%	1%
BEDDINGTON HEIGHTS	453	89%	447	504	8	89%	-1%
BRANTON	748	90%	737	831	6	89%	-1%
BUCHANAN	224	92%	247	243	0	102%	9%
BUFFALO RUBBING STONE	517	86%	523	601	6	87%	1%
CAMBRIAN HEIGHTS	173	40%	236	429	0	55%	15%
CAPITOL HILL	353	104%	320	362	0	88%	-15%
CAPTAIN NICHOLA GODDARD	943	105%	1051	895	16	117%	12%
CATHERINE N. GUNN	440	96%	412	458	0	90%	-6%
COLLINGWOOD	472	84%	467	562	0	83%	-1%
COLONEL IRVINE	430	57%	570	757	0	75%	18%
COLONEL SANDERS	395	109%	391	363	0	108%	-1%
DALHOUSIE	423	68%	368	625	4	59%	-9%
DR. J. K. MULLOY	435	88%	447	496	0	90%	2%
GEORGES P. VANIER	398	61%	361	694	0	52%	-9%
HIGHWOOD	324	89%	305	364	0	84%	-5%
HUNTINGTON HILLS	245	67%	255	365	0	70%	3%
JAMES FOWLER	911	47%	1408	1980	0	71%	24%
JOHN G. DIEFENBAKER	1533	104%	1532	1503	4	102%	-2%
KENNETH D. TAYLOR	504	85%	555	589	12	94%	9%
KING GEORGE	560	87%	585	647	0	90%	4%
NORTH HAVEN	286	63%	328	452	0	73%	9%
PANORAMA HILLS	458	80%	465	574	10	81%	1%
SENATOR PATRICK BURNS	646	75%	683	862	0	79%	4%
SIR JOHN A. MACDONALD	722	78%	756	921	4	82%	4%
SIR JOHN FRANKLIN	497	87%	453	566	0	80%	-7%
THORNCLIFFE	210	91%	207	231	0	90%	-1%
VARSITY ACRES	538	86%	554	628	3	88%	3%
W. O. MITCHELL	447	99%	456	452	8	101%	2%
WILLIAM ABERHART	1530	87%	1525	1805	4	85%	-3%
AREA 2 - TOTAL	**17,176**	**82%**	**18,018**	**21,213**	**85**	**85%**	**3%**

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. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

v.   Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 3							
ABBEYDALE	292	72%	286	403	6	71%	-1%
BELFAST	243	85%	232	285	1	81%	-4%
CAPPY SMART	219	58%	197	380	4	52%	-6%
COLONEL MACLEOD	513	77%	538	670	4	80%	4%
COVENTRY HILLS	542	87%	597	621	13	96%	9%
CRESCENT HEIGHTS	1560	67%	1745	2247	0	78%	11%
DR. GLADYS M. EGBERT	467	87%	513	534	4	96%	9%
ERIN WOODS	363	75%	375	482	8	78%	2%
ERNEST MORROW	779	90%	767	929	0	83%	-7%
FOREST LAWN	1591	81%	1491	1755	0	85%	4%
G. W. SKENE	249	76%	243	328	2	74%	-2%
HIDDEN VALLEY	407	78%	410	523	10	78%	1%
IAN BAZALGETTE	542	83%	555	652	0	85%	2%
JACK JAMES	602	66%	524	854	0	61%	-5%
JAMES SHORT MEMORIAL	285	61%	300	471	1	64%	3%
KEELER	318	52%	315	609	0	52%	-1%
LANGEVIN	647	100%	662	648	0	102%	2%
MOUNT VIEW	195	104%	198	188	0	105%	2%
NOSE CREEK	1045	117%	1043	914	16	114%	-3%
PATRICK AIRLIE	269	107%	259	252	0	103%	-4%
PENBROOKE MEADOWS	201	53%	206	378	0	55%	1%
RADISSON PARK	286	74%	272	388	2	70%	-4%
ROLAND MICHENER	223	85%	233	263	0	89%	4%
ROSEDALE	251	97%	243	259	2	94%	-3%
ROSEMONT	222	92%	233	242	0	96%	5%
STANLEY JONES	564	97%	558	556	0	100%	3%
SUNNYSIDE	148	90%	153	165	0	93%	3%
VALLEY CREEK	768	90%	749	870	12	86%	-4%
VALLEY VIEW	445	76%	472	588	0	80%	5%
VISTA HEIGHTS	163	73%	167	224	0	75%	2%
WEST DOVER	308	69%	289	448	0	65%	-4%
AREA 3 - TOTAL	**14,703**	**80%**	**14,825**	**18,126**	**85**	**82%**	**2%**

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. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

v.   Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 4							
ANNIE FOOTE	506	99%	568	510	9	111%	12%
ANNIE GALE	593	96%	588	617	8	95%	-1%
BOB EDWARDS	375	63%	407	598	0	68%	5%
CECIL SWANSON	468	106%	459	443	6	104%	-2%
CHIEF JUSTICE MILVAIN	475	89%	501	535	10	94%	5%
CHRIS AKKERMAN	587	110%	590	533	6	111%	1%
CLARENCE SANSOM	590	77%	585	768	8	76%	-1%
COLONEL J. FRED SCOTT	472	100%	491	474	8	104%	4%
CROSSING PARK	1232	124%	1243	990	15	126%	1%
DOUGLAS HARKNESS	282	84%	345	335	2	103%	19%
DR. GORDON HIGGINS	547	80%	572	686	8	83%	4%
FALCONRIDGE	472	82%	482	576	12	84%	2%
GRANT MACEWAN	296	51%	343	578	12	59%	8%
GUY WEADICK	425	99%	386	430	6	90%	-9%
HUGH A. BENNETT	445	77%	504	576	0	88%	10%
LESTER B. PEARSON	1688	97%	1663	1739	0	96%	-2%
LOUISE DEAN	217	105%	197	206	0	96%	-10%
MANMEET SINGH BHULLAR	393	74%	473	533	6	89%	15%
MARLBOROUGH	244	82%	234	297	2	79%	-3%
MAYLAND HEIGHTS	454	86%	458	527	0	87%	1%
MONTEREY PARK	521	81%	518	644	17	80%	-1%
NELSON MANDELA	1913	107%	1963	1788	0	110%	3%
O. S. GEIGER	386	76%	409	511	9	80%	4%
PETER LOUGHEED	734	77%	868	957	8	91%	14%
PINERIDGE	267	58%	285	457	6	62%	4%
RUNDLE	516	96%	543	536	10	101%	5%
SADDLERIDGE	550	94%	514	585	12	88%	-6%
SIR WILFRID LAURIER	437	84%	467	522	0	90%	6%
TARADALE	609	97%	611	627	10	97%	0%
TED HARRISON	772	86%	819	895	16	92%	5%
TERRY FOX	444	58%	448	762	0	59%	1%
AREA 4 - TOTAL	**17,907**	**89%**	**18,534**	**20,235**	**206**	**92%**	**3%**

2018 - 2019 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

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. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

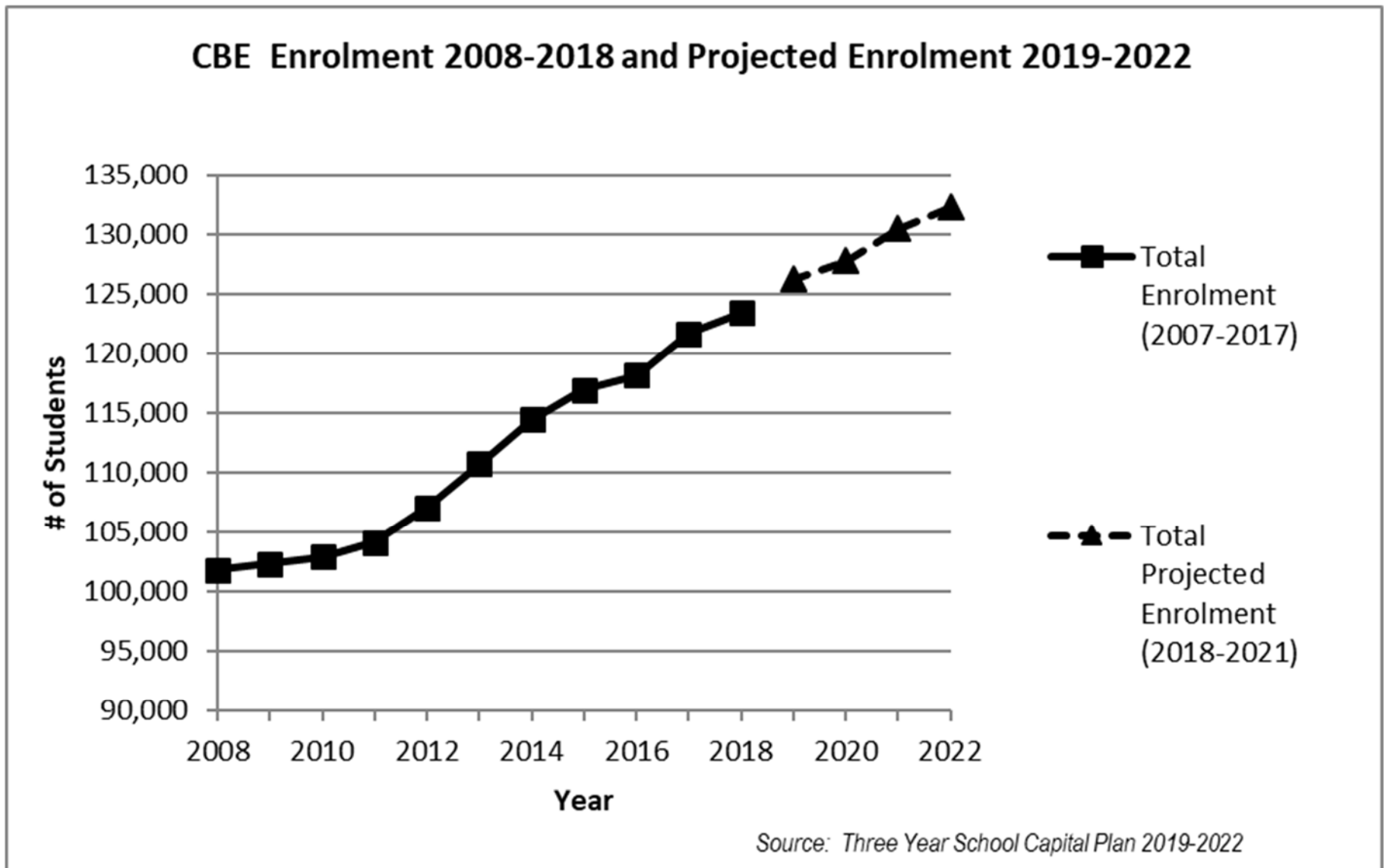v. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 5							
ACADIA	254	46%	337	517	0	65%	19%
AUBURN BAY	595	98%	624	604	6	103%	5%
BRIDLEWOOD	542	92%	511	591	12	87%	-5%
CENTENNIAL	1985	130%	1862	1526	0	122%	-8%
CHAPARRAL	467	99%	510	473	8	108%	9%
COPPERFIELD	460	79%	507	580	12	87%	8%
CRANSTON	519	88%	509	587	12	87%	-2%
DEER RUN	357	82%	362	434	6	83%	1%
DOUGLASDALE	419	87%	411	453	11	91%	4%
DR. GEORGE STANLEY	723	79%	835	916	8	91%	12%
DR. MARTHA COHEN	726	77%	861	947	0	91%	14%
FAIRVIEW	729	76%	793	994	0	80%	4%
FISH CREEK	624	100%	703	626	0	112%	13%
HAULTAIN MEMORIAL	213	73%	200	293	0	68%	-4%
JOANE CARDINAL-SCHUBERT	-	-	1310	1680	0	78%	78%
LAKE BONAVISTA	339	85%	347	398	2	87%	2%
LE ROI DANIELS	461	82%	492	563	2	87%	6%
LORD BEAVERBROOK	2034	77%	1836	2652	0	69%	-8%
MAPLE RIDGE	276	65%	286	432	0	66%	1%
MCKENZIE HIGHLANDS	594	63%	735	947	0	78%	15%
MCKENZIE LAKE	460	74%	547	617	2	89%	14%
MCKENZIE TOWNE	552	86%	551	644	8	86%	0%
MIDNAPORE	465	86%	421	523	12	81%	-5%
MIDSUN	897	94%	825	952	2	87%	-8%
MOUNTAIN PARK	862	106%	819	813	16	101%	-5%
NEW BRIGHTON	525	91%	556	580	12	96%	5%
PRINCE OF WALES	380	102%	344	372	4	93%	-10%
R. T. ALDERMAN	322	39%	387	826	1	47%	8%
SAMUEL W. SHAW	937	102%	936	918	16	102%	0%
SOMERSET	266	75%	260	355	4	73%	-2%
WILLOW PARK	666	92%	684	723	0	95%	2%
WILMA HANSEN	391	64%	405	611	8	66%	2%
AREA 5 - TOTAL	19,035	85%	20,766	24,147	164	86%	1%

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. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

v.   Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 6							
A. E. CROSS	599	68%	599	878	0	68%	0%
ALTADORE	378	102%	380	356	0	107%	5%
ALTERNATIVE HIGH	298	110%	224	270	0	83%	-27%
ANDREW SIBBALD	205	49%	308	418	0	74%	25%
BANTING AND BEST	233	94%	225	248	2	91%	-3%
BRAESIDE	266	49%	265	548	0	48%	0%
CANYON MEADOWS	394	72%	386	546	0	71%	-1%
CEDARBRAE	271	99%	302	272	0	111%	12%
CENTRAL MEMORIAL	1314	65%	1405	2051	0	69%	3%
CHINOOK PARK	493	67%	493	731	0	67%	0%
DAVID THOMPSON	619	91%	546	680	0	80%	-11%
DR. E. P. SCARLETT	1784	107%	1752	1692	0	104%	-3%
ETHEL M. JOHNSON	362	69%	398	527	0	76%	7%
EUGENE COSTE	281	49%	330	579	0	57%	8%
EVERGREEN	433	74%	424	584	12	73%	-2%
GLENBROOK	256	65%	264	395	0	67%	2%
GLENMEADOWS	-	-	340	516	11	66%	66%
HAROLD PANABAKER	290	46%	318	592	4	54%	8%
HAYSBORO	188	63%	182	299	0	61%	-2%
HENRY WISE WOOD	1465	68%	1499	2144	0	70%	2%
JANET JOHNSTONE	465	92%	434	507	8	86%	-6%
JOHN WARE	498	83%	542	603	1	90%	7%
LOUIS RIEL	867	100%	904	867	4	104%	4%
MARSHALL SPRINGS	587	66%	779	886	0	88%	22%
NELLIE MCCLUNG	425	82%	404	516	0	78%	-4%
NICKLE	578	80%	568	733	3	78%	-3%
RIVERBEND	450	92%	431	486	6	89%	-4%
ROBERT WARREN	222	40%	236	555	4	43%	3%
RON SOUTHERN	142	24%	201	526	-	38%	15%
SAM LIVINGSTON	457	82%	473	558	7	85%	3%
SHERWOOD	497	69%	471	722	0	65%	-4%
SUNDANCE	436	87%	397	500	8	79%	-8%
WOODBINE	381	88%	434	432	7	101%	12%
WOODLANDS	264	66%	267	402	4	66%	1%
WOODMAN	579	69%	503	839	0	60%	-9%
AREA 6 - TOTAL	16,973	74%	17,684	23,458	81	75%	2%

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. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)

v. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL % UTILIZ.	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2018 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2017 to 2018)
AREA 7							
ALEXANDER FERGUSON	244	95%	244	255	0	96%	0%
ALL BOYS SCHOOL @ Sir James Lougheed	150	64%	173	235	0	74%	9%
BATTALION PARK	426	63%	410	691	13	59%	-3%
BISHOP PINKHAM	631	88%	488	769	0	64%	-25%
BRIAR HILL	267	96%	234	278	0	84%	-12%
COLONEL WALKER (includes Piitoayis)	341	58%	339	602	1	56%	-2%
CONNAUGHT	338	85%	345	399	0	87%	2%
DR. ROBERTA BONDAR	384	71%	496	544	0	91%	21%
EARL GREY	218	66%	220	341	0	65%	-1%
ELBOW PARK	177	64%	192	277	0	69%	5%
ELBOYA	670	105%	722	723	3	100%	-5%
ERNEST MANNING	1866	113%	1971	1676	0	118%	5%
GLAMORGAN	680	98%	701	677	2	104%	6%
GLENDALE	235	77%	228	304	0	75%	-2%
GRIFFITH WOODS	703	78%	952	911	-	105%	26%
HILLHURST	311	92%	309	336	0	92%	0%
JENNIE ELLIOTT	449	64%	584	677	0	86%	22%
KILLARNEY	325	87%	338	373	0	91%	4%
MOUNT ROYAL	295	68%	317	435	0	73%	5%
OLYMPIC HEIGHTS	633	94%	593	671	14	88%	-6%
QUEEN ELIZABETH	341	84%	299	387	2	77%	-7%
QUEEN ELIZABETH JR/SR	1075	78%	1180	1375	0	86%	8%
RAMSAY	127	79%	137	160	0	86%	7%
RICHMOND	202	79%	197	257	0	77%	-2%
RIDEAU PARK	414	88%	419	473	0	89%	1%
ROSSCARROCK	316	76%	139	451	0	31%	-45%
SIMONS VALLEY	682	98%	680	694	12	98%	0%
SUNALTA	337	86%	334	390	0	86%	-1%
UNIVERSITY	419	78%	411	537	0	77%	-1%
VINCENT MASSEY	723	77%	756	937	0	81%	4%
WEST RIDGE	604	66%	760	916	8	83%	17%
WEST SPRINGS	469	80%	532	584	12	91%	11%
WESTERN CANADA	2309	109%	2286	2127	0	108%	-1%
WESTGATE	649	89%	503	678	0	74%	-15%
WILDWOOD	416	75%	396	628	0	63%	-11%
WILLIAM REID	283	103%	262	273	4	96%	-7%
AREA 7 - TOTAL	**18,701**	**86%**	**19,147**	**22,041**	**71**	**87%**	**1%**
GRAND TOTALS	**121,775**	**83%**	**126,623**	**149,142**	**821**	**85%**	**2%**

8-38

CBE Enrolment 2008-2018 and Projected Enrolment 2019-2022

Source: Three Year School Capital Plan 2019-2022

Subject to Review and Update

2018 - 2019 LEASED SPACE IN OPERATING CBE SCHOOLS
(includes both full-time and part-time leases)

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.) m²
1	Belvedere Parkway	Connect Society - Deafness Education & Family Services	342.3
1	Belvedere Parkway	Kids Love Bowness Ltd.	198.0
1	Bowcroft	Ranchlands Children Come First Association	325.6
1	Bowcroft	RIEL Institute for Education & Learning	87.3
1	Captain John Palliser	Captain John Palliser Out-of-School Care	429.7
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	224.4
1	Edgemont	STEM Learning Lab Incorporated	0.0
1	Eric Harvie	STEM Learning Lab Incorporated	339.7
1	F.E. Osborne	Calgary Board of Education Retired Employees Association	42.0
1	Hawkwood	Ranchlands Children Come First Association	387.2
1	Marion Carson	Pre-Kindergarten Educational Services	83.0
1	Marion Carson	Seeds of S.P.I.C.E Early Learning Centre Inc.	358.4
1	Terrace Road	1439723 Alberta Ltd O/a Summit Kids	297.3
1	Terrace Road	University Heights Nursery School Association	73.9
1	Tuscany	STEM Learning Lab Incorporated	327.4
1	West Dalhousie	Dalhousie Community Association	348.5
2	Banff Trail	Ranchlands Children Come First Association	332.8
2	Beddington Heights	1677939 Alberta Inc. O/a Adventures Child Care	396.8
2	Buchanan	Ranchlands Children Come First Association	57.8
2	Buffalo Rubbing Stone	Thornhill Child Care Society	458.3
2	Cambrian Heights	Alberta Health Services	326.6
2	Cambrian Heights	Ranchlands Children Come First Association	270.9
2	Cambrian Heights	Renfrew Educational Services	85.4
2	Capitol Hill	Adventurers School Age Care Ltd.	415.8
2	Collingwood	Adventurers School Age Care Ltd. *NEW*	175.0
2	Colonel Sanders (TLC)	Student Care Inc. O/a Northmount Student Care	253.9
2	Dalhousie	Dalhousie Community Association *NEW*	179.3
2	Highwood	Ranchlands Children Come First Association	435.5
2	Huntington Hills	1439723 Alberta Ltd O/a Summit Kids	224.1
2	Kenneth D. Taylor	Ranchlands Children Come First Association	341.9
2	King George	Pleasant Heights After School Care Association	333.1
2	North Haven	1439723 Alberta Ltd O/a Summit Kids	403.2
2	Panorama Hills	Pleasant Heights After School Care Association	466.5
2	W.O. Mitchell	1439723 Alberta Ltd O/a Summit Kids	374.0
3	Abbeydale	RIEL Institute for Education & Learning	107.1
3	Belfast	Student Care Inc. O/a Belfast Student Care	269.8
3	Coventry Hills	Topp Kids Child Care Centre	226.5
3	Mount View	Churchill Park Family Care Society	226.5
3	Niitsitapi Learning Centre	Alberta Health Services *NEW*	17.8
3	Rosemont	Rosemont Community Childcare	223.5
3	Stanley Jones	1677939 Alberta Inc. O/a Adventures Child Care	447.0
3	Sunnyside	Pre-Kindergarten Educational Services	104.2
3	Sunnyside	Sunnyside Out-of-School Care	109.6
3	Valley View	Metis Calgary Family Services	82.3
4	Colonel J. Fred Scott	Immigrant Services Calgary	75.6
4	Louise Dean (Kensington)	Catholic Family Service of Calgary	580.2
4	Manmeet Singh Bhullar	First Friends Out of School Care	227.8
4	Marlborough	Kidzclub Calgary Ltd.	178.6
4	Mayland Heights	Society of Briar Hill Children's Programs	120.7
4	Taradale	Student Care Inc. o/a Taradale Student Care	201.0

2018 - 2019 LEASED SPACE IN OPERATING CBE SCHOOLS
(includes both full-time and part-time leases)

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.) m²
4	Taradale	Student Care Inc. o/a Taradale Student Care	201.0
5	Acadia	1677939 Alberta Inc. O/a Adventures Child Care	167.6
5	Auburn Bay	Seeds of S.P.I.C.E Early Learning Centre Inc.	457.8
5	Chaparral	Juvenescence Child Development Centre Ltd.	201.0
5	Chaparral	Juvenescence Child Development Centre Ltd.	235.6
5	Copperfield	Topp Kids Child Care Centre	343.7
5	Cranston	Juvenescence Child Development Centre Ltd.	330.0
5	Douglasdale	A Step Ahead - Child Development Services	71.8
5	Fish Creek	1st Class - After Class	226.1
5	Lake Bonavista	1133491 Alberta Ltd. o/a The Adventures	226.2
5	Maple Ridge	Topp Kids Child Care Centre	232.6
5	McKenzie Towne	1133491 Alberta Ltd. o/a The Adventures	226.9
5	Midnapore	Mid-Sun Community Association o/a Mid-Sun Child Care	157.8
5	New Brighton	1st Class - After Class	343.7
5	Prince Of Wales	Topp Kids Child Care Centre	461.3
6	Altadore	Peter Pan Daycare Inc.	262.6
6	Andrew Sibbald	1133491 Alberta Ltd. o/a The Adventures	278.9
6	Braeside	Pre-Kindergarten Educational Services	79.3
6	Chinook Park	Adventurers School Age Care Ltd.	352.5
6	Ethel M. Johnson	1677939 Alberta Inc. O/a Adventures Child Care	268.8
6	Eugene Coste	Calgary Child's Play Inc.	511.4
6	Eugene Coste	Engineering For Kids *NEW*	163.0
6	Evergreen	Topp Kids Child Care Centre	331.2
6	Glenbrook	Glenbrook Community Preschool	72.7
6	Glenmeadows	Calgary Child's Play Inc. *NEW*	105.0
6	Harold Panabaker	STEM Learning Lab Incorporated *NEW*	70.5
6	Haysboro	Maple Roots Inc.	59.8
6	Janet Johnstone	Creations Child Care	243.8
6	Kingsland	G.R.I.T. Calgary Society	95.3
6	Nellie McClung	1439723 Alberta Ltd O/a Summit Kids	324.3
6	Ron Southern	1st Class - After Class	157.3
6	Sam Livingston	1133491 Alberta Ltd. o/a The Adventures	369.2
6	Sundance	Children Can Succeed Inc.	226.8
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255.0
7	Battalion Park	Kidzinc School Care Society of Alberta	201.0
7	Battalion Park	Kidzinc School Care Society of Alberta	86.9
7	Briar Hill	Hounsfield Heights - Briar Hill Parent-Child Co-op Playschoo	83.7
7	Briar Hill	Society of Briar Hill Children's Programs	363.1
7	Connaught	Churchill Park Family Care Society	222.1
7	Dr. Oakley	Boys and Girls Clubs of Calgary *NEW*	70.1
7	Dr. Roberta Bondar	1439723 Alberta Ltd O/a Summit Kids *NEW*	529.4
7	Earl Grey	Hillcrest School Care	337.7
7	Earl Grey	Thumbelina Nursery School Society	88.5
7	Elbow Park	Seeds of S.P.I.C.E Early Learning Centre Inc.	146.4
7	Glamorgan	Maple Roots Inc.	242.1
7	Glendale	Calgary Child's Play Inc. o/a Quality Care	140.7
7	Jennie Elliott	Student Care Inc. O/a Jennie Elliott Student Care	411.3
7	Killarney	Kidzinc School Care Society of Alberta	255.3
7	Olympic Heights	Kidzinc School Care Society of Alberta	232.8
7	Queen Elizabeth	Adventurers School Age Care Ltd.	264.7

2018 - 2019 LEASED SPACE IN OPERATING CBE SCHOOLS
(includes both full-time and part-time leases)

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.) m²
7	Queen Elizabeth High	Adventurers School Age Care Ltd.	46.7
7	Ramsay	Janus Academy Society	404.7
7	Ramsay	STEM Learning Lab Incorporated *NEW*	141.1
7	Richmond	Richmond Child Care Association	240.6
7	Rideau Park	1439723 Alberta Ltd O/a Summit Kids	153.9
7	Rosscarrock	Creative Discoveries Nursery School	132.0
7	Rosscarrock	Creative Discoveries Nursery School OOSC	75.5
7	Simons Valley	STEM Learning Lab Incorporated	309.1
7	Sir James Lougheed	1439723 Alberta Ltd O/a Summit Kids *NEW*	338.5
7	Sunalta	Scarboro Community Preschool	91.6
7	Sunalta	Student Care Inc. O/a Sunalta Student Care	199.3
7	University	1439723 Alberta Ltd O/a Summit Kids	546.3
7	University	Alberta Science Network	60.0
7	West Ridge	STEM Learning Lab Incorporated	159.0
7	West Springs	Maple Roots Inc.	332.5
7	Westgate	Calgary Child's Play Inc. *NEW*	167.5
7	Wildwood	Kidzinc School Care Society of Alberta	275.3
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	254.8

2018 - 2019 LEASE OF SURPLUS SCHOOL FACILITIES

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway Bungalow	Thornhill Child Care Society	373.2
1	Parkdale	Westmount Charter School	6,375.0
2	Montgomery - McKay Road	Foundations for the Future Charter Academy	6,441.8
3	Greenview	Foundations for the Future Charter Academy	4,669.4
4	Mountain View	Almadina School Society	3,853.2
5	Alice M. Curtis	Foundations for the Future Charter Academy	3,441.5
5	Andrew Davison	Foundations for the Future Charter Academy	4,309.0
6	Lakeview	Calgary Girls' School Society	3,594.0
6	Ogden	Almadina School Society	4,887.8
6	Southwood	Foundations for the Future Charter Academy	4,192.0
6	Bel-Aire	Calgary Girls' School Society	1,252.0
7	Clem Gardner	Connect Charter School Society	7,107.0
7	Knob Hill	Calgary Arts Academy Society	2,270.6
7	Sir William Van Horne High	Westmount Charter School	9,670.0
7	Spruce Cliff	Calgary Quest Children's Society	2,387.7

AREA 1:	6,748.2
AREA 2:	6,441.8
AREA 3:	4,669.4
AREA 4:	3,853.2
AREA 5:	7,750.5
AREA 6:	13,925.8
AREA 7:	21,435.3
TOTAL SQUARE METRES LEASED:	64,824.2

Student Population Change (By Community)
September 30, 2017 to September 30, 2018

Student Population Change

Sept 30, 2017 - Sept 30, 2018
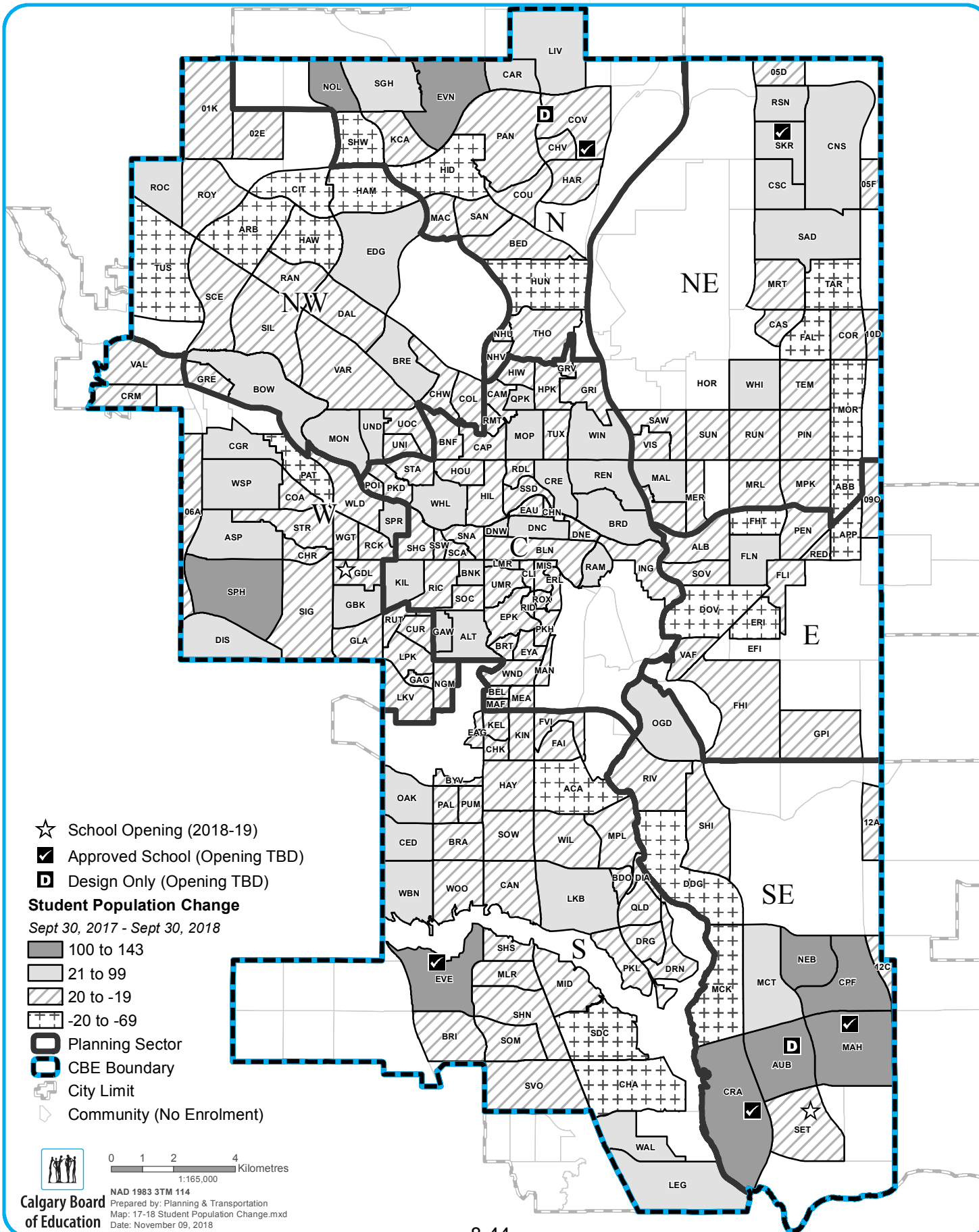
- ☆ School Opening (2018-19)
- ☑ Approved School (Opening TBD)
- Ⓓ Design Only (Opening TBD)

	100 to 143
	21 to 99
	20 to -19
	-20 to -69
	Planning Sector
	CBE Boundary
	City Limit
	Community (No Enrolment)

Calgary Board of Education

0 1 2 4 Kilometres
1:165,000

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: 17-18 Student Population Change.mxd
Date: November 09, 2018

| appendix | Complex Learning Definitions

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

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

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.

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.

CSSI - Communication, Sensory, Social Interaction

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.

Jennie Elliott School, 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).

Jennie Elliott 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

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.

MH Transitions

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

PLP - Paced Learning Program

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

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

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

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.

report to
Board of Trustees

Correspondence

Date	December 4, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

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

- Letter dated November 26, 2018 from The Honourable D. Eggen, Minister of Alberta Education, re: opening dates for new elementary schools in the communities of Coventry Hills/Country Hills Village, Cranston and Evergreen.

Attachments: Relevant Correspondence

ALBERTA
EDUCATION

Office of the Minister

AR104143

NOV 2 6 2018

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

Dear Ms. Hurdman:

Thank you for your October 30, 2018 letter informing me and the Honourable Sandra Jansen, Minister of Infrastructure, of the planned opening dates for three new Calgary area schools.

I am pleased to hear of the progress achieved with the Coventry Hills/Country Hills Village Elementary, Cranston Elementary and Evergreen Elementary Schools. I am confident these schools will serve Calgary's steadily growing communities very well in the fall of 2020.

Our government is committed to ensuring all students receive a high-quality education that enriches their life and prepares them for success. Building new school facilities is one of the most important investments we can make in the future of our children and in the future of our province.

I wish you great success with the ongoing projects.

Sincerely,

David Eggen
Minister

cc: Honourable Sandra Jansen
        Minister of Infrastructure