



REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, NOVEMBER 30, 2010

5:00 P.M. – 8:00 P.M.

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



Please join us on the Plaza at 4:40 p.m. for a seasonal musical presentation by students from F.E. Osborne School



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

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	3.1 Ends 1: Mega End Presentation – Career and Technology Centre and Dr. E. P. Scarlett High School	M. Bolender	15 min.
	4.0 HONOURS AND RECOGNITIONS		
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out “Public Question Period” form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	5.5 Trustee Inquiries		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	6.0 ACTION ITEMS		
P.6-1	6.1 Presentation and Consideration of Audited Financial Statements <i>(That the Board of Trustees approves the Audited Financial Statements for the year ended August 31, 2010, including the Auditors' Report thereon, dated November 9, 2010, the Unaudited Schedules to the Financial Statements as submitted, and the Financial Statements and Statistical Information for the year ended August 31, 2010, for submission to the Minister of Education.)</i>	Trustee Bazinet	30 min.
P. 6-83	6.2 Revised Meeting Time of a Scheduled Regular Board Meeting <i>(THAT the Board of Trustees approves a revised meeting time for the scheduled meeting of December 7, 2010, to allow for an in-camera session to take place from 12 Noon to 3:00 p.m., followed by the public session of the meeting at 5:00 p.m.).</i>	Board	5 min.
	7.0 MONITORING AND RESULTS		
P. 7-1	7.1 Annual Monitoring of Ends 1: Mega End	N. Johnson	60 min.
P. 7-37	7.2 Annual Monitoring of EL-3: Information, Counsel and Support to the Board of Trustees	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
	9.1.1 Approval of Minutes		
P. 9-129	• Regular Meeting held November 2, 2010		
P. 9-125	• Regular Meeting held November 16, 2010		
	<i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held November 2, 2010 and November 16, 2010, as submitted.)</i>		
P. 9-54	9.1.2 EducationMatters (Quarterly Report) <i>(THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.)</i>		
P.9-50	9.1.3 Trustee Liaison Report re Alberta School Boards Association (ASBA)Board of Directors <i>(THAT the ASBA liaison report containing the ASBA Board of Directors' Meeting Highlights dated September 9-10, 2010 and November 4-5, 2010 be received for information.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P.9-71	9.2.1 Ten-Year System Student Accommodation and Facilities Strategy <i>(THAT the Ten Year System Student Accommodation and Facilities Strategy be received for information and the record.)</i>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
P.9-1	9.2.2 2010-2011 School Enrolment Report (EL-14E (e)) <i>(THAT the School Enrolment Report for the 2010-2011 school year be received for information and for the record.)</i>		
P. 9-31	9.2.3 imagineCALGARY Partnership Update (EL-3, 1(m)) <i>(THAT the Board of Trustees receives the imagineCALGARY Partnership Update for information and for the record.)</i>		
P. 9-65	9.2.4 Report on Financial Status of Operating Budget as at August 31, 2010 and Preliminary Financial Results for the Year Ending August 31, 2010 <i>(THAT the report and attachments be received for monitoring information and for the record, and that approval be given to the carry forward of 2009/10 designated operating funds to 2010/11, as identified in the report.)</i>		
10.0	TRUSTEE NOTICES OF MOTION		
11.0	IN-CAMERA SESSION		
12.0	ADJOURNMENT	Chair	

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

November 30, 2010

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Report on the Financial Status of the Operating Budget as at August 31, 2010 and Unaudited Financial Results for the Year Ending August 31, 2010**

Purpose: Monitoring Information and for the Record

Governance Policy Reference: EL-10: Budgeting Process
EL-11: Financial Condition

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

Resources: Wayne T. Braun, Director, Corporate Financial Services
Jon R. Anderson, Manager, Budget and Corporate Reporting

I. RECOMMENDATIONS

It is recommended:

1. THAT information regarding all budget revisions made during the period June 1, 2010 to August 31, 2010 inclusive (identified in this report and in Attachment I), be received for monitoring information and for the record.
2. THAT the 2009/10 Budget Variance Report as at August 31, 2010 (identified in the Attachment II) be received for monitoring information and for the record.

II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from budget policy, and shall not fail to inform the Board of Trustees in a timely manner of significant deviations or projected deviations in either the income or expenditures in the approved budget. The Chief Superintendent is also required to provide a report to the Board prior to November 30 regarding the actual use of operating and capital reserves in comparison to Board approval commitments, and this was provided on November 2, 2010 to the Board of Trustees through the fourth quarter

Capital Budget and Reserves Status Report as at August 31, 2010. In addition, at the same Board meeting, the Board of Trustees received and approved The Financial Status of Operating Reserves and Designated Funds as at August 31, 2010.

III. BACKGROUND

Each spring the Calgary Board of Education prepares its operating budget for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the approved and current operating budget to meet the monitoring requirements of EL-11: Financial Condition.

This report includes:

- The Statement of 2009/10 Annual Budgeted Revenue and Expenses with budget revisions and applicable transfers for the period ended August 31, 2010 (Attachment I).
- The 2009/10 Budget Variance Report (Attachment II).

IV. ANALYSIS

Statement of 2009/10 Annual Budgeted Revenue and Expense

A number of budget transfers were made during the fourth quarter of 2009/10, to reflect revenue and expenditure adjustments. Transfers generally reflect the updated plans of schools and service units.

During the fourth quarter, the following net budget revisions and transfers occurred.

	<u>(\$ millions)</u>
Net revenue transfers to partially offset changes in expenditures described below.	21.7
Net expenditure transfers related mainly to finalized enrolments, projects to be completed in 2010/11, changes in School Generated Funds to reflect changes in presentation in compliance with Generally Accepted Accounting Principles (GAAP).	(18.5)
Transfers regarding multi-year projects within service units and unspent decentralized allotments at schools.	(3.8)
Reduction in Capital Assets Acquired related mainly to changes in scope and delays in completion of Board funded capital projects.	6.2
Transfer from Capital Carryforward to partially offset the Capital Assets Acquired described above.	(5.6)
Net budgetary impact	<u><u>-</u></u>

2009/10 Budget Variance Report

The 2009/10 Budget Variance Report highlights variances between the current budget and actual revenue and expense. The principle components of the variances and the resulting small operating surplus are as follows:

	Favourable (Unfavourable) (\$ millions)
Revenues	
• Basic Provincial Instruction and Differential Grants mainly due to finalized enrolments.	1.3
• Other Provincial Educational Grants to reflect confirmed funding.	(1.6)
• School Generated Funds due to higher than planned activities at the school level.	2.7
• Other revenues mainly due to unrealized gain on investments and increased program, lease and other revenue earned.	4.1
	<u>6.5</u>
Expenses	
• Salaries and benefits: mainly due to non-certificated Service Unit gapping, partially offset by higher average teacher salary and benefits, use of substitute teachers and by use of temporary staff in Service Units.	1.8
• Supplies and services: mainly due to reduced spending for licensing and computer hardware, utilities, and other net favourable variances in Service Units.	5.3
• School funded activities: due to higher than planned activities at the school level.	(2.7)
• Amortization and Interest due to additional amortization of capital assets acquired in 2008/09 and increased interest paid on energy retrofit projects.	(0.7)
	<u>3.7</u>
Transfers from (to) Operating Reserves/Designated Funds	
• Reflects reserve transfers as approved in the Report of Financial Status of Operating Reserves report presented at the November 2, 2010 Public Meeting of the Board of Trustees.	(10.3)
Capital Assets Paid by Operating Funds	
• Capital assets acquired: comprised mainly of delays in completion of Board funded capitol projects.	3.7
• Transfer from Capital Carryforward: due to an approved unplanned change in the capital carryforward.	0.3
	<u>4.0</u>
Transfer from/to Capital Reserves	
• Results from actual expenditures less than originally approved capital reserve transfer.	(3.4)
Net Favourable Operating Variance	<u><u>0.5</u></u>

V. FINANCIAL IMPACT

Statement of 2009/10 Annual Budgeted Revenue and Expense

The Calgary Board of Education's budgeted net financial results do not change based on the budget revisions or transfers identified in Attachment I.

2009/10 Budget Variance Report

As at August 31, 2010, the Calgary Board of Education had a small favorable net variance of \$0.5 million on overall expenditures and revenues for the year ending August 31, 2010, including approved reserve provisions. On an approved modified expenditure budget of \$1.02 billion, this net variance, and resulting net operating surplus, represents approximately 0.05% of the CBE's overall operating budget for 2009/10.

VI. IMPLEMENTATION CONSEQUENCES

Superintendents' Team will be assessing the 2010/11 Operating Budget to determine if any changes in courses of action, as determined in the preparation and approval of the 2010/11 Operating Budget, are required as a result of the conclusion of the Calgary Board of Education's 2009/10 fiscal year.

VII. CONCLUSION

This report represents the fourth quarterly monitoring report to the Board of Trustees in connection with the 2009/10 Operating Budget for the Calgary Board of Education, as required by Executive Limitation 11: Financial Condition.



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

Attachment I: Statement of 2009/10 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period from June 1, 2010 to August 31, 2010
Attachment II: 2009/10 Budget Variance Report as at August 31, 2010

CALGARY BOARD OF EDUCATION
STATEMENT OF 2009/10 ANNUAL BUDGETED REVENUE AND EXPENSE
WITH REVISIONS AND TRANSFERS DURING THE PERIOD
JUNE 1, 2010 TO AUGUST 31, 2010

Description	2009/10 Approved Budget Effective June 1, 2010 (\$000)	Revisions/ Transfers June 1, 2010 to August 31, 2010 (\$000)	2009/10 Current Annual Budget as at August 31, 2010 (\$000)
REVENUE			
Alberta Education grants			
Base provincial instruction	588,397	-	588,397
Differential cost funding and Transportation	224,125	-	224,125
Provincial priority targeted grants	66,766	(145)	66,621
Other provincial education grants	24,880	(1,724)	23,156
Infrastructure Maintenance Renewal (IMR) Support	18,196	(2,690)	15,506
Provincial Capital support	20,882	-	20,882
School Generated Funds (SGF)	7,529	27,443	34,972
Other revenue	51,089	(1,188)	49,901
Total revenue	<u>1,001,864</u>	<u>21,696</u>	<u>1,023,560</u>
EXPENSE			
Salaries and benefits	786,627	(3,119)	783,508
Supplies and services	175,959	(5,839)	170,120
Interest	2,807	-	2,807
School funded activities	7,529	27,443	34,972
Amortization of capital assets	33,710	-	33,710
Total expense	<u>1,006,632</u>	<u>18,485</u>	<u>1,025,117</u>
Excess (deficiency) of operating revenue over expense for the year	(4,768)	3,211	(1,557)
Transfer from/(to) operating reserves/designated funds	11,135	(3,804)	7,331
Add/(deduct) capital items paid by operating funds			
Capital assets acquired	(35,920)	6,180	(29,740)
Amortization reserve	15,193	-	15,193
Capital debt repayments	(689)	5	(684)
Transfer from (to) school purchased assets	1,454	-	1,454
Transfer from capital carryforward	7,074	(5,592)	1,482
Transfer from/(to) capital reserves			
Building and equipment reserves	6,521	-	6,521
Net operating surplus	<u>-</u>	<u>-</u>	<u>-</u>

CALGARY BOARD OF EDUCATION
2009/10 BUDGET VARIANCE REPORT
(As at August 31, 2010)

Description	2009/10 Actual Annual Revenue and Expense (\$000)	2009/10 Current Annual Budget, Effective August 31, 2010 (\$000)	2009/10 Annual Variance Favourable/ Unfavourable (\$000)
REVENUE			
Alberta Education grants:			
Base provincial instruction	588,839	588,397	442
Differential cost funding and Transportation	224,959	224,125	834
Provincial priority targeted grants	66,615	66,621	(6)
Other provincial education grants	21,564	23,156	(1,592)
Infrastructure Maintenance Renewal (IMR) Support	15,506	15,506	-
Provincial Capital support	20,908	20,882	27
School Generated Funds (SGF)	37,651	34,972	2,679
Other revenue	54,032	49,901	4,131
Total revenue	1,030,074	1,023,560	6,515
EXPENSE			
Salaries and benefits	781,723	783,508	1,785
Supplies and services	164,826	170,120	5,294
Interest	2,942	2,807	(135)
School funded activities	37,651	34,972	(2,679)
Amortization	34,296	33,710	(586)
Total expense	1,021,438	1,025,117	3,679
Excess of operating revenue over expense for the year	8,636	(1,557)	10,194
Transfer from (to) operating reserves/designated funds			
Transportation Fee Stabilization	1,665	580	1,085
Unrealized Investment Gains/Losses	(1,750)	-	(1,750)
Utility expense stabilization	(311)	1,910	(2,222)
Administrative Systems Renewal	-	894	(894)
General Instruction Reserve	-	2,358	(2,358)
System Transformation Reserve	(500)	-	(500)
Fiscal Stability Reserve	(1,129)	2,500	(3,629)
School decentralized budgets	(1,303)	(1,303)	-
Other designated funds	392	392	-
Unrestricted operating surplus for the year, before capital items	5,700	5,774	(74)
Add/(deduct) capital items paid by operating funds			
Capital assets acquired	(24,545)	(28,286)	3,741
Amortization reserve	15,208	15,193	15
Capital debt repayments	(684)	(684)	-
Transfer from capital carryforward	1,759	1,482	277
Subtotal	(8,262)	(12,295)	4,033
Transfer from/(to) capital reserves			
Building and equipment reserves	3,100	6,521	(3,421)
Net operating surplus (deficit)	538	-	538

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

November 30, 2010

AUDIT COMMITTEE REPORT
PRESENTATION OF AUDITED FINANCIAL STATEMENTS AND AUDITORS' REPORT

RECOMMENDATION:

THAT the Board of Trustees approves:

- 1) the Audited Financial Statements of the Calgary Board of Education for the year ended August 31, 2010, including the Auditors' Report thereon, dated November 9, 2010, and the Unaudited Schedules to the Financial Statements as submitted, for submission to the Minister of Education; and
- 2) the Calgary Board of Education Financial Statements and Statistical Information for the year ended August 31, 2010, including the Auditors' Report thereon, dated November 9, 2010, as submitted, for submission to the Minister of Education.

BACKGROUND

In accordance with section 146 of the *School Act*, the Board of Trustees must appoint an auditor. The Board of Trustees appointed KPMG LLP, who has now completed their examination of the 2009/10 financial statements. The auditors' professional opinion on these financial statements is included in the Auditors' Report, dated November 9, 2010.

Pursuant to section 151(1) of the *School Act*, the auditor must send to the Minister, on or before November 30 in each year, copies of:

- (a) the financial statements,
- (b) the auditor's report on the financial statements, and
- (c) any written communication between the auditor and the board respecting the systems of internal control and accounting procedures of the board.

In order to assist the Board of Trustees with its work, the board established an Audit Committee with the following responsibilities that specifically apply to the audited financial statements:

- (a) to monitor the auditors' performance and report to the Board of Trustees annually,
- (b) to review the annual audit plan and recommend its approval to the Board of Trustees,
- (c) to review the audited figures in the annual financial statements and the audit findings report and report to the Board of Trustees.

The Audit Committee has reviewed copies of all of the above information, and has discussed all of these documents with the auditors and with senior Administration. The Committee recommends that the Board of Trustees approves these statements and the Auditors' Report thereon, as submitted.

Respectfully submitted,

Trustee Bazinet
Chair, Audit Committee

Attachments:

- Audited Financial Statements of the Calgary Board of Education for the year ended August 31, 2010, including the Auditors' Report thereon, for the Year Ended August 31, 2010, for submission to Alberta Education.
- Unaudited Schedules to the Financial Statements for the Year Ended August 31, 2010, for submission to Alberta Education.
- Financial Statements and Statistical Information for the Year Ended August 31, 2010, including the Auditors' Report thereon, for submission to Alberta Education.

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2010**
[School Act, Sections 147(2)(a), 148, 151(1) and 276]

CALGARY BOARD OF EDUCATION

Legal Name of School Jurisdiction

515 MACLEOD TRAIL SW, CALGARY, ALBERTA T2G 2L9

Mailing Address

Tel: (403) 294-8211 Fax: (403) 294-8254

Telephone and Fax Numbers

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of **CALGARY BOARD OF EDUCATION** presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with generally accepted accounting principles and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chairman

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position and results of operations and cash flows for the year in accordance with generally accepted accounting principles and follow the financial reporting requirements prescribed by Alberta Education.

BOARD CHAIR

Name

"ORIGINAL SIGNED"

Signature

SUPERINTENDENT

NAOMI E. JOHNSON

Name

"ORIGINAL SIGNED"

Signature

SECRETARY TREASURER OR TREASURER

DEBORAH L. MEYERS

Name

"ORIGINAL SIGNED"

Signature

30-Nov-10

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch,
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: Cindy.Wang@gov.ab.ca
PHONE: (780) 644-6672 (Toll free 310-0000)

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AUDITORS' REPORT TO THE BOARD OF TRUSTEES

We have audited the statement of financial position of the Calgary Board of Education (the "Corporation") as at August 31, 2010 and the statements of revenues and expenses, cash flows, changes in net assets and capital allocations for the year then ended. These financial statements, which are presented in the format prescribed by Alberta Education, are the responsibility of the Calgary Board of Education's Administration. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Corporation as at August 31, 2010 and the results of its operations, cash flows, changes in net assets and capital allocations for the year then ended in accordance with Canadian generally accepted accounting principles and the presentation requirements of Alberta Education.

KPMG LLP

Chartered Accountants

Calgary, Canada
November 9, 2010

STATEMENT OF FINANCIAL POSITION

as at August 31, 2010

(in dollars)

		2010	2009 (Note)
ASSETS			
Current assets			
Cash and temporary investments	(Note 3)	\$82,308,794	\$154,569,177
Accounts receivable (net after allowances)	(Note 5)	\$12,589,251	\$17,055,887
Prepaid expenses	(Note 5)	\$4,613,723	\$4,074,488
Other current assets		\$930,636	\$685,766
Total current assets		\$100,442,403	\$176,385,317
School generated assets	(Note 4)	\$11,687,587	\$14,634,538
Trust assets		\$0	\$0
Long term accounts receivable		\$0	\$0
Long term investments	(Note 3)	\$104,339,336	\$60,369,077
Capital assets			
	(Note 6)		
Land		\$4,808,632	\$4,808,632
Construction in Progress		\$43,717,015	\$25,844,453
Buildings		\$944,339,576	
Less: accumulated amortization		(\$347,395,552)	\$597,004,024
Equipment		\$165,261,882	
Less: accumulated amortization		(\$112,060,808)	\$53,211,074
Vehicles		\$7,257,718	
Less: accumulated amortization		(\$3,600,791)	\$3,656,927
Total capital assets		\$702,397,872	\$507,627,221
TOTAL ASSETS		\$918,867,198	\$749,003,153
LIABILITIES			
Current liabilities			
Bank indebtedness		\$0	\$0
Accounts payable and accrued liabilities	(Note 7)	\$91,778,280	\$74,981,945
Deferred revenue	(Note 8)	\$44,172,045	\$43,128,916
Deferred capital allocations	(Note 7)	\$23,066,154	\$31,377,915
Current portion of long term debt		\$7,161,625	\$5,933,362
Total current liabilities		\$136,178,104	\$155,402,139
School generated liabilities		\$11,687,587	\$14,634,538
Trust liabilities		\$0	\$0
Employee future benefit liabilities	(Note 9)	\$20,123,169	\$21,241,674
Long term debt	(Note 11)		
Supported: Debentures and other supported debt		\$21,802,220	\$27,051,711
Less: Current portion		(\$4,480,173)	(\$5,249,480)
Unsupported: Debentures and Capital Loans		\$0	\$0
Capital Leases		\$26,079,945	\$5,621,618
Mortgages		\$0	\$0
Less: Current portion		(\$2,681,452)	(\$683,872)
Other long term liabilities	(Note 12)	\$1,644,140	\$1,725,700
Unamortized capital allocations	(Note 10)	\$553,158,806	\$382,541,539
Total long term liabilities		\$627,334,241	\$446,863,418
TOTAL LIABILITIES		\$763,512,345	\$602,265,557
NET ASSETS			
Unrestricted net assets		\$3,500,423	\$2,961,822
Operating Reserves		\$30,508,763	\$27,572,505
Accumulated Operating Surplus (Deficit)		\$34,009,206	\$30,534,327
Investment in capital assets		\$101,668,985	\$91,637,119
Capital Reserves		\$19,688,652	\$24,546,150
Total Capital Funds		\$121,345,647	\$118,183,269
Total net assets		\$155,354,853	\$146,717,596
TOTAL LIABILITIES AND NET ASSETS		\$918,867,198	\$749,003,153

Note: Please input "(Restated)" in 2009 column heading where comparatives are not taken from the finalized 2008-2009 Audited Financial Statements filed with Alberta Education.

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31, 2010
(in dollars)

	Actual 2010	Budget 2010 (Note)	Actual 2009 (Note)
REVENUES			
Government of Alberta	\$920,869,093	\$921,171,334	\$872,094,025
Federal Government and First Nations	\$2,905,052	\$2,683,680	\$2,756,810
Other Alberta school authorities	\$838,080	\$805,672	\$958,476
Out of province authorities	\$197,891	\$217,000	\$514,593
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Instruction resource fees	\$7,201,333	\$7,139,847	\$7,274,795
Transportation fees	\$5,562,108	\$5,381,975	\$5,463,027
Other sales and services	\$22,999,100	\$21,706,810	\$22,775,858
Investment income	\$3,998,713	\$2,582,000	\$108,434
Gifts and donations	\$1,103,668	\$951,085	\$1,068,107
Rental of facilities	\$8,035,205	\$7,445,229	\$7,655,457
Gross school generated funds	\$37,650,978	\$34,971,266	\$36,306,324
Gains on disposal of capital assets	\$173,698	\$0	\$5,139,429
Amortization of capital allocations	\$18,539,986	\$18,513,283	\$17,754,155
Other revenue	\$0	\$0	\$0
Total Revenues	\$1,030,074,906	\$1,023,559,182	\$979,867,490
EXPENSES			
Certificated salaries (Note 18)	\$529,564,454	\$519,837,745	\$495,251,062
Certificated benefits (Note 18)	\$52,274,037	\$56,642,803	\$54,819,442
Non-certificated salaries and wages (Note 18)	\$166,311,507	\$167,391,418	\$154,781,346
Non-certificated benefits (Note 18)	\$33,572,679	\$39,836,498	\$34,442,267
Services, contracts and supplies	\$164,825,671	\$170,119,911	\$169,789,040
Gross school generated funds	\$37,650,978	\$34,971,266	\$36,306,324
Capital and debt services			
Amortization of capital assets			
Supported	\$18,539,986	\$18,513,283	\$17,754,155
Unsupported	\$15,756,477	\$15,196,692	\$14,534,332
Total Amortization of capital assets	\$34,296,463	\$33,709,975	\$32,288,487
Interest on capital debt			
Supported	\$2,368,285	\$2,368,285	\$2,971,278
Unsupported	\$0	\$0	\$0
Total interest on capital debt	\$2,368,285	\$2,368,285	\$2,971,278
Other interest and charges	\$573,574	\$438,500	\$283,074
Losses on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
Total Expenses	\$1,021,437,648	\$1,025,116,201	\$981,932,322
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEM			
	\$8,637,257	(\$1,557,019)	(\$2,064,832)
Extraordinary item	\$0	\$0	\$0
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$8,637,257	(\$1,557,019)	(\$2,064,832)

Note: Please input "(Restated)" where Actual 2009 comparatives are not as presented in the finalized 2008-2009 Audited Financial Statements filed with Alberta Education. Budget 2010 comparatives presented are final budget amounts formally approved by the Board.

STATEMENT OF CASH FLOWS

for the Year Ended August 31, 2010

(in dollars)

	2010	2009 (Note)
CASH FLOWS FROM:		
A. OPERATIONS		
Excess (deficiency) of revenues over expenses	\$8,837,257	(\$2,084,832)
Add (Deduct) items not affecting cash:		
Amortization of capital allocations revenue	(\$18,539,988)	(\$17,754,155)
Total amortization expense	\$34,296,463	\$32,288,487
Gains on disposal of capital assets	(\$173,698)	(\$5,139,429)
Losses on disposal of capital assets	\$0	\$0
Changes in:		
Accounts receivable	\$4,466,636	(\$2,628,950)
Prepays and other current assets	(\$784,105)	\$632,945
Long term accounts receivable	\$0	\$0
Long term investments	(\$53,983,259)	\$226,264
Accounts payable and accrued liabilities	(\$13,265,225)	\$2,697,920
Deferred revenue	\$1,043,129	(\$6,088,515)
Employee future benefit liabilities	(\$1,118,505)	(\$906,263)
Other (describe) <u>Wk capital changes in investing and financing activities</u>	\$47,871,478	\$3,356,410
Total cash flows from Operations	\$8,450,185	\$4,619,882
B. INVESTING ACTIVITIES		
Purchases of capital assets		
Land	(\$8,799,510)	(\$204,645)
Buildings	(\$8,864,576)	(\$71,551,706)
Equipment	(\$27,021,214)	(\$11,949,819)
Vehicles	(\$988,770)	(\$1,654,024)
Net proceeds from disposal of capital assets	\$135,527	\$5,139,429
Other (describe) <u>Long term investments and working capital components</u>	(\$51,713,638)	(\$2,591,794)
Total cash flows from Investing activities	(\$97,252,181)	(\$82,812,559)
C. FINANCING ACTIVITIES		
Capital allocations	\$13,529,471	\$29,200,838
Issue of long term debt	\$0	\$0
Repayment of long term debt	(\$5,933,333)	(\$6,950,512)
Add back: supported portion	\$5,249,490	\$6,490,037
Other (describe) <u>Changes in working capital components</u>	\$3,695,985	(\$300,966)
Total cash flows from financing activities	\$16,541,613	\$28,439,397
Net cash flows from during the year	(\$72,260,383)	(\$49,753,280)
Cash and temporary investments, net of bank indebtedness, at Aug. 31/09	\$154,569,177	\$204,322,457
Cash and temporary investments, net of bank indebtedness, at Aug. 31/10	\$82,308,794	\$154,569,177

Note: Please input "(Restated)" where Actual 2009 comparatives are not as presented in the finalized 2008-2009 Audited Financial Statement filed with Alberta Education.

**STATEMENT OF CHANGES IN NET ASSETS
for the Year Ended August 31, 2010**

School Jurisdiction Code: **3030**

(in dollars)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
	TOTAL NET ASSETS Cols. 2+3+4+5	INVESTMENT IN CAPITAL ASSETS	UNRESTRICTED NET ASSETS	INTERNALLY RESTRICTED NET ASSETS											
				TOTAL OPERATING RESERVES Cols. 6+8+10+12+14	TOTAL CAPITAL RESERVES Cols. 7+9+11+13+15	School & Instruction Related		Operations & Maintenance		Board & System Admin.		Transportation		External Services	
						Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2009	\$146,717,598	\$91,637,119	\$2,961,822	\$27,572,505	\$24,546,150	\$12,297,920	\$19,568,223	\$4,171,629	\$171,822	\$8,776,154	\$4,606,005	\$1,665,025	\$0	\$661,777	\$200,000
Prior period adjustments (described)															
	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adjusted Balance, Aug.31, 2009	\$146,717,598	\$91,637,119	\$2,961,822	\$27,572,505	\$24,546,150	\$12,297,920	\$19,568,223	\$4,171,629	\$171,822	\$8,776,154	\$4,606,005	\$1,665,025	\$0	\$661,777	\$200,000
Excess (deficiency) of revenues over expenses	\$8,637,257		\$8,637,257												
Board funded capital additions		\$24,560,704	(\$24,560,704)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Disposal of unsupported capital assets	\$0	(\$15,205)	\$15,205		\$0		\$0		\$0		\$0		\$0		\$0
Disposal of supported capital assets (board funded portion)	\$0	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0
Direct credits to net assets	\$0	\$0	\$0												
Amortization of capital assets		(\$34,296,463)	\$34,296,463												
Amortization of capital allocations		\$18,539,986	(\$18,539,986)												
Debt principal repayments (unsupported)		\$684,793	(\$684,793)												
Net transfers to operating reserves			(\$8,174,831)	\$8,174,831		\$4,184,900		\$3,489,931		\$500,000		\$0		\$0	
Net transfers from operating reserves			\$5,238,553	(\$5,238,553)		(\$3,000,000)		(\$264,784)		(\$303,653)		(\$1,665,025)		(\$16,081)	
Net transfers to capital reserves			(\$8,377,822)		\$8,377,822		\$8,204,224		\$173,608		\$0		\$0		\$0
Net transfers from capital reserves			\$11,237,419		(\$11,237,419)		(\$10,895,054)		\$0		(\$841,756)		\$0		\$0
Assumption/transfer of other operations' net assets	\$0	\$548,048	(\$548,048)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance at August 31, 2010	\$155,354,853	\$101,658,985	\$3,500,473	\$30,506,783	\$19,686,662	\$13,482,820	\$15,176,790	\$7,406,776	\$345,620	\$8,972,501	\$3,964,249	\$0	\$0	\$645,696	\$200,000

STATEMENT OF CAPITAL ALLOCATIONS
(EXTERNALLY RESTRICTED CAPITAL CONTRIBUTIONS ONLY)
for the Year Ended August 31, 2010
(in dollars)

	Deferred Capital Allocations	Unamortized Capital Allocations
Balance at August 31, 2009	\$31,377,916	\$382,541,539
Prior period adjustments	\$0	\$0
Adjusted balance, August 31, 2009	\$31,377,916	\$382,541,539
Add:		
Restricted capital allocations from: Alberta Education including school and modular projects	\$13,529,471	
Other Government of Alberta	\$0	
Federal Government and First Nations	\$0	
Other sources	\$0	
Interest earned on provincial government capital allocations	\$0	
Other capital grants and donations	\$0	
Net proceeds on disposal of supported capital assets	\$0	
Insurance proceeds (and related interest)	\$0	
Donated capital assets (amortizable, @ fair market value)		\$0
Transferred in capital assets (amortizable, @ net book value)		\$162,293,297
Current Year Debenture Principal Repayment		\$5,249,490
Expended capital allocations - current year	(\$21,841,233)	\$21,841,233
Deduct:		
Net book value of supported capital assets dispositions, write-offs, or transfer; Other	\$0	\$226,768
Capital allocations amortized to revenue		\$18,539,986
Balance at August 31, 2010	\$23,066,154	\$553,158,805

* Infrastructure Maintenance Renewal/Infrastructure Maintenance Program allocations are excluded from this Statement, since those contributions are not externally restricted to capital.

**CALGARY BOARD OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2010**

1. ORGANIZATION

The Calgary Board of Education (the "Corporation") is an independent legal entity with an elected Board of Trustees as stipulated in the *School Act* (Alberta). The Corporation is registered as a charitable organization under the *Income Tax Act* (Canada) and, therefore, is exempt from income tax and may issue official receipts to donors for income tax purposes.

The Corporation provides a full range of educational services for all instructional programs ranging from Kindergarten through Grade 12. In addition, the Corporation demonstrates its commitment to life-long learning by offering continuing education programs for adults.

2. SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of presentation

The financial statements of the Corporation have been prepared in accordance with Canadian Generally Accepted Accounting Principles (GAAP), and are presented in the format prescribed by Alberta Education. A precise determination of many assets and liabilities is dependent upon future events and involves the use of estimates and approximations, which have been made using professional judgment. Actual results could differ from these estimates or approximations. In administration's opinion, these financial statements have been prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below.

The financial operations of EducationMatters (formerly The Calgary Board of Education Foundation) is a not-for-profit foundation which promotes and supports public education in Calgary (see Note 15 (b)) and is a controlled entity whose financial results are not consolidated in these financial statements, as permitted under CICA Handbook Section 4450.14.

Budget information is unaudited and is presented in the Statement of Revenue and Expense and in the related schedules for information purposes only and represents the original budget submitted to Alberta Education in June, 2009, as amended during the fiscal year to reflect identified changes in circumstances relating to operating and program changes. The Board of Trustees approves the original budget and monitors all subsequent changes through quarterly reports of revisions and amendments.

(b) Changes in accounting policies

On September 1, 2009, the Corporation adopted the amendment to the existing CICA Handbook Section 4400 "Financial Statement presentation by not-for-profit organizations" such that revenues and expenses should be recognized and presented at their gross amounts when an organization is acting as a principal in transactions. As such, school generated funds revenues and expenses are reported separately and on a gross basis for the year ended August 31, 2010. This change has been applied retroactively with restatement and has resulted in an increase to

school generated funds of \$28,368,985 and school funded activities of \$28,368,985 for the year ended August 31, 2009. There is no effect on excess of revenue over expense.

CICA Handbook Section 4470 "Disclosure of Allocated Expenses by Not-for-Profit Organizations" establishes disclosure standards for not-for-profit organizations that choose to classify its expenses by function and allocates its expenses among the functions. The main features of the new section are:

- A requirement for an organization that allocates its fundraising and general support expenses to other functions to disclose the policies adopted for the allocation of expenses among functions, the nature of the expenses being allocated, and the basis on which such allocations have been made; and
- A requirement for an organization to disclose the amounts allocated from each of its fundraising and general support functions and the amounts and functions to which they have been allocated.

There was no impact in adopting this section of the Handbook, as the Corporation does not allocate expenses.

(c) Cash and cash equivalents

Cash and cash equivalents are comprised of cash and short-term investments with original maturity of 90 days or less.

(d) Investments

Held-for-trading assets are measured at fair value each reporting period. Unrealized gains and losses on held-for-trading financial instruments are recognized in earnings.

Short-term investments are investments held with a maximum of a one-year view to ensure the timely settlement of the Corporation's financial obligations. Investments usually consist of treasury bills and money market investments and are recorded at fair value.

Long-term investments are investments held for a period of approximately three to five years, unless significant unforeseen factors occur. Long-term investments may include corporate and government bonds and equities, and are recorded at fair value.

(e) Inventories

Inventories consist of maintenance and school supplies and are valued at the lower of average cost and replacement cost, or net realizable value. Inventory is expensed when items are shipped to schools or departments.

(f) Capital Assets and Capital Revenue

Capital assets are recorded at cost. Amortization is calculated on a straight-line basis at rates which amortize the cost of the capital assets over their estimated useful lives. The amortization rates applied are as follows:

Land improvements	20 years
Buildings	10 - 40 years
Furniture and equipment	4 - 10 years

No amortization is provided on construction in progress, as these assets are not ready and are not available for use. Once completed and placed into use, these assets are amortized in accordance with the Corporation's above amortization policy.

Certain capital assets, including new school construction and major renovations (except administrative buildings and replacement of equipment and vehicles), are funded by Alberta Education when approved, and are based on the Corporation's three-year capital plan. When received, capital grants for these assets are deferred and reflected in revenue and matched to the amortization expense over the lives of the related assets. Provincially funded Infrastructure Maintenance Renewal (IMR) projects that improve or sustain the operating functionality of building components or land improvements and do not extend the useful life of the underlying asset are expensed.

(g) Asset Retirement Obligation

The Corporation recognizes the fair value of an Asset Retirement Obligation ("ARO") in the period in which it incurs a legal obligation associated with the retirement of capital assets. Certain building assets contain some asbestos. Although the asbestos is appropriately contained in accordance with environmental regulations, it is the Corporation's practice to, if necessary, remediate any asbestos upon disposal of a capital asset. The Corporation recognizes an ARO only when those assets have been approved by the Board of Trustees for disposition and when the fair value of the liability can be reasonably determined.

The fair value of the estimated ARO is recorded as a long term liability, with a corresponding increase in the carrying value of the asset. In periods subsequent to initial measurement where the passage of time results in liability increases and the amount of this accretion is charged against income. The liability is adjusted for revisions to previously used estimates.

(h) Revenue Recognition

Revenues are recognized when they are earned. Grants received, restricted donations and fees collected, in advance of the provision or use of related services, are deferred until utilized.

Unrestricted cash donations are recognized as revenue when they are received. Donations of materials and services, that would otherwise have been purchased, are recorded at fair market value when an estimated fair market value can be reasonably determined.

Funds donated by individuals or organizations for the purpose of establishing scholarships and bursaries are accounted for as deferred revenues. Interest is calculated on each scholarship fund balance and is accrued for the benefit of the recipients of the fund. Individual scholarship payments are made to the recipients of the scholarships and bursaries in accordance with the various scholarship agreements, and a corresponding amount is recognized as revenue at that time.

The amortization of capital assets funded by Alberta Education and Alberta Infrastructure is expensed annually and is offset by a corresponding amount of revenue arising from the recognition in that year of related capital grants.

Each year, volunteers contribute a considerable number of hours which support the delivery of certain programs within schools. Due to the difficulty of determining or otherwise estimating these hours, and the fact that these services are not otherwise purchased, the value of these contributed services is not quantified nor recognized in these financial statements.

(i) Proceeds on Disposal of Capital Assets

The proceeds on disposal of capital assets are applied to fund future capital asset expenditures. Pursuant to Provincial regulations, the allocation of proceeds for each asset disposal is based upon the relative contribution from the Province of Alberta and the Corporation to fund the original purchase of the disposed asset. Proceeds relating to provincially funded assets are recorded as deferred capital allocations until a provincially approved capital expenditure is made. Proceeds relating to Corporation funded assets are reflected as income and a corresponding amount is transferred to capital reserves until a capital expenditure to be financed from capital reserves is approved by the Board of Trustees.

(j) School Generated Funds

These financial statements include amounts arising from certain school and student activities which are controlled and administered locally by each school but for which the Corporation is accountable. School generated funds revenues are primarily generated through fundraising activities, non-instructional fees and donations and grants to schools in support of extra-curricular activities, field trips and equipment.

(k) Pensions

The Corporation's certificated employees are required to contribute to the Alberta Teachers' Retirement Fund, a multi-employer pension plan. This defined benefit pension plan is the responsibility of the Province of Alberta and these employee members. Accordingly, no disclosure has been made in these financial statements relating to the effects of participation in the pension plan by the Corporation's certificated employees.

The Corporation and its non-certificated employees participate in the Local Authorities Pension Plan, a multi-employer pension plan. Pension costs included in these financial statements comprise the cost of employer contributions for current service of participating employees during the year.

The Corporation has established a Supplemental Integrated Pension Plan (SiPP) for certain members of senior administration comprised of both a registered and non-registered portion. The plan provides a supplement to the Local Authorities Pension Plan or Alberta Teachers' Retirement Fund (as appropriate) to provide an annual retirement benefit of 2% of total earnings. The cost of this SiPP is sponsored by the Corporation and is actuarially determined using the projected benefit method prorated on service and management's best estimate of expected salary and benefit escalation, retirement ages of employees and plan investment performance. As at August 31, 2010 plan assets held in trust are invested in a mix of cash, bonds, Canadian and international equities. Plan assets are valued at cost, which approximates market value and the plan is fully funded by separately designated plan assets. Changes to the actuarially determined obligation are recognized and expensed as of the applicable date to ensure the plan is fully funded. Actuarial valuations of the plan occur annually as at August 31st.

(I) Employee Future Benefit Plans

The Corporation has a number of defined benefit plans providing post-employment and post-retirement benefits for supplementary health care, dental care, life insurance and retiring allowances. These plans are not funded by separately designated plan assets.

For employee future benefit plans other than pension plans, the Corporation accrues its obligations, and expenses the related costs, in accordance with the terms of the various collective agreements and other contracts of employment. The cost of employee future benefits earned by employees is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of salary escalation, retirement ages of employees, and expected provincial and supplementary health care costs and dental care costs. The actuarially determined benefit obligation from the initial application of this policy is being amortized over the average remaining service period of employees active at September 1, 2000, the beginning of the fiscal year in which this policy was implemented. The balance of any unrecognized net plan experience, including changes in actuarial basis, in excess of 10% of the greater of the actuarial benefit obligation and the market value of plan assets is amortized over the average remaining service lifetime of the active members as of the applicable date. When changes to employee future benefit plans are negotiated, the related financial impacts are recognized when an agreement has been reached by the Corporation and the applicable group of employees. Effective January 1, 2011, all employees will pay 100% of the post-retirement benefit premium costs.

The Corporation measures its accrued benefit obligations under these plans for accounting purposes as at August 31st of each fiscal year. The most recent actuarial valuation of post-retirement and post-employment benefit plans was as of August 31, 2009. The next required valuation will be as of August 31, 2012.

(m) Financial Instruments

The Corporation's financial instruments consist of cash and cash equivalents, cash held by schools, short-term investments, accounts receivable, long-term investments, accounts payable and accrued liabilities, and long-term liabilities. Unless otherwise stated in Notes 3 and 11, which are determined by market comparisons, the fair values of these financial instruments approximate their carrying values.

There are no financial assets on the balance sheet designated as available-for-sale or held-to-maturity. Cash and cash equivalents and investments are classified as held for trading. All other financial assets are classified as loans or receivables and are accounted for on an amortized cost basis. All financial liabilities are classified as other financial liabilities and are accounted for on an amortized cost basis.

Transaction costs and related cash flow impacts are included in the fair value assessment of each financial asset. Transaction costs that are directly attributable to the acquisition of other financial liabilities are not considered significant and are expensed when incurred.

The Corporation has a comprehensive risk management framework to monitor, evaluate and manage the principal risks assumed with financial instruments. The risks that arise from transacting financial instruments include credit risk, liquidity risk and price risk. Price risk arises from changes in interest rates, foreign currency exchange rates and market prices. The Corporation does not use derivative financial instruments to alter the effects of these risks. It is administration's opinion that the Corporation is not exposed to significant interest, currency or credit risks arising from these financial instruments.

The Corporation has elected to apply the scope provisions of paragraph 3855.07A such that the Corporation will not apply the requirements of Section 3855 to contracts for the purchase or sale of non-financial items and any embedded derivatives within these types of contracts or those embedded derivatives that may exist within lease or insurance contracts. In addition, the Corporation has elected to not adopt "Financial Instruments – Disclosures" and "Financial Instruments – Presentation." The Corporation does not invest or use derivative financial instruments. Derivatives may be embedded in other financial instruments (the "host" instrument") or other contracts (the "host contract"). The Corporation has not identified embedded derivatives in the host contracts.

(n) Future Accounting Standards

The CICA Accounting Standards Board (AcSB) has confirmed that 'the changeover' date from Canadian GAAP to International Financial Reporting Standards (IFRS) will be effective January 1, 2011. Alberta Education has stated that, at this time, IFRS is not applicable for school boards in Alberta and that the changeover is not expected to affect the Corporation.

3. CASH AND CASH EQUIVALENTS, INVESTMENTS AND BANK INDEBTEDNESS

2010	Investments at Fair Value				
	Cash and cash equivalents	Short-Term	Long-Term	Total	Cost
Cash and Fixed Income Investments					
Bank balances	\$2,679,312	\$ -	\$ -	\$2,679,312	\$2,679,312
Outstanding cheques	(952,202)	-	-	(952,202)	(952,202)
Money market investments	-	79,966,284	563,440	80,529,724	80,529,054
Supplemental Integrated Pension Plan Assets (see note 9(b))	-	615,400	-	615,400	690,301
Fixed Income					
Government of Canada	-	-	21,538,086	21,538,086	20,824,109
Provincial	-	-	588,119	588,119	570,664
Municipal	-	-	2,132,050	2,132,050	2,036,520
Corporate	-	-	32,454,980	32,454,980	31,765,265
Restricted long-term investment (1)	-	-	26,882,109	26,882,109	26,882,109
Equity Investments					
Canadian equities	-	-	7,857,980	7,857,980	6,616,340
U.S. equity funds	-	-	5,401,509	5,401,509	6,619,128
International equity funds	-	-	6,921,063	6,921,063	8,066,967
Total at Fair Value	\$1,727,110	\$80,581,684	\$104,339,336	\$186,648,130	
Total at Cost	\$1,727,110	\$80,656,584	\$103,943,873		\$186,327,567

(1) Restricted long-term investment relates to cash collateral requirements as a result of capital leases entered into between the years ended August 31, 2004 and August 31, 2010 (see Note 11).

2009	Investments at Fair Value				
	Cash and cash equivalents	Short-Term	Long-Term	Total	Cost
Cash and Fixed Income Investments					
Bank balances	\$ 2,636,129	\$ -	\$ -	\$ 2,636,129	\$ 2,636,129
Outstanding cheques	(1,038,924)	-	-	(1,038,924)	(1,038,924)
Money market investments	-	152,375,363	6,492,113	158,867,476	158,867,090
Supplemental Integrated Pension Plan Assets (see note 9(b))	-	596,609	-	596,609	690,712
Fixed Income					
Government of Canada	-	-	16,751,554	16,751,554	16,576,159
Provincial	-	-	573,555	573,555	570,664
Municipal	-	-	204,594	204,594	201,135
Corporate	-	-	1,398,825	1,398,825	1,434,405
Restricted long-term investment (1)	-	-	5,709,830	5,709,830	5,709,830
Equity Investments					
Canadian equities	-	-	6,974,261	6,974,261	6,312,387
U.S. equity funds	-	-	5,517,281	5,517,281	6,539,507
International equity funds	-	-	6,734,064	6,734,064	7,855,191
Total at Fair Value	\$ 1,597,205	\$152,971,972	\$ 50,356,077	\$204,925,254	
Total at Cost	\$ 1,597,205	\$153,066,075	\$ 51,691,004		\$206,354,285

(1) Restricted long-term investment relates to cash collateral requirements as a result of capital leases entered into between the years ended August 31, 2004 and August 31, 2009 (see Note 11).

General Operating and Other Bank Indebtedness

The Corporation maintains a line of credit that has been negotiated with its banker for general operating purposes. The line of credit is secured against the Corporation's accounts receivable at bank prime rate. As at August 31, 2010, no amount has been drawn against the Corporation's general operating line of credit.

Yields on current and long-term investments reflect the cash value of all dividends, interest or other payments received or receivable on active investment instruments. These yields do not include any realized or unrealized capital gains of the underlying market values of the instruments. At August 31, 2010 the yields on these investments were as follows:

	<u>2010</u>		<u>2009</u>	
	Effective or Fair Value Yield	Fair Value	Effective or Fair Value Yield	Fair Value
<u>Short-Term Investments</u>				
Money Market Investments	0.72%	\$79,966,284	0.29%	\$152,375,363
Non-Registered Mutual Funds (SiPP)	2.51%	615,401	3.48%	596,609
<u>Long-Term Investments</u>				
Money Market Investments	0.61%	563,441	0.21%	6,492,113
Bond type:				
Govt of Canada	1.61%	21,538,086	2.21%	16,751,554
Provincial	2.65%	588,119	3.39%	573,555
Municipal	2.16%	2,132,050	3.89%	204,595
Corporate	2.67%	32,454,980	4.02%	1,398,825
Canadian equities	3.01%	7,857,980	3.01%	6,974,261
U.S. equity pooled funds	1.86%	5,401,509	1.92%	5,517,281
International equity pooled funds	3.34%	6,921,063	3.55%	6,734,064

Additional Cash Flow Information

During the year ended August 31, 2010, cash interest paid on school building debenture debt and other debt amounted to \$2,686,268 (2009 - \$3,357,452) and cash interest earned (operating and capital) and dividends received on investments totaled \$1,936,884 (2009 - \$4,237,588).

4. CASH HELD BY SCHOOLS

Changes in cash held by schools are as follows:

	<u>2010</u>	<u>2009</u>
Sources of school generated funds:		
Fundraising activities	\$ 10,896,230	\$ 11,238,272
Non-instructional fees and charges	17,000,131	16,812,528
Donations and grants to schools	6,780,110	7,174,278
Other income	27,556	149,628
Total additions to school generated funds	<u>\$ 34,704,027</u>	<u>\$ 35,374,706</u>
Application of school generated funds:		
Fundraising activities	(17,356,310)	(14,389,257)
Fees/charges (non-Instructional) – related expenses	(12,240,537)	(13,259,030)
Donations and grants to schools – related expenses	(1,042,092)	(668,938)
Other – related expenses: bank charges	(81,931)	(51,760)
Extra-curricular activities	(4,278,121)	(5,028,375)
Field trips	(1,299,112)	(1,421,240)
Equipment	(1,352,875)	(1,487,724)
Total application of school generated funds	<u>\$ (37,650,978)</u>	<u>\$ (36,306,324)</u>
Net use of school generated funds for the year	(2,946,951)	(931,618)
Cash balance, beginning of year	<u>14,634,538</u>	<u>15,566,156</u>
Cash balance, end of year	<u>\$ 11,687,587</u>	<u>\$ 14,634,538</u>

5. ACCOUNTS RECEIVABLE AND PREPAID EXPENSES

	<u>2010</u>	<u>2009</u>
Alberta Education operating grants	\$ 300,583	\$ 223,284
Government of Alberta capital grants	952,335	5,192,952
Debenture interest grants	1,300,105	1,618,088
School jurisdictions and other governments	1,956,978	1,859,251
Other accounts receivable	8,079,250	8,162,312
Prepaid expenses	4,613,723	4,074,488
	<u>\$ 17,202,974</u>	<u>\$ 21,130,375</u>

6. CAPITAL ASSETS

	2010		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 4,808,832	\$ -	\$ 4,808,832
Land improvements	18,194,437	8,525,437	9,669,000
Buildings	926,145,139	338,810,115	587,335,024
Furniture and equipment	172,519,600	115,651,599	56,868,001
	<u>1,121,668,008</u>	<u>462,987,151</u>	<u>658,680,857</u>
Construction in progress	43,717,015	-	43,717,015
	<u>\$ 1,165,385,023</u>	<u>\$ 462,987,151</u>	<u>\$ 702,397,872</u>

	2009		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 4,808,832	\$ -	\$ 4,808,832
Land improvements	9,399,476	8,398,986	1,000,490
Buildings	751,924,777	320,292,718	431,632,059
Furniture and equipment	147,349,836	103,008,449	44,341,387
	<u>913,482,921</u>	<u>431,700,153</u>	<u>481,782,768</u>
Construction in progress	25,844,453	-	25,844,453
	<u>\$ 939,327,374</u>	<u>\$ 431,700,153</u>	<u>\$ 507,627,221</u>

Included in the cost of furniture and equipment are assets under capital lease in the amount of \$114,805 (2009 – \$2,700,000). Included in the cost of buildings are assets under capital lease in the amount of \$20,527,364 (2009 – \$4,130,000). Accumulated amortization is \$2,128,831 (2009 – \$1,444,866) on these assets.

The Corporation has recorded an asset retirement obligation for the estimated costs of removing and disposing of asbestos in those schools and other buildings approved by the Board for disposition. At August 31, 2010, the Corporation, through use of engineering estimates, has valued the asset retirement obligation amount for those assets at \$1,644,140 (2009 – \$1,725,700), which is reflected in the cost of the buildings asset cost above. The Corporation received transferred-in building assets from the Province in the amount of \$162,293,297 (2009 – \$0).

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2010	2009
Salaries and benefits	\$ 30,090,709	\$ 37,484,174
Debenture interest	1,300,221	1,618,088
Federal government	730,407	691,144
Contractor payables	6,561,992	10,501,563
Deferred capital allocations (1)	23,066,154	31,377,916
Other accounts payable	15,349,114	13,992,084
Other accrued liabilities	<u>7,745,837</u>	<u>10,674,892</u>
	<u>\$ 84,844,434</u>	<u>\$ 106,339,861</u>

(1) Government of Alberta capital grants not yet expended at August 31st.

8. DEFERRED REVENUE

SOURCE AND GRANT OR FUND TYPE	DEFERRED REVENUE as at Aug. 31, 2009	ADD: 2009/2010 Restricted Funds Received/ Receivable	DEDUCT: 2009/2010 Restricted Funds Expended (Paid / Payable)	ADD (DEDUCT): 2009/10 Adjustments or Returned Funds	DEFERRED REVENUE as at Aug. 31, 2010
Alberta Education Restricted Operational Funding:					
Alberta Initiative for School Improvement	\$5,081,612	\$13,717,727	(\$15,155,483)	\$0	\$3,643,856
Children and Youth with Complex Needs	\$0				\$0
Francophone Student Health Services	\$0				\$0
Infrastructure Maintenance Renewal (IMR)	\$14,117,088	\$25,652,852	(\$15,305,999)	\$0	\$24,463,941
Institutional Education Programs	\$0				\$0
Portable/Modular Unit Relocation	\$0				\$0
Regional Consortium	\$0				\$0
Regional Educational Consulting Services	\$230,302	\$3,977,537	(\$3,541,368)	\$0	\$666,471
Small Class Size Initiative	\$0				\$0
Student Health Initiative (School Authorities)	\$303,178	\$3,349,469	(\$3,172,853)	\$0	\$479,794
SuperNet Service	\$0				\$0
Classroom resources One time grant	\$2,860,918	\$0	(\$1,026,097)		\$1,834,821
Classroom technology One time grant	\$861,040	\$0	(\$861,040)		\$0
Technology infrastructure One time grant	\$4,606,074	\$0	(\$4,606,074)		\$0
Innovative Classroom Technology Funding	\$2,024,159	\$0	(\$2,005,667)		\$18,492
Other Alberta Education deferred revenue	\$2,171,649	\$931,810	(\$1,213,966)	\$0	\$1,889,493
Other Government of Alberta Restricted Funding:	\$0				\$0
	\$0				\$0
	\$0				\$0
Other Deferred Revenue:	\$0				\$0
Scholarships	\$273,870		(\$9,513)		\$264,357
Funds from other Organizations	\$1,773,986	\$1,454,063	(\$1,083,860)	\$189,922	\$2,334,111
IMR interest earned	\$2,107,623	\$0	(\$200,335)	\$0	\$1,907,288
Student Fees	\$6,717,417	\$6,669,421	(\$6,717,417)	\$0	\$6,669,421
Total	\$43,128,916	\$55,752,879	(\$54,899,672)	\$189,922	\$44,172,045

9. PENSIONS/EMPLOYEE FUTURE BENEFITS

(a) Local Authorities Pension Plan (LAPP)

The Corporation's net pension expense for the year amounts to \$13,916,955 (2009 - \$11,486,584).

(b) Supplemental Integrated Pension Plan (SiPP)

The Corporation provides a Supplemental Integrated Pension Plan (the "Plan") for certain executive employees of the Corporation, based on approved terms and conditions of the Plan. The Corporation's net pension expense for the registered portion for the year was \$37,167 (2009 - net expense of \$12,222). The net pension expense for the non-registered portion was \$149,850 (2009 - \$69,845). The total liability for the Plan at August 31, 2010 is \$175,326 (2009 - \$346,500).

(c) Supplementary Retirement Plan (SRP)

The Corporation provides a Supplementary Retirement Plan for certain senior employees of the Corporation, based on approved terms and conditions of the plan. The plan provides for annual contributions of 10% of the employees salary which is above the LAPP or Alberta Teachers' Retirement Fund pensionable earnings cap. The total liability for the SRP at August 31, 2010 is \$196,843 (2009 - \$137,173).

(d) Other Employee Future Benefits

The significant actuarial assumptions adopted in measuring the Corporation's employee future benefit obligation (based on a weighted average assumption of the various plans as of August 31, 2010) are as follows:

Amortization method	Straight-line
Discount rate	4.7%
Supplementary health care cost escalation	8.0% declining by 0.0% for two years, 0.50% thereafter to an ultimate rate of 5.0% per year
Dental care cost escalation	4.0% per year
Provincial health care cost escalation	Not applicable

The actuarially determined liability for future employee benefits at August 31, 2010 is \$30,263,000 (2009 - \$32,418,000). To date, \$19,751,000 (2009 - \$20,758,000) has been accrued in these financial statements. The initial transitional obligation of \$35,664,263 at September 1, 2000 is being amortized over the expected average remaining service period of the employee group, which was estimated to be 12 years, of which 2 years remain. The unamortized transitional obligation of \$2,058,000 on September 1, 2009 has been reduced by \$687,000 to \$1,371,000 to reflect the change in the accrued benefit obligation to employee groups, and the annual amortization of the remaining initial transitional obligation.

The total current year expense for employee future benefits amounts to \$3,221,000 (2009 - \$3,610,000), including current service costs of \$845,000 (2009 - \$628,000). During the year ended August 31, 2010, \$4,228,000 (2009 - \$4,246,000) was paid in respect of post-employment or post-retirement benefits.

10. UNAMORTIZED CAPITAL ALLOCATIONS

Changes in deferred capital grants are as follows:

	<u>2010</u>	<u>2009</u>
Balance, beginning of year	\$ 382,541,539	\$ 343,753,997
Debt principal repaid by Alberta Finance	5,249,490	6,490,037
Capital assets funded by Alberta Infrastructure and Transportation and Alberta Education	183,907,762	50,051,660
Capital allocations amortized to revenue	<u>(18,539,986)</u>	<u>(17,754,155)</u>
Balance, end of year	<u>\$ 553,158,805</u>	<u>\$ 382,541,539</u>

11. LONG-TERM LIABILITIES

Long-term liabilities relate to debentures for the acquisition of school buildings funded directly by Alberta Education (pre 1995) and to capital leases, approved by the Minister of Education for internally financed equipment purchases. Debentures are secured by the Province and capital leases are secured by identified assets of the Corporation (restricted cash).

Debentures were issued for periods of 15, 20 or 25 years in those years prior to 1995 when the Corporation had local taxing authority. Fair value of this debt is \$25,314,988 (2009 - \$31,337,781) which is calculated using a discount rate of 4.70%, that reflects the average yield on high quality long term corporate bonds at August 31, 2010. This debt is fully guaranteed by the Province of Alberta and Alberta Finance funds these interest and principal payments.

	<u>2010</u>	<u>2009</u>
Debenture debt on school buildings, bearing interest at rates ranging from 7.38% - 11.75%, repayable in annual installments of varying amounts, maturing from 2011 through 2020.	\$ 21,802,220	\$ 27,051,711
Finance contracts, secured by certain equipment bearing interest at rates ranging from 2.44% - 4.49%, repayable in annual installments of \$324,556 including interest, maturing September 2014.	1,395,361	1,688,650
Finance contracts, secured by certain building components bearing interest at rates ranging from 2.16% - 4.16% , repayable in annual installments of \$546,516 including interest, maturing September 2014 through August 2015.	3,542,415	3,932,968
Finance contracts, secured by certain building components Bearing interest at 3.13%, repayable in annual installments of \$2,661,944 including interest, maturing August 2015.	21,142,169	-
	47,882,165	32,673,329
Less current portion	7,161,625	5,933,362
Long-term portion	<u>\$ 40,720,540</u>	<u>\$ 32,739,967</u>

Minimum principal repayments based on the terms above are as follows:

2011	\$ 7,161,624
2012	6,625,301
2013	6,104,254
2014	6,573,652
2015	5,963,836
Thereafter	15,453,498
Total	<u>\$ 47,882,165</u>

12. ASSET RETIREMENT OBLIGATION

The Corporation has estimated an asset retirement obligation of \$1,644,140 as at August 31, 2010 (2009 - \$1,725,700) for building assets that have been approved for disposition by the Board and are estimated to occur between 2010 and 2011. An interest rate of 5.35% is applicable to discount expected cash flows, for calculation of the initial obligation and a rate of 4.70% would be applicable for accretion of the obligation.

The following table summarizes the changes in the asset retirement obligations:

	<u>2010</u>	<u>2009</u>
Balance, beginning of year	\$ 1,725,700	\$ 1,887,455
Obligations discharged	(81,560)	(161,755)
Balance, end of year	<u>\$ 1,644,140</u>	<u>\$ 1,725,700</u>

13. CONTINGENCIES AND COMMITMENTS

- (a) From year to year, legal actions are brought against the Corporation in the normal course of operations. Management believes that the ultimate resolution of claims presently outstanding are not expected to be significant to the overall financial position of the Corporation.
- (b) The Corporation has contractual commitments to complete major capital projects relating to school buildings and Administrative sites. As at August 31, 2010, these outstanding contractual obligations amount to \$26,762 (2009 - \$47,323), with \$19,676 to be funded by Alberta Infrastructure/Education and \$7,085 by the Corporation.
- (c) To the extent the Corporation terminates certain contractual commitments for convenience under certain service and development management agreements, the Corporation would incur costs, depending on the date of termination, of between \$3,500 and \$11,500.
- (d) The Corporation has entered into operating lease agreements for office space that expire beyond August 31, 2014. Future minimum annual lease payments under these leases, including provisions for renewals, are as follows:

<u>Year</u>	
2011	\$ 439,654
2012	\$ 166,055
2013	\$ 78,913
2014	\$ 78,913
Future Years	<u>\$ 49,063</u>
	<u>\$ 812,598</u>

Lease expense during the year amounted to \$342,599 (2009 - \$754,556).

- (e) The Corporation has entered into a 20 year lease agreement for the new Education Centre with payments commencing approximately March 1, 2011. Future estimated minimum annual lease and operating payments (including parking) under this commitment are:

	Minimum lease payments	Estimated operating costs	Total
2011	\$ 4,265,384	1,449,396	5,714,780
2012	8,530,767	2,935,027	11,465,794
2013	8,530,767	3,008,403	11,539,170
2014	8,836,468	3,083,613	11,920,081
2015	9,142,169	3,160,703	12,302,872
Thereafter	172,253,777	60,411,508	232,665,285
Total payments	\$ 211,559,332	74,048,650	285,607,982

- (f) The Corporation has entered into a service agreement related to certain payroll and human resources administration processes expiring October 16, 2015. Future minimum annual payments under this commitment are:

2011	\$ 8,753,555
2012	9,383,281
2013	9,733,558
2014	10,021,421
2015	10,310,831
2016	1,293,389
Total payments	\$ 49,496,035

- (g) Effective September 1, 2006, the Corporation entered into a Master Transportation Agreement with Southland Transportation Ltd. and First Student Canada for the provision of student school bus transportation services. The initial term of the agreement is ten years (expiring August 31, 2016) and the Corporation may renew the agreement for two additional periods of five years each. Each year during the term, the Corporation enters into a Yearly Service Agreement with each carrier, outlining the services to be provided, the applicable Daily Base Rate and all other anticipated fees and charges under the agreement.
- (h) Effective January 1, 2010, the Corporation entered into a one year fixed price natural gas supply agreement of a certain price for a majority of its total annual natural gas consumption. This agreement was to expire on December 31, 2010, but was renewed for one additional year and will expire December 31, 2011.
- (i) Effective July 31, 2007, the Corporation entered into a fixed electricity supply agreement of a certain price for all of its electricity consumption from January 1, 2009 to December 31, 2012. This agreement has been extended by two additional years and will expire December 31, 2014.
- (j) Effective July 1, 2007, the Corporation entered into a Committed Retainer Legal Services Agreement of a certain price, with a one year Evaluation Stage and the provision for a four year extension period, upon mutual agreement of both parties, to June 30, 2012.

14. NET ASSETS

The components of the Corporation's net assets of \$155,354,852 as at August 31, 2010 are described below:

(a) Accumulated Operating Surplus

As at August 31, 2010, the Corporation has an accumulated operating surplus of \$34,009,206 (2009 - \$30,534,327) comprised of the following:

(i) Unrestricted Operating Surplus

Unrestricted operating surplus represents the aggregation of successive years' annual operating surpluses.

In the year ended August 31, 2010, the Corporation's annual operating surplus is \$538,601 (2009 - \$276,040) and, as at August 31, 2010, the Corporation has an unrestricted accumulated operating surplus of \$3,500,423 (2009 - \$2,961,822).

(ii) Designated Operating Funds and Operating Reserves

Where certain instructional initiatives are planned or in progress, and consistent with prior years, the Corporation has designated or restricted operating funds for specific purposes. Operating reserves have been established for specific program requirements, to stabilize annual fee rates or to offset the cost of programs and services in future years. These fund designations and reserves have been established consistent with Provincial legislation and by Board of Trustees' resolution and will be applied to finance future expenses in accordance with the specific requirements of each of these resolutions.

Operating funds have been designated by the Board of Trustees for the following purposes:

	<u>2010</u>	<u>2009</u>
School decentralized budgets	\$ 5,054,074	\$ 3,750,308
Instructional and service unit initiatives	<u>2,499,809</u>	<u>2,892,204</u>
	<u>\$ 7,553,883</u>	<u>\$ 6,642,512</u>

Operating reserves have been established by the Board of Trustees for the following purposes:

	<u>2010</u>	<u>2009</u>
Transportation Fee Stabilization	\$ -	\$ 1,665,025
Continuing Education Fee Stabilization (1)	1,312,969	1,312,969
Unrealized Investment Gains/Losses	1,749,595	-
Utility Expense Stabilization	4,870,000	4,558,694
Snow Removal Budget Stabilization	200,000	200,000
Administrative Systems Renewal	5,322,336	5,322,336
General Instruction	3,000,000	3,000,000
Fiscal Stability	5,000,000	3,870,969
System Transformation	<u>1,500,000</u>	<u>1,000,000</u>
	<u>\$ 22,954,900</u>	<u>\$ 20,929,993</u>

(1) Restricted operating reserve for Adult Education purposes only, and in accordance with Alberta Education reporting guidelines, cannot be used in support of K-12 educational programs.

As at August 31, 2010, the Board of Trustees approved the use of \$2,238,000 of the Utility Expense Stabilization Fee Reserve, \$3,000,000 of the General Instruction Reserve, \$2,540,000 of the Fiscal Stability Reserve, \$5,320,000 of the Administrative Systems Renewal Reserve, \$1,000,000 of the System Transformation Reserve to support the 2010/11 Operating Budget. The Board has also approved the use of \$2,000,000 of School decentralized budgets and \$2,962,000 of Unrestricted Net Assets in support of the 2010/11 Operating Budget. Subsequent to the Board of Trustees' approval of the budget, the Province of Alberta committed additional funds to the CBE. It is expected that these various reserves will not be drawn down in 2010/11 to the same amounts.

(b) Capital Reserves and Designated Capital Funds

The Corporation's capital reserves and designated capital funds are established by Board of Trustees' resolution and in accordance with Provincial regulation, and are funded from proceeds on disposals of capital assets, provision from operating funds, or from lease revenues. To date, the following capital reserves and designated capital funds have been established:

	<u>2010</u>	<u>2009</u>
Land, Buildings and equipment	\$ 8,701,397	\$ 11,800,926
School Program Modernization	2,270,772	2,270,771
Leased School Buildings	2,000,000	2,000,000
Chinook Learning Services Relocation	1,400,000	1,400,000
Funds designated for approved capital projects	5,314,493	7,074,453
	<u>\$19,686,662</u>	<u>\$ 24,546,150</u>

These reserves and designated funds are to be applied to finance future capital expenditures in accordance with the specific requirements of each Board resolution. Funds may be committed from these reserves or designated amounts by the Board of Trustees from time to time to permit the completion of approved capital projects. As at August 31, 2010, the Board of Trustees has approved the use of \$8,542,454 of these funds for certain capital projects leaving \$11,144,205 uncommitted for future capital projects.

(c) Investment in Capital Assets

Investment in capital assets represents the Corporation's net investment of operating funds that have been used from time to time to purchase building improvements, capital equipment and technology infrastructure to support the general operating activities of the Corporation. As of August 31, 2010, the Corporation has \$101,658,985 invested in capital assets (2009 - \$91,637,119).

15. RELATED PARTIES

(a) Province of Alberta and economic dependence

The Corporation is economically dependent upon the Government of the Province of Alberta, since the viability of its on-going operations depends on grants and contributions from Alberta Education and other provincial ministries.

Effective 2005/06, school jurisdictions have been deemed to be controlled by the Government of

Alberta according to criteria set out in the Canadian Institute of Chartered Accountants Public Sector Accounting Standards section 1300, Government Reporting Entity. All entities consolidated or accounted for on a modified equity basis in the accounts of the Government of Alberta are now considered related parties of school jurisdictions for financial reporting purposes. These include government departments, health authorities, post secondary institutions and all school jurisdictions in Alberta.

Assets, liabilities and transactions of the Corporation that relate to the Government of Alberta are as follows:

2009/10	Assets (at cost or net realizable value)	Liabilities	Revenues	Expenses
Government of Alberta:				
Education	\$ 2,589,329	\$ 33,136,371	\$ 918,500,808	\$ 2,506,081
Infrastructure				
Transportation	-	-	-	-
Finance	-	23,102,442	2,368,285	-
Health & Wellness	-	-	-	-
Human Resources				
/Employment	-	-	194,201	-
Other Government of Alberta Departments	192,236	-	-	-
Other:				
Health authorities	-	-	-	1,590,300
Post-secondary institutions	-	-	-	-
Other Alberta school jurisdictions	272,979	-	7,032,019	272,240
Other related parties	-	688,117	-	13,916,955
TOTAL 2009/10	\$ 3,054,544	\$ 56,926,930	\$ 928,095,313	\$ 18,285,576
TOTAL 2008/09	\$ 8,155,712	\$ 63,015,575	\$ 879,134,461	\$ 16,060,324

(b) EducationMatters

EducationMatters (formerly The Calgary Board of Education Foundation), (the "Foundation") was established in 2003 by the Corporation under a trust indenture. The Corporation's Board of Trustees appoints the Governors of the Foundation. The Corporation's Trustees cannot hold a majority of the Governor positions. The Foundation promotes activities that support public education for the benefit of Calgary's students.

The Foundation is not consolidated into these financial statements. The resources held by the Foundation are not necessarily limited for use by the Corporation. Selected financial information for the Foundation for the year ended August 31st, 2010 is as follows:

	<u>2010</u>	<u>2009</u>
Total assets	\$ 2,481,000	\$ 2,533,000
Total liabilities	18,000	7,000
Net assets	<u>\$ 2,463,000</u>	<u>\$ 2,526,000</u>
Fund balances held by the Foundation:		
Flow through funds	\$ 342,000	\$ 622,000
Endowment funds	1,495,000	1,262,000
Operating funds	626,000	642,000
	<u>\$ 2,463,000</u>	<u>\$ 2,526,000</u>
Revenues (1)	\$ 1,616,000	\$ 1,777,000
Expenses (2)	1,682,000	1,504,000
Excess of revenues over expenses	<u>\$ (66,000)</u>	<u>\$ 273,000</u>

(1) Revenues include financial support from the Corporation of \$750,000 (2009 - \$750,000).

(2) Expenses paid to the Corporation amount to \$18,647 (2009 - \$16,282); approved Grant disbursements to CBE Schools and Programs amount to \$610,448 (2009 - \$391,962).

(c) The Urban Schools Insurance Consortium

The Corporation is a member of The Urban Schools Insurance Consortium (USIC), which facilitates the placement of property and liability insurance coverage for thirteen school jurisdictions throughout the Province of Alberta. Amounts are paid by each of the members to the consortium to pay for insurance premiums on policy renewals and to self-insure a portion of each member's risk exposure. The Corporation's share of the accumulated and unencumbered consortium funds as at August 31, 2010 was \$2,272,553 (2009 - \$2,634,132). This amount has not been recognized in the Corporation's financial statements, as accumulated consortium funds are payable only upon membership termination or a dissolution of the consortium.

(d) Other fundraising groups and associations

Various parent groups, including societies and other associations, solicit donations and undertake fundraising activities to provide operating and capital donations to further the objectives of the Corporation. The financial information of these groups is not consolidated in these financial statements.

16. MANAGEMENT OF CAPITAL

Effective September 1, 2008, the Corporation implemented new capital disclosure requirements per Section 1535 of the CICA Handbook. The Corporation's objectives for managing capital are in the short term to safeguard the Corporation's financial ability to continue to deliver education and in the long term to plan and build financial and sufficient physical capacity to meet future needs for the Corporation's education programs and services.

The Corporation defines its capital as the amounts included in net assets. The Corporation's objective when managing its capital is to safeguard the ability to continue as a going concern so that it can continue to provide an array of educational services to its complex and diverse student population. In order to facilitate the management of its capital requirements, the Corporation prepares annual capital and operating budgets that are updated as necessary, depending on various factors, including the market valuation of the investments and general industry conditions. The annual budgets are approved by the Board of Trustees.

The majority of the Corporation's operating funds are received from Alberta Education which are generally paid every month. As a result, significantly less working capital is required. The Corporation monitors its working capital and cash flows against its forecasts.

A portion of the capital funding is restricted in that the Corporation is required to receive approval from the Minister of Education for draws against any amount in which the Provincial Department of Education has an interest. In addition, the Corporation has restricted a portion of its short-term cash for specific capital projects and specific lease payment obligations. The Corporation has internal control processes primarily through its Administrative Regulations, to ensure that the restrictions are met prior to the utilization of these resources. The Corporation has been in compliance with these restrictions throughout the year.

The Corporation has leveraged its excess short term cash balances in support of energy retrofit projects in schools and in support of the Dr. Carl Safran Modernization project through capital leasing arrangements in order to minimize incremental borrowing costs. In addition, in 2009/10 the Corporation, in collaboration with its external investment advisor, invested \$30 million of short term cash in high quality bonds of varying duration to enhance its investment income stream.

The Corporation sets the amount of internally restricted funds in proportion to risk, manages the net asset structure and makes adjustments to it in light of changes in economic conditions and the risk characteristics of the underlying assets.

17. COMPARATIVE FIGURES

Certain 2009 amounts have been reclassified where necessary to conform to the current year's presentation.

18. REMUNERATION AND MONETARY INCENTIVES

	FTE	Remuneration	Benefits	Approved Allowances	Performance Bonuses	ERIP's / Other	Expenses ³
Board Members:							
Chair:							
Pat Cochrane	1.0	\$57,094	\$6,548	\$3,600			\$1,299
Other members:							
Carol Bazinet	1.0	\$47,364	\$6,358	\$3,600			\$3,874
Gordon Dirks	1.0	\$46,618	\$6,556	\$3,600			\$260
Pamela King	1.0	\$46,618	\$6,543	\$3,600			\$1,383
Lynn Ferguson	1.0	\$51,111	\$6,725	\$3,600			\$563
George Lane	1.0	\$46,618	\$4,662	\$3,600			\$4,043
Karen Kryczka	1.0	\$46,618	\$4,662	\$3,600			\$1,365
Subtotal	7.0	\$342,041	\$42,054	\$25,200		\$0	\$12,787
Chief Superintendent:							
Naomi Johnson	1.0	\$247,197	\$43,047	\$15,000	\$25,759	\$0	\$3,307
Secretary-Treasurer:							
Donald M. Dart	0.33	\$80,769	\$8,968	\$2,692		\$434,846	
Corporate Treasurer:							
Wayne T. Braun	0.46	\$97,653	\$10,368	\$3,392	\$855		\$4,754
Deborah L. Meyers	0.21	\$52,884	\$8,055	\$1,481			\$2,189
Corporate Secretary:							
Roderick W. Peden	0.75	\$149,588	\$25,919	\$4,308	\$5,921		
Certificated Teachers ²	6,173.0	\$528,997,827	\$52,196,875	\$19,115	\$69,568	\$224,103	
Non-certificated - Other	3,172.0	\$164,263,104	\$33,428,319	\$11,923	\$49,357	\$834,489	
TOTALS		\$694,231,063	\$85,763,605	\$83,111	\$151,460	\$1,493,438	

Note 1: The benefit costs for the above named certificated Chief Superintendents do not reflect the Alberta Teachers' Retirement Fund (ATRF) contribution made by Alberta Education on behalf of the CBE in the amount of \$12,320 (\$23,967 for 2008/09).

Note 2: The benefit costs for the certificated teaching staff do not reflect the Alberta Teachers' Retirement Fund contribution made by Alberta Education on behalf of the CBE.

Note 3: Expenses include the reimbursement of travel, subsistence, and other approved expenses on his/her behalf in performing the responsibilities of the named position.

UNAUDITED SCHEDULES
TO THE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2010
 [School Act, Section 276]

CALGARY BOARD OF EDUCATION

Legal Name of School Jurisdiction

515 MACLEOD TRAIL SE, CALGARY, ALBERTA

Mailing Address

TE:: (403) 294-8211 Fax: (403) 294-8254

Telephone and Fax Numbers

Declaration of Secretary-Treasurer / Chief Financial Officer

To the best of my knowledge and belief, these unaudited schedules have been prepared following Alberta Education's reporting requirements for Alberta school jurisdictions. These schedules were submitted to the board for information purposes.

SECRETARY TREASURER OR TREASURER

Deborah L. Meyers

Name

Signature

30-Nov-10

Dated

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch,
 8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
 EMAIL: Cindy.Wang@gov.ab.ca
 PHONE: (780) 644-6672 FAX: (780) 422-6996

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SCHEDULE A
ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS - 2009-2010

School Jurisdiction Code: 3030

REVENUES	ECS Instruction	Grades 1-12 Instruction	Operations and Maintenance of Schools & Maintenance Shops	Transportation	Board & System Administration	External Services	TOTAL
(1) Alberta Education	\$28,074,682	\$721,629,327	\$68,305,914	\$30,056,385	\$36,740,032	\$3,497,468	\$918,500,808
(2) Other - Government of Alberta	\$0	\$0	\$2,368,285	\$0	\$0	\$0	\$2,368,285
(3) Federal Government and First Nations	\$30,907	\$1,454,587	\$0	\$0	\$4,694	\$1,414,884	\$2,905,052
(4) Other Alberta school authorities	\$0	\$660,004	\$236,751	\$8,811	\$32,513	\$0	\$838,080
(5) Out of province authorities	\$0	\$0	\$0	\$0	\$31,878	\$166,013	\$197,891
(6) Alberta Municipalities-special tax levies	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(7) Instruction resource fees	\$100,459	\$7,100,674					\$7,201,333
(8) Transportation fees-ECS				\$329,835			\$329,835
(9) Transportation fees-Grades 1-12				\$5,232,273			\$5,232,273
(10) Other sales and services	\$4,441	\$13,602,821	\$1,472,022	\$4,752	\$1,638,060	\$5,277,004	\$22,999,100
(11) Investment income	\$0	\$0	\$250,000	\$0	\$1,000,000	\$2,748,713	\$3,998,713
(12) Gifts and donations	\$0	\$1,089,668	\$0	\$0	\$0	\$34,000	\$1,103,668
(13) Rental of facilities	\$0	\$0	\$5,300,571	\$0	\$60,093	\$2,684,540	\$8,035,204
(14) Gross school generated funds	\$0	\$37,650,978	\$0	\$0	\$0	\$0	\$37,650,978
(15) Gains on disposal of capital assets	\$0	\$0	\$173,698	\$0	\$0	\$0	\$173,698
(16) Amortization of capital allocations	\$0	\$0	\$18,539,886	\$0		\$0	\$18,539,886
(17) Other revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(18) TOTAL REVENUES	\$28,210,489	\$783,265,259	\$126,647,227	\$35,632,056	\$39,497,270	\$16,822,602	\$1,030,074,904
EXPENSES							
(19) Certificated salaries	\$20,287,844	\$503,744,712			\$2,793,018	\$2,738,831	\$529,564,455
(20) Certificated benefits	\$2,269,215	\$49,363,865			\$304,083	\$336,274	\$52,274,037
(21) Non-certificated salaries and wages	\$4,842,626	\$92,224,499	\$44,340,625	\$1,540,414	\$17,327,559	\$6,026,782	\$166,311,507
(22) Non-certificated benefits	\$1,134,644	\$18,720,504	\$8,136,507	\$368,319	\$3,035,669	\$1,179,037	\$33,572,680
(23) SUB - TOTAL	\$28,534,331	\$664,053,580	\$53,477,132	\$1,915,733	\$23,460,929	\$10,280,974	\$781,722,679
(24) Services, contracts and supplies	\$1,178,734	\$61,259,398	\$50,794,979	\$36,010,415	\$14,500,507	\$3,449,925	\$167,193,958
(25) Gross school generated funds	\$0	\$37,650,978					\$37,650,978
(26) Amortization of capital assets	\$0	\$11,970,836	\$20,804,454	\$22,813	\$1,404,740	\$3,616	\$34,296,461
(27) Interest and charges	\$0	\$53,085	\$418,484	\$0	\$13,427	\$90,617	\$573,574
(28) Losses on disposal of capital assets	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(29) Other expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(30) TOTAL EXPENSES	\$29,713,065	\$774,987,860	\$125,493,029	\$37,948,961	\$39,469,603	\$13,825,132	\$1,021,437,650
(31) EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	(\$1,502,576)	\$8,277,399	\$1,154,198	(\$2,316,905)	\$27,667	\$2,997,470	\$8,637,254

**SCHEDULE B
SCHOOL GENERATED FUNDS (SGF) - 2009-2010**

Unexpended SGF - Opening Balance August 31, 2009 (Note 1)			\$14,834,538
Sources of School Generated Funds:	Gross SGF	Related Expenses	Net SGF
Fundraising activities	\$10,896,230	\$17,356,310	(\$6,460,080)
Student fees (Non-instructional) (Note 1)	\$17,000,131	\$12,240,537	\$4,759,594
Donations and grants to schools	\$8,780,110	\$1,042,092	\$5,738,018
Other (describe):	\$27,556	\$81,931	(\$54,375)
Net Additions to SGF	\$34,704,027	\$30,720,870	\$3,983,157
Net SGF Available			\$18,817,695
Uses of Net School Generated Funds:			
Extra-curricular activities			\$4,278,121
Field Trips			\$1,298,112
Other (describe):			\$1,352,875
Total Uses of Net SGF (Note 2)			\$6,930,108
Unexpended SGF - Closing Balance August 31, 2010 (Note 3)			\$11,887,587
<p>School Generated Funds (SGF) are funds raised in the community for student activities that come under the control and responsibility of school management. These funds are usually collected and retained at the school for expenditures paid at the school level. SGF does not include any other funds collected at the school but remitted to central office and accounted for by central office (facility rentals, capital assets purchases, etc.)</p> <p>Notes:</p> <ol style="list-style-type: none"> 1 Excludes fees collected pursuant to Section 60(2)(j) of the School Act (fees related to instructional supplies or materials - essentially textbooks, resource materials in lieu of textbooks, media, software, and materials for classrooms). Fees charged for CEU-related activities are recorded as instruction resource fees, not SGF. 2 The sum of "total related expenses" and "total uses of net SGF" is reported as "gross school generated funds" in the Statement of Revenues & Expenses. 3 Unexpended SGF is reported as SGF assets and SGF liabilities in the Statement of Financial Position. 			

SCHEDULE C
Operations and Maintenance of Schools & Maintenance Shops Program Expense Details - 2009-2010

EXPENSES	Custodial	Maintenance	Utilities and Telecommunications	Expensed IMR and Modular Unit Relocations	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	SUB-TOTAL Operations & Maintenance	Supported Capital & Debt Services	TOTAL Operations and Maintenance
Uncertificated salaries and wages	\$25,781,567	\$9,806,148	\$522,978	\$1,591,016	\$6,425,408		\$44,117,115		\$44,117,115
Uncertificated benefits	\$8,194,285	\$2,587,561	\$101,093	\$340,724	\$264,615		\$9,488,258		\$9,488,258
Sub-total Remuneration	\$31,975,832	\$12,393,709	\$624,069	\$1,921,740	\$6,690,023		\$53,605,373		\$53,605,373
Supplies and services	\$2,582,225	\$7,990,076	\$286,348	\$13,584,153	\$1,248,878		\$25,689,680		\$25,689,680
Electricity			\$11,081,315				\$11,081,315		\$11,081,315
Natural Gas/Heating Fuel			\$8,056,200				\$8,056,200		\$8,056,200
Sewer and Water			\$1,836,210				\$1,836,210		\$1,836,210
Telecommunications			\$86,315				\$86,315		\$86,315
Insurance					\$1,676,971		\$1,676,971		\$1,676,971
Amortization of capital assets									
Supported								\$18,539,986	\$18,539,986
Unsupported				\$54,281		\$2,210,187	\$2,264,468		\$2,264,468
Total Amortization				\$54,281		\$2,210,187	\$2,264,468	\$18,539,986	\$20,804,454
Interest on capital debt									
Supported								\$0	\$0
Unsupported				\$416,464		\$0	\$416,464		\$416,464
Other interest charges						\$0	\$0		\$0
Losses on disposal of capital assets						\$0	\$0		\$0
TOTAL EXPENSES	\$34,558,057	\$20,383,785	\$21,970,457	\$15,976,638	\$9,613,672	\$2,210,187	\$104,712,996	\$18,539,986	\$123,252,982
SQUARE METRES									
School Buildings									1,262,366.5
Non School Buildings									15,890.0

Note:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed IMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR & Modular Unit Relocations: All operational expenses associated with non-capitalized Infrastructure Maintenance Renewal projects (AKA IMP and BQRP) and modular unit (portable) relocations.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project administration, administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

Calgary Board of Education

Financial Statements and Statistical Information

Year Ended
August 31, 2010



Calgary Board of Education



Calgary Board of Education

CALGARY BOARD OF EDUCATION **2009/10 Financial Operating Results Summary**

(Unaudited)

The following is a brief summary of the Calgary Board of Education's financial results for the 2009/10 fiscal year. More detailed financial information can be obtained from the Calgary Board of Education's Financial Statements and Statistical Information for the Year Ended August 31, 2010, available on the CBE's web site at www.cbe.ab.ca/trustees/budget.asp

Calgary Board of Education **Summarized Statement of Revenue, Expense and Accumulated Operating Surplus for the** **Year Ended August 31**

	2010	2009
	(000's)	(000's)
Revenue (Exhibit I)	\$ 1,030,075	\$ 979,867
Expense (Exhibits II and III)	1,021,438	981,931
Excess of revenue over expense for the year	8,637	(2,064)
Net operating funds used for capital assets	(10,022)	(21,168)
Transfer from capital reserve	4,859	15,433
Transfers from (to) operating reserves & designated funds	(2,936)	8,075
Accumulated unrestricted operating surplus		
Beginning of year	2,962	2,686
End of year	\$ 3,500	\$ 2,962

Exhibit I **Revenue by Source for the Year Ended August 31, 2010**

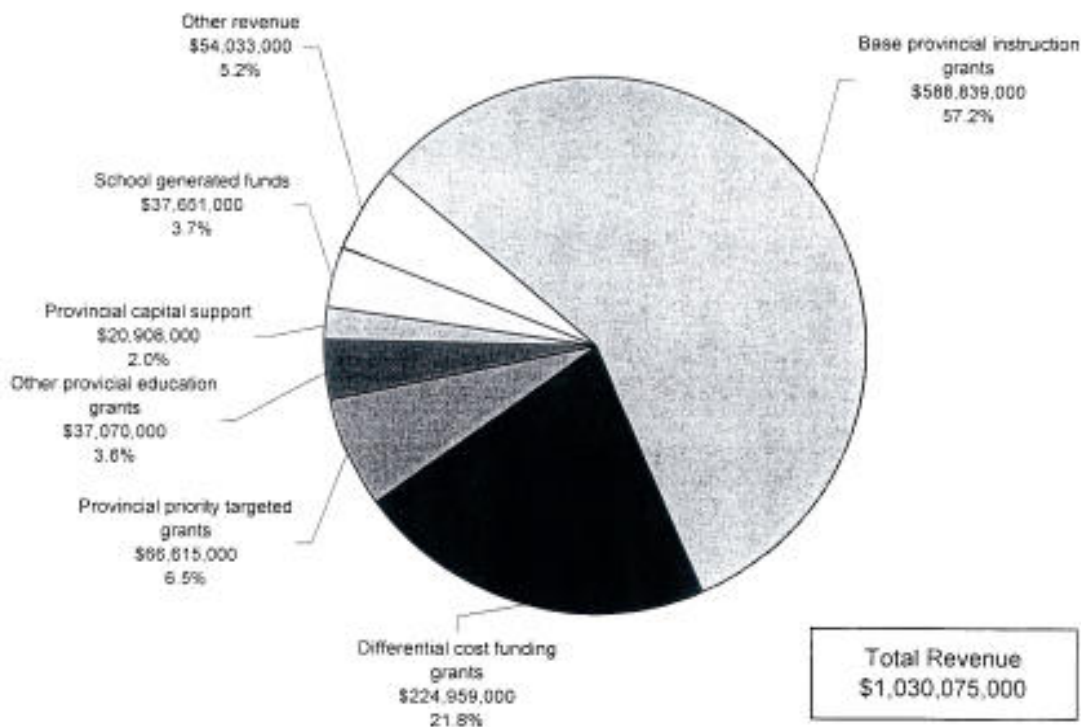


Exhibit II
Expense by Type for the Year Ended August 31, 2010
(Unaudited)

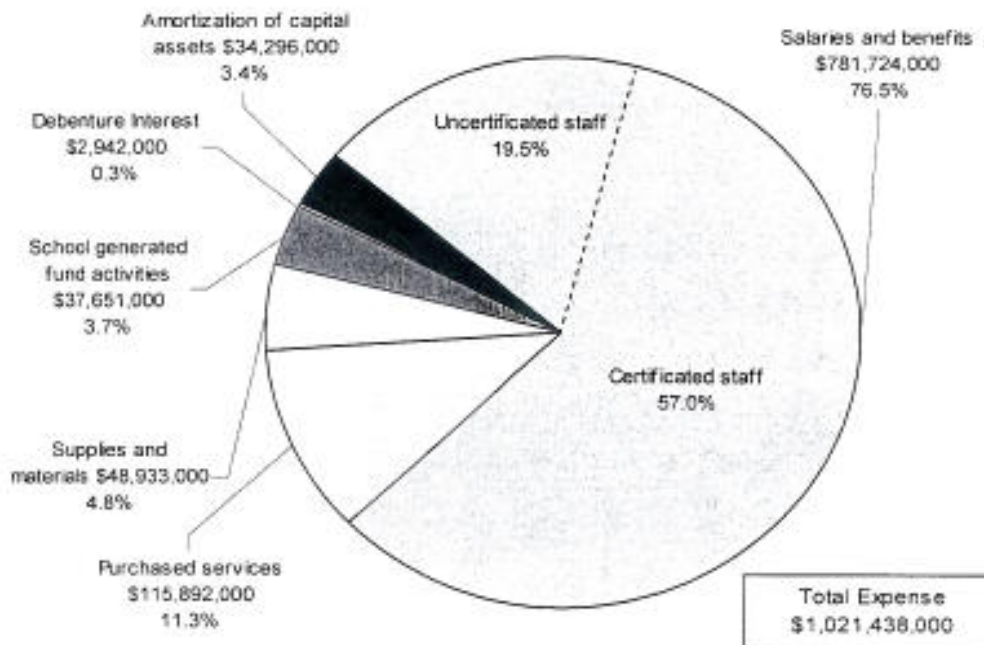
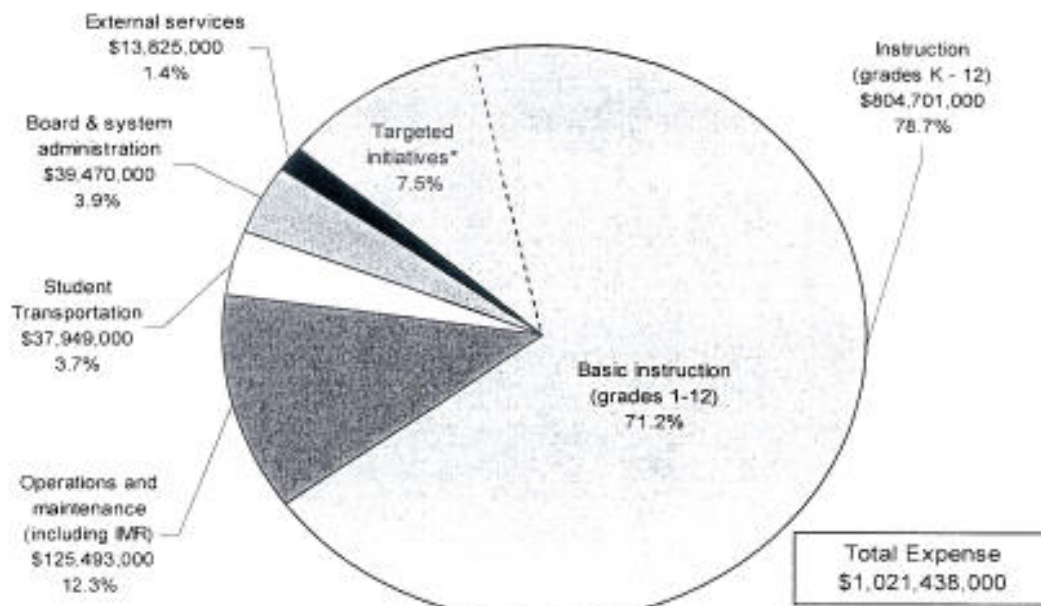


Exhibit III
Expense by Program for the Year Ended August 31, 2010



* Targeted initiatives include Small Class Size Initiative, Alberta Initiative for School Improvement, Student Health Initiative, High Speed Networking (Supernet), Institutional Programs and the Southern Alberta Regional Assessment program (REACH). External services includes the adult learning program at Chinook Learning Service.

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ADMINISTRATION'S DISCUSSION AND ANALYSIS OF FINANCIAL OPERATIONS

The Calgary Board of Education (the "Corporation") is the largest public school system in Alberta and Western Canada and the fourth largest public school system in Canada. The Corporation is committed to being a caring and responsive school system with an overarching mission of '*Educating Tomorrow's Citizens Today*'. With 223 school settings, the Corporation provides a broad range of differentiated educational services and programs for students enrolled from Kindergarten through Grade 12. In addition, the Corporation supports life-long learning by connecting adult learners to an array of continuing education programs offered by Chinook Learning Services.

Each Student, Every Day, No Exception

The personalization of learning is the primary strategy adopted by the Calgary Board of Education to advance student academic success and to develop students who exhibit strong standards of Citizenship, Personal Development and Character. Through the personalization of learning and a focus on the instructional core, the Calgary Board of Education continues to address the needs of all learners. As a snapshot of student achievement, results on the Provincial Achievement Tests and Diploma Exams provide valuable data to inform our strategies and actions working towards the continuous improvement of teaching and learning at all levels, as evidenced in our Three Year Education Plan 2010-2013. The most recent (2009-2010) Provincial Achievement Test and Diploma Exam results continue to show strong overall achievement by Calgary Board of Education students. Students in Grades 3, 6, and 9 scored above provincial results at the acceptable standard in 12 out of 13 subject categories and 11 out of 13 categories at the standard of excellence. Students completing diploma courses scored above provincial results in 10 out of 13 subjects at the acceptable standard and 12 of 13 subjects at the standard of excellence. Although these tests are only one measure of student achievement, these results help to confirm the direction taken by Calgary Board of Education staff as we work towards achieving the Ends Statements as envisioned by the Board of Trustees.

Financial Overview

	Budget (1) 2009/10 (unaudited)		Actual 2009/10		Actual 2008/09	
	\$millions	% of total revenue	\$millions	% of total revenue	\$millions	% of total revenue
Revenue						
Provincial revenue	939.9	91.8	939.6	91.2	890.4	90.9
Other revenue	48.7	4.8	52.8	5.1	53.2	5.4
School Generated Funds	35.0	3.4	37.7	3.7	36.3	3.7
	<u>1,023.6</u>	<u>100.0</u>	<u>1,030.1</u>	<u>100.0</u>	<u>979.9</u>	<u>100.0</u>
Expense						
Salaries and benefits	783.5	76.5	781.7	75.9	740.3	75.5
Supplies and services	170.1	16.6	164.8	16.0	169.8	17.3
Other	36.5	3.6	37.2	3.6	35.6	3.7
School Generated Funds	35.0	3.4	37.7	3.7	36.3	3.7
	<u>1,025.1</u>	<u>100.1</u>	<u>1,021.4</u>	<u>99.2</u>	<u>982.0</u>	<u>100.2</u>
Excess (deficiency) of revenue over expense	(1.5)	(0.1)	8.7	0.8	(2.1)	(0.2)
Net applications of operating funds	<u>1.5</u>	<u>0.1</u>	<u>(8.2)</u>	<u>(0.7)</u>	<u>2.4</u>	<u>0.3</u>
Net operating surplus	<u>-</u>	<u>-</u>	<u>0.5</u>	<u>0.1</u>	<u>0.3</u>	<u>0.1</u>

(1) Represents the original budget approved by the Board of Trustees as amended during the fiscal year for changes to programs and operations.

The Corporation's Administration is responsible for preparing the management discussion and analysis section of the financial statements respecting operations of the CBE. These should be read in conjunction with the financial statements and accompanying notes and statistical information schedules.

Analysis of Financial Operating Results

The Corporation's total revenues increased by \$50.2 million or 5.1% to \$1,030.1 million in 2009/10 from \$979.9 million in the previous year. The Corporation's total expense increase year-over-year was \$39.4 million or 4.0%, resulting in total expenses of \$1,021.4 million, up from \$982.0 million in 2009. The net result of the Corporation's financial operations is a very modest (0.1% of total revenue) net operating surplus of \$0.5 million, after Board approved transfers into or withdrawals from reserves and the application of operating funds for the acquisition of board-funded capital assets.

The Corporation received 91.2% of its revenue in funding from the Provincial Government and is required to expend its resources in accordance with Provincial policies and regulations. The 2009/10 school year reflects continued implementation of the three pillars of Alberta Education's Renewed Funding Framework – Flexibility, Accountability, and Funding with a primary focus on improved accountability for results achieved in 2008/09⁽¹⁾. Under the Framework there are prescribed restrictions on expenditures within specified funding blocks for instruction, support (Infrastructure Maintenance Renewal, student transportation, certain technology initiatives, targeted initiative funding, and a restriction on board governance and system administration expenses) and capital. For the year ended August 31, 2010, the Corporation was in full compliance with all these requirements. In addition, all transfers of funds impacting the Corporation's operating and capital reserves were made in accordance with Provincial regulations and the Board of Trustees direction and approval.

Based on the September 30, 2009 enrolment count, the Corporation experienced an overall increase of 593 students or 0.6% from the previous year (excluding Cbe-learn and Chinook Learning Services students) with increases of 120 at kindergarten, 455 at grades 1 – 6, 93 students at unique settings and Outreach Programs with an offsetting reduction of 75 students at junior and senior high schools. Total students served, including CBe-learn and Chinook Learning Services, was 102,376 students which includes learners who were 20 years of age and older.

Provincial funding received by the Corporation increased by a total of \$49.2 million or 5.5% to \$939.6 million in 2009/10. With the exception of targeted grant funding (including those for the Small Class Size Initiative, Student Health Initiative, Alberta Initiative for School Improvement, High Speed Networking, Institutional Programs, the Southern Alberta Regional Assessment Program (REACH), and specified technology initiatives) and expenditure conditions (such as the 4% expenditure cap on Board Governance and System Administration expenditures), the Corporation has the flexibility under the provincial funding framework to internally allocate and deploy its resources to address student educational needs. The government and education stakeholders are committed to working collaboratively to implement all targeted initiatives to the greatest benefit of all students.

Other revenue amounts from various sources including investments, rentals and leases of property, gain on disposal of equipment related capital assets and other revenue generating activities, totaled \$52.8 million, a decrease from the previous year of \$0.4 million or (0.8%). The Corporation has continued to manage its financial resources and specifically its cash balances in this low-interest rate environment to maximize investment returns within conservative risk parameters and to make available surplus school space for lease or rental to the various public organizations. School Generated Funds are monies collected at the local

⁽¹⁾ For more information regarding outcomes under the accountability pillar, please read the "Annual Education Results Report" found on our website at <http://www.cbe.ab.ca/aboutus/>

school level to enhance the education of students and include such items as field trips, extracurricular activities and equipment. School Generated Funds showed a year over year revenue increase of \$1.4 million or 3.9%. It should also be noted that under Canadian Institute of Chartered Accountants (CICA) Handbook Section 4400, School Generated Funds are now reported in these financial statements at gross amounts as CBE acts as the principal in the transactions.

Salaries and benefits account for 76.5% of the Corporation's total expenses. The 2009/10 salary and benefits cost of \$781.7 million reflects an increase of \$41.4 million or 5.3% over the previous year. This increase primarily reflects negotiated salary increases within the various employee groups, prescribed benefit contribution changes and step grade increments.

Total funding received for Plant Operations & Maintenance (PO&M) and Infrastructure Maintenance Renewal (IMR) is a significant element of the Corporation's operations. In 2009/10 the Corporation had a more modest Infrastructure and Maintenance Renewal program compared to the previous year and the amount spent of \$15.5 million or 1.5% of total expenses was \$3.0 million less than the amount spent in the previous fiscal year. The year over year reduction was caused by general project delays. These investments ensure that our students learn in quality environments and mitigate some of the deferred maintenance backlog which was last reported to the Board of Trustees at \$742 million.

Total supplies and services expenses decreased by \$5.0 million or (2.9%) to \$164.8 million from \$169.8 million in the previous year. The Corporation believes that technology investments are essential to enable student success and invests considerable resources to refresh and rejuvenate technologies and capital equipment for our schools such as SmartBoards and wireless networks. In 2009/10 an amount of \$21.8 million was expended for these technology initiatives including evergreening investments and other system technology initiatives delivered through the capital plan.

Employee recruitment and retention is a key challenge in organizations today, therefore the Corporation has placed a high priority on improving its orientation and other programs to support the attraction and retention of staff, both teaching and non-teaching positions. Recruitment and orientation of highly qualified staff was a significant area of focus in 2009/10 and is likely to remain a focus over the next few years as demographic shifts continue to impact retirement, natural attrition and retention.

With the current provincial Funding Framework and funding to support facility operations and building renewal, the Corporation believes that it has a good financial foundation to support the educational needs of all our learners. The Corporation continues to be vigilant, through being aware of changes in the external environment, and embarking on opportunities in order to position the Corporation for responding to building and program renewals, to provide safe schools and work environments, and to maintain basic educational supports to schools.

Analysis of Financial Operating Results to Operating Budget

The Corporation's balanced 2009/10 Budget was approved in June 2009 by the Board of Trustees, with revenue and reserve transfers providing sufficient funds to fully offset anticipated expenditures. The Corporation's actual net operating surplus for the year exceeded the budgeted amount by \$0.5 million. Total revenue was \$6.5 million or 0.7% favourable in relation to the budgeted amount, while total expenses were \$3.7 million or 0.4% favourable. Other sources (applications) of operating funds including transfers from (to) designated and restricted reserves were \$9.7 million favourable compared to the budget in accordance with provincial regulations and Board approved terms and conditions for these reserves.

During the year, Provincial revenues were \$0.3 million (0.1%) unfavourable compared to the budgeted amount. Base instruction grants were \$0.4 favorable compared to budget and Differential grants were \$0.9 million favorable, with an offsetting unfavorable variance under Other Provincial grants of \$1.6 million. Although there was an overall positive variance in Differential grants as noted above, an unfavorable variance in Transportation of \$0.3 million was experienced, and the Corporation is awaiting further

engagement opportunities with the province to create a revised Metro transportation formula that reflects the transportation needs and costs of providing services to our diverse learners.

Other revenues, amounting to \$52.8 million or 5.1% of total annual revenues, were favourable compared to the budget by \$4.1 million or 8.4%. The favourable variance was primarily comprised of \$1.1 million in revenues received from Individuals and Organizations, net investment income including unrealized gains of \$1.4 million; favorable rental income of \$0.6 million; and favorable revenues of \$0.3 million in cafeteria revenues. Other positive variances included \$0.2 million in revenues received from other school authorities and local governments and transportation and Instructional Supplies and Material (ISM) fee revenues were higher than planned by \$0.3 million. In addition, a favorable variance was experienced under Federal Grants and education agreements of \$0.2 million.

Overall, salary and benefit expenses were \$1.8 million lower than budgeted, representing a favorable variance of 0.2% of the overall budgeted amount. An overall favourable variance of \$7.3 million in uncertificated salaries was partially offset by a \$5.5 million unfavourable variance in certificated salaries.

Supplies and services expenses were lower than budgeted by \$5.3 million or 3.1% primarily due a \$1.3 million favourable variance in utilities, a \$1.2 million favourable variance in supplies, \$2.4 million expenses in maintenance and repairs lower than planned, and insurance premiums and losses lower than planned by \$0.3 million.

Financial Position

As at August 31, 2010, the Corporation has a net asset balance of \$155.4 million reflecting total assets of \$918.9 million and total liabilities of \$763.5 million. This improved financial position is a net increase of \$8.7 million from 2009 primarily due to an increase in the accumulated operating surplus of \$3.6 million and an increase in investments in Capital Assets of \$10.0 million, partially offset by a reduction in Capital reserves to support strategic capital projects and designated funds of \$4.9 million.

In recent years, the financial position of the Corporation has moderated to a more balanced operation while efforts continue to responsibly control costs, lock in pricing for commodities such as natural gas and electricity, employ better procurement strategies and to anticipate uncertainty in expenditures for specific program areas. To minimize any adverse impacts of future uncontrollable and significant increases in certain costs and to mitigate any adverse impacts to parents and students through service reductions and fee increases, the Corporation has pursued a strategy to establish specific operating and capital reserves. Operating reserves and designated funds of \$30.5 million represent approximately 3.0% of the 2009/10 budgeted operational expenses. These funds have been set aside to meet internal commitments for specific purposes and initiatives such as fiscal stability, system transformation, school's decentralized budgets and administrative system renewal projects and for more variable items such as utilities and snow removal expenses.

In the application and deployment of reserves, the Corporation, through Board approval, has established strict terms and conditions for all reserve funds. Funds designated in previous years have been applied during the current year to mitigate increased student transportation expenses, in accordance with these terms and conditions.

The Corporation continues to develop appropriate strategies to better manage the underutilization of some of its school buildings, and the associated costs of operating and maintaining any excess space. In the past years, strategies for leasing unused space, program consolidation, expanded programs of choice and as a last resort, school closure, have been employed to mitigate underutilization of school building assets.

Analysis of Capital Expenditures

Total Board funded capital assets acquired for 2009/10 were \$25.2 million primarily reflecting investments in new school commissioning, modernizations, technology investments, vehicles and equipment. In addition, the Corporation received \$160.6 million in provincially funded P3 schools and \$1.7 million in modulars. As at August 31, 2010, \$5.3 million of funds budgeted for specified Board funded capital projects started in 2009/10 will be carried forward for completion in 2010/11.

One of the Corporation's challenges is its ability to provide for new schools for Calgary's growing population in areas where they are required, and to provide resources for maintenance and renewal work necessary for established school facilities. As detailed in the Corporation's School Capital Plan 2011-2014, the Corporation continues to plan for and request provincial funding required to meet the significant shortfall of public schools in the new and developing communities of the City of Calgary. In recent years, the Province has been supportive of these interests and has provided funding to provide for new schools in Calgary. Samuel W. Shaw School, a new middle school in the Shawnessy community and two elementary schools for the communities of Panorama Hills and Taradale successfully opened in August 2009, McKenzie Towne School welcomed students in January 2010.

Through an innovative approach to new school construction previously announced by the Alberta Government in June 2007, the Province funded and constructed another six new elementary schools in Calgary for 2010. This approach is part of the Alberta Schools Alternative Procurement (ASAP) Phase 1 project for construction of elementary schools. The Corporation opened Saddle Ridge School, Evergreen School, Bridlewood School, Cranston School, Royal Oak School and West Springs School. Construction is complete for all these schools and they all opened for September 2010.

With regard to the Corporation's program offering, funding was provided to implement or expand the following alternative programs or program renewal initiatives in 2009/10: Spanish Bilingual expansion at Dalhousie School, Westgate School, Robert Warren School and William Aberhart School; French Immersion expansion at Valley Creek School, Janet Johnstone School and Elboya School; German Bilingual expansion at Thomas B. Riley School; Science expansion at Louis Riel School; Traditional Learning Centre expansion at Glamorgan School, Highwood School, Henry Wisewood School, Brentwood School, Fairview School and Sir Wilfrid Laurier School; Montessori expansion at Captain John Palliser School; and Art-Centered Learning expansion at James Fowler School and Lord Beaverbrook School.

Outlook

A substantial amount (approximately 91%) of all funding received by the Corporation in 2009/2010 was provided by provincial grants, with the majority coming from Alberta Education tied to the demographics and characteristics of the student population. This relative percentage is expected to continue for the foreseeable future.

An uncertainty moving forward for the Corporation is the future grant funding increases and which particular grant categories are increased which are to be received from the Province in 2011/12. Several of the Corporation's collective agreement wage increases are tied to the change in the Alberta Average Weekly Earnings index (AAWE) and there is ambiguity whether grant rate increases, such as those relating to the Base operating grants, and Differential grants, will reflect the change in the Alberta Average Weekly Earnings Index for 2011/12 and beyond. In the absence of adequate funding for all grant categories to fully offset increased costs, virtually all areas of the organization will experience additional costs pressures. However, the Corporation is committed to reallocating resources and enhancing other revenue streams where possible to ensure the delivery of personalized learning to students and will address any financial challenges in the 2011/12 operating and capital budgets as required. The Corporation is committed to

monitoring funding and the expenditures of the organization and will continue to be a unified voice in advocating for strong financial supports for students.

The Province announced in January 2008, Alberta Schools Alternative Procurement (ASAP) Phase 2, which involves the planning and construction of four new middle schools and one new high school. These new schools will serve the following communities: Coventry Hills (Middle School Grades 5-9, 900 students), Taradale (Middle School Grades 5-9, 900 students), Panorama (Middle School Grades 5-9, 900 students) and Tuscany (Middle School Grades 5-9, 900 students). Construction is underway for all the middle schools which are expected to open September 2012. Construction is also underway at the Northwest Senior High School (Grades 10-12, 1500 students) in the Arbour Lake community and the school is expected to open in 2013.

The City acquired the Ernest Manning High School site to allow for the West LRT Extension Project to proceed and for the Ernest Manning High School to be demolished. The City, Province, and CBE have signed a Memorandum of Agreement for the transfer of the Ernest Manning High School site to the City, as well as the construction of a replacement high school for Ernest Manning High School in west Calgary. Ernest Manning High School students will remain in the existing school and occupy the new school once construction is complete. The new high school will be located in the Springbank Hill community and the expected opening date is July 2011 to accommodate summer school.

The Corporation, like many Calgary employers, will continue to be proactive, innovative and strategic in order to attract, retain and develop the human capital necessary to achieve the Board of Trustees Ends Statements. Under the guidance of the Superintendent of Human Resources, the Corporation continues to focus on strategic leadership training and development as well as succession planning for senior positions. Human resource strategies will focus on enhanced employee relations, and continue to build on new employee orientation programs for all employees to assist them in their roles of supporting student achievement.

Based on the September 30, 2010 enrolment count, the Corporation experienced a net increase of 247 students excluding CBe-learn and Chinook Learning Services, or 0.25%, with intakes mainly at kindergarten and grades 1-3. These very modest increases reflect negative migration patterns in the city and the attraction of other education options available to parents such as alternative programs. On September 30, 2010, the Corporation's enrolment count was 99,491 kindergarten to grade 12 students and 3,426 students at CBe-learn and Chinook Learning Services for a total enrolment of 102,917 students which includes learners 20 years of age and older. The Corporation believes these increases in enrolment are an endorsement of our commitment to achieving improved learning outcomes through the personalization of learning and specifically the Board of Trustees Ends statements.

The Corporation continues to be strategic in its relentless pursuit of teaching excellence with its primary focus of supporting the personalization of student learning. Further supports and enhancements are being implemented for all our learners with targeted initiatives for our English Language Learners, Aboriginal Learners and early learning special needs students. With the province initiating Inspiring Education and a review of the School Act, the implementation of the "Setting the Direction" - Special Education Initiative, these reviews may affect the associated funding to support these learners who constitute approximately 20% of the overall student population. Finally, the Corporation will continue its implementation of the Three-Year Education Plan 2010-2013 which identifies key outcomes, strategies and actions to improve educational opportunities offered to our students to meet their own individual needs.

STATEMENT OF ADMINISTRATION RESPONSIBILITY

The Board of Trustees is responsible for ensuring that Administration fulfills its responsibility for financial reporting and control through its own ongoing monitoring and evaluation of its governance policies. The Board of Trustees carries out its responsibility for review of the financial statements principally through its Audit Committee. The Audit Committee, which consists of two Trustees and not less than three public members, meets with Administration and the External Auditor to discuss the results of the audit examination and financial reporting matters. The Audit Committee also reviews the financial statements, the Auditors' Report and other information, and recommends their approval to the Board of Trustees. The External Auditors have full access to the Audit Committee, with and without the presence of Administration.

In the context of the responsibilities of the Board, the Calgary Board of Education's Administration is responsible for the preparation, presentation and integrity of the financial statements and has prepared them in accordance with Canadian Generally Accepted Accounting Principles (GAAP). The financial statements present fairly the financial position of the Calgary Board of Education as at August 31, 2010 and the results of its operations and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, Administration has developed Administrative Regulations and maintains a system of internal controls, procedures and guidelines, supplemented by ongoing monitoring and evaluation of results, to provide reasonable assurance that assets are safeguarded and that transactions are properly executed in accordance with the governance policies established by the Board of Trustees.

KPMG LLP, the External Auditors appointed by the Board of Trustees, has performed an audit of the financial statements in this report. Their independent professional opinion on these financial statements is included in the Auditors' Report.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS



DEBORAH L. MEYERS
SUPERINTENDENT, CHIEF FINANCIAL OFFICER,
AND CORPORATE TREASURER

November 9, 2010



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Chartered Accountants
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AUDITORS' REPORT TO THE BOARD OF TRUSTEES

We have audited the balance sheet of the Calgary Board of Education (the "Corporation") as at August 31, 2010 and the statements of revenue and expense, changes in net assets and cash flows, and the detailed schedules of revenue and expense for the year then ended. These financial statements are the responsibility of the Administration. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Corporation as at August 31, 2010 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

KPMG LLP

Chartered Accountants

Calgary, Canada
November 9, 2010

**CALGARY BOARD OF EDUCATION
BALANCE SHEET
AS AT AUGUST 31, 2010**

	2010	2009
	(in thousands)	
ASSETS		
Current assets		
Cash and cash equivalents (Note 3)	\$ 1,727	\$ 1,597
Cash held by schools (Note 4)	11,688	14,635
Short-term investments (Note 3)	80,582	152,972
Accounts receivable and prepaid expenses (Note 5)	17,203	21,130
Inventories	931	686
	<u>112,131</u>	<u>191,020</u>
Long-term investments (Note 3)	104,339	50,356
Capital assets (Note 6)	<u>702,398</u>	<u>507,627</u>
Total assets	<u>\$ 918,868</u>	<u>\$ 749,003</u>
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities (Note 7)	\$ 84,845	\$ 106,340
Deferred revenue (Note 8)	44,172	43,129
Cash held by schools (Note 4)	11,688	14,635
Current portion of long-term liabilities (Note 11)	7,162	5,933
	<u>147,867</u>	<u>170,037</u>
Employee future benefits (Note 9 (b), (c) and (d))	20,123	21,241
Deferred capital grants (Note 10)	553,159	382,542
Long-term liabilities (Note 11)	40,720	26,739
Asset retirement obligations (Note 12)	1,644	1,726
Total liabilities	<u>\$ 763,513</u>	<u>\$ 602,285</u>
Contingencies and commitments (Note 13)		
NET ASSETS (Note 14)		
Unrestricted operating surplus	\$ 3,500	\$ 2,962
Designated operating funds	7,554	6,643
Operating reserves	22,955	20,930
	<u>34,009</u>	<u>30,535</u>
Capital reserves and designated capital funds	19,686	24,546
Investment in capital assets	101,660	91,637
Total net assets	<u>155,355</u>	<u>146,718</u>
Total liabilities and net assets	<u>\$ 918,868</u>	<u>\$ 749,003</u>

The notes are an integral part of these financial statements.

**CALGARY BOARD OF EDUCATION
STATEMENT OF REVENUE AND EXPENSE
FOR THE YEAR ENDED AUGUST 31, 2010**

	Budget (unaudited)	Actual	
	2010	2010	2009
	(in thousands)	(in thousands)	(in thousands)
REVENUE (Schedule I)			
Alberta Education grants:			
Base provincial instruction	\$ 588,398	\$ 588,839	\$ 550,474
Differential cost funding	224,125	224,959	218,940
Provincial priority targeted grants	66,621	66,615	68,169
Other provincial education grants	38,662	37,070	30,703
Capital support	20,882	20,908	20,725
Total Alberta Education grants	<u>\$ 938,688</u>	<u>\$ 938,391</u>	<u>\$ 889,011</u>
Other provincial revenue	1,215	1,216	1,352
Federal grants and education agreements	2,716	2,938	2,837
School generated funds	34,971	37,651	36,306
Other revenue	45,970	49,879	50,361
Total revenue	<u>\$ 1,023,560</u>	<u>\$ 1,030,075</u>	<u>\$ 979,867</u>
EXPENSE (Schedule II)			
Salaries and benefits	783,508	781,724	740,295
Services purchased	118,536	115,892	119,891
Supplies and materials	51,584	48,933	49,898
School funded activities	34,971	37,651	36,306
Interest	2,807	2,942	3,254
Amortization of capital assets	33,710	34,296	32,288
Total expense	<u>\$ 1,025,116</u>	<u>\$ 1,021,438</u>	<u>\$ 981,932</u>
Excess (deficiency) of revenue over expense for the year, before the undernoted	(1,556)	8,637	(2,065)
Other sources (applications) of operating funds			
Transfers to/(from) operating reserves/designated funds	7,331	(2,936)	8,075
Net capital purchases funded by operating funds	(14,547)	(9,338)	(20,708)
Capital debt repayments	(685)	(685)	(460)
Transfers from capital reserves/designated funds	9,457	4,860	15,434
Net operating surplus for the year	<u>\$ -</u>	<u>\$ 538</u>	<u>\$ 276</u>

The notes are an integral part of these financial statements.

**CALGARY BOARD OF EDUCATION
STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED AUGUST 31, 2010**

	Investment in Capital Assets	Capital Reserves	Operating Reserves	Designated Operating Funds	Unrestricted Operating Surplus	Total Net Assets (Note 14)
	(in thousands)					
Balance, August 31, 2008	\$ 70,469	\$ 39,980	\$ 24,179	\$ 11,469	\$ 2,686	\$ 148,783
Excess (deficiency) of revenue over expense	(13,959)	-	-	-	11,894	(2,065)
Transfers during the year	(8)	(15,434)	(3,249)	(4,826)	23,517	-
Capital assets acquired with operating funds	34,675	-	-	-	(34,675)	-
Capital debt repayments from operating funds	460	-	-	-	(460)	-
Net increase for year	\$ 21,168	\$ (15,434)	\$ (3,249)	\$ (4,826)	\$ 277	\$ (2,065)
Balance, August 31, 2009	\$ 91,637	\$ 24,546	\$ 20,930	\$ 6,643	\$ 2,962	\$ 146,718
Excess (deficiency) of revenue over expense	(15,208)	-	-	-	23,845	8,637
Transfers during the year	(15)	(4,860)	2,025	911	1,939	-
Capital assets acquired with operating funds	24,561	-	-	-	(24,561)	-
Capital debt repayments from operating funds	685	-	-	-	(685)	-
Net increase for year	10,023	(4,860)	2,025	911	538	8,637
Balance, August 31, 2010	\$ 101,660	\$ 19,686	\$ 22,955	\$ 7,554	\$ 3,500	\$ 155,355

The notes are an integral part of these financial statements.

**CALGARY BOARD OF EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2010**

	2010	2009
	(in thousands)	
Operating activities		
Excess of revenue over expense for the year	\$ 8,637	\$ (2,065)
Add (less) items not requiring cash:		
Capital support revenue	(18,540)	(17,754)
Amortization of capital assets	34,296	32,288
Employee future benefits	(1,119)	(906)
Gain on disposal of assets	(173)	(5,139)
Unrealized loss (gain) on long-term investments	(4,495)	1,757
Changes in non-cash working capital:		
Short-term investments	72,390	(121,427)
Accounts receivable and prepaid expenses	186	(2,390)
Inventories	(245)	22
Accounts payable and accrued liabilities	(11,140)	4,895
Deferred revenue	1,043	(6,088)
Cash from operating activities	<u>\$ 80,840</u>	<u>\$ (116,807)</u>
Financing activities		
Capital grants received	26,864	56,542
Repayment of debenture debt and capital lease payments	(5,933)	(6,951)
Changes in non-cash working capital:		
Accounts receivable and prepaid expenses	4,241	371
Accounts payable and accrued liabilities	(8,630)	(21,523)
Cash from financing activities	<u>\$ 16,542</u>	<u>\$ 28,439</u>
Investing activities		
Purchase of investments, net of disposals	(49,488)	(1,530)
Capital assets acquired	(45,675)	(85,066)
Proceeds from disposal of capital assets	136	5,433
Changes in non-cash working capital:		
Accounts receivable and prepaid expenses	(500)	-
Accounts payable and accrued liabilities	(1,725)	(1,649)
Cash used in investing activities	<u>\$ (97,252)</u>	<u>\$ (82,812)</u>
Net increase in cash and cash equivalents	130	(171,180)
Cash and cash equivalents, beginning of year	<u>1,597</u>	<u>172,777</u>
Cash and cash equivalents, end of year (Note 3)	<u><u>\$ 1,727</u></u>	<u><u>\$ 1,597</u></u>
Supplementary cash flow information (Note 3)		

The notes are an integral part of these financial statements.

**CALGARY BOARD OF EDUCATION
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2010**

(All amounts expressed in thousands of dollars)

1. ORGANIZATION

The Calgary Board of Education (the "Corporation") is an independent legal entity with an elected Board of Trustees as stipulated in the *School Act* (Alberta). The Corporation is registered as a charitable organization under the *Income Tax Act* (Canada) and, therefore, is exempt from income tax and may issue official receipts to donors for income tax purposes.

The Corporation provides a full range of educational services for all instructional programs ranging from Kindergarten through Grade 12. In addition, the Corporation demonstrates its commitment to life-long learning by offering continuing education programs for adults.

2. SIGNIFICANT ACCOUNTING POLICIES

(a) Basis of presentation

The financial statements of the Corporation have been prepared in accordance with Canadian Generally Accepted Accounting Principles (GAAP). A precise determination of many assets and liabilities is dependent upon future events and involves the use of estimates and approximations, which have been made using professional judgment. Actual results could differ from these estimates or approximations. In administration's opinion, these financial statements have been prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below.

The financial operations of EducationMatters (formerly The Calgary Board of Education Foundation) is a not-for-profit foundation which promotes and supports public education in Calgary (see Note 15 (b)) and is a controlled entity whose financial results are not consolidated in these financial statements, as permitted under CICA 4450.14.

Budget information is unaudited and is presented on the Statement of Revenue and Expense and on the related schedules for information purposes only and represents the original budget submitted to Alberta Education in June, 2009, as amended during the fiscal year to reflect identified changes in circumstances relating to operating and program changes. The Board of Trustees approves the original budget and monitors all subsequent changes through quarterly reports of revisions and amendments.

(b) Changes in accounting policies

On September 1, 2009, the Corporation adopted the amendment to the existing CICA Handbook Section 4400 "Financial Statement presentation by not-for-profit organizations" such that revenues and expenses should be recognized and presented at their gross amounts when an organization is acting as a principal in transactions. As such, school generated funds revenues and expenses are reported separately and on a gross basis for the year ended August 31, 2010. This change has been applied retroactively with restatement and has resulted in an increase to school generated funds of \$28,369 and school funded activities of

\$28,369 for the year ended August 31, 2009. There is no effect on excess of revenue over expense.

CICA Handbook Section 4470 "Disclosure of Allocated Expenses by Not-for-Profit Organizations" establishes disclosure standards for not-for-profit organizations that choose to classify its expenses by function and allocates its expenses among the functions. The main features of the new section are:

- A requirement for an organization that allocates its fundraising and general support expenses to other functions to disclose the policies adopted for the allocation of expenses among functions, the nature of the expenses being allocated, and the basis on which such allocations have been made; and
- A requirement for an organization to disclose the amounts allocated from each of its fundraising and general support functions and the amounts and functions to which they have been allocated.

There was no impact in adopting this section of the Handbook, as the Corporation does not allocate expenses.

(c) Cash and cash equivalents

Cash and cash equivalents are comprised of cash and short-term investments with original maturity of 90 days or less.

(d) Investments

Held-for-trading assets are measured at fair value each reporting period. Unrealized gains and losses on held-for-trading financial instruments are recognized in earnings.

Short-term investments are investments held with a maximum of a one-year view to ensure the timely settlement of the Corporation's financial obligations. Investments usually consist of treasury bills and money market investments and are recorded at fair value.

Long-term investments are investments held for a period of approximately three to five years, unless significant unforeseen factors occur. Long-term investments may include corporate and government bonds and equities and are recorded at fair value.

(e) Inventories

Inventories consist of maintenance and school supplies and are valued at the lower of average cost and replacement cost, or net realizable value. Inventory is expensed when items are shipped to schools or departments.

(f) Capital Assets and Capital Revenue

Capital assets are recorded at cost. Amortization is calculated on a straight-line basis at rates which amortize the cost of the capital assets over their estimated useful lives. The amortization rates applied are as follows:

Land improvements	20 years
Buildings	10 - 40 years
Furniture and equipment	4 - 10 years

No amortization is provided on construction in progress, as these assets are not ready and are not available for use. Once completed and placed into use, these assets are amortized in accordance with the Corporation's above amortization policy.

Certain capital assets, including new school construction and major renovations (except administrative buildings and replacement of equipment and vehicles), are funded by Alberta Education when approved, and are based on the Corporation's three-year capital plan. When received, capital grants for these assets are deferred and reflected in revenue and matched to the amortization expense over the lives of the related assets. Provincially funded Infrastructure Maintenance Renewal (IMR) projects that improve or sustain the operating functionality of building components or land improvements and do not extend the useful life of the underlying asset are expensed.

(g) Asset Retirement Obligation

The Corporation recognizes the fair value of an Asset Retirement Obligation ("ARO") in the period in which it incurs a legal obligation associated with the retirement of capital assets. Certain building assets contain some asbestos. Although the asbestos is appropriately contained in accordance with environmental regulations, it is the Corporation's practice to, if necessary, remediate any asbestos upon disposal of a capital asset. The Corporation recognizes an ARO only when those assets have been approved by the Board of Trustees for disposition and when the fair value of the liability can be reasonably determined.

The fair value of the estimated ARO is recorded as a long term liability, with a corresponding increase in the carrying value of the asset. In periods subsequent to initial measurement where the passage of time results in liability increases and the amount of this accretion is charged against income. The liability is adjusted for revisions to previously used estimates.

(h) Revenue Recognition

Revenues are recognized when they are earned. Grants received, restricted donations and fees collected, in advance of the provision or use of related services, are deferred until utilized.

Unrestricted cash donations are recognized as revenue when they are received. Donations of materials and services, that would otherwise have been purchased, are recorded at fair market value when an estimated fair market value can be reasonably determined.

Funds donated by individuals or organizations for the purpose of establishing scholarships and bursaries are accounted for as deferred revenues. Interest is calculated on each scholarship fund balance and is accrued for the benefit of the recipients of the fund. Individual scholarship payments are made to the recipients of the scholarships and bursaries in accordance with the various scholarship agreements, and a corresponding amount is recognized as revenue at that time.

The amortization of capital assets funded by Alberta Education and Alberta Infrastructure is expensed annually and is offset by a corresponding amount of revenue arising from the recognition in that year of related capital grants.

Each year, volunteers contribute a considerable number of hours which support the delivery of certain programs within schools. Due to the difficulty of determining or otherwise estimating these hours, and the fact that these services are not otherwise purchased, the value of these contributed services is not quantified nor recognized in these financial statements.

(i) Proceeds on Disposal of Capital Assets

The proceeds on disposal of capital assets are applied to fund future capital asset expenditures. Pursuant to Provincial regulations, the allocation of proceeds for each asset disposal is based upon the relative contribution from the Province of Alberta and the Corporation to fund the original purchase of the disposed asset. Proceeds relating to provincially funded assets are recorded as deferred capital allocations until a provincially approved capital expenditure is made. Proceeds relating to Corporation funded assets are reflected as income and a corresponding amount is transferred to capital reserves until a capital expenditure to be financed from capital reserves is approved by the Board of Trustees.

(j) School Generated Funds

These financial statements include amounts arising from certain school and student activities which are controlled and administered locally by each school but for which the Corporation is accountable. School generated funds revenues are primarily generated through fundraising activities, non-instructional fees and donations and grants to schools in support of extra-curricular activities, field trips and equipment.

(k) Pensions

The Corporation's certificated employees are required to contribute to the Alberta Teachers' Retirement Fund, a multi-employer pension plan. This defined benefit pension plan is the responsibility of the Province of Alberta and these employee members. Accordingly, no

disclosure has been made in these financial statements relating to the effects of participation in the pension plan by the Corporation's certificated employees.

The Corporation and its non-certificated employees participate in the Local Authorities Pension Plan, a multi-employer pension plan. Pension costs included in these financial statements comprise the cost of employer contributions for current service of participating employees during the year.

The Corporation has established a Supplemental Integrated Pension Plan (SiPP) for certain members of senior administration comprised of both a registered and non-registered portion. The plan provides a supplement to the Local Authorities Pension Plan or Alberta Teachers' Retirement Fund (as appropriate) to provide an annual retirement benefit of 2% of total earnings. The cost of this SiPP is sponsored by the Corporation and is actuarially determined using the projected benefit method prorated on service and management's best estimate of expected salary and benefit escalation, retirement ages of employees and plan investment performance. As at August 31, 2010 plan assets held in trust are invested in a mix of cash, bonds, Canadian and international equities. Plan assets are valued at cost, which approximates market value and the plan is fully funded by separately designated plan assets. Changes to the actuarially determined obligation are recognized and expensed as of the applicable date to ensure the plan is fully funded. Actuarial valuations of the plan occur annually as at August 31st.

(I) Employee Future Benefit Plans

The Corporation has a number of defined benefit plans providing post-employment and post-retirement benefits for supplementary health care, dental care, life insurance and retiring allowances. These plans are not funded by separately designated plan assets.

For employee future benefit plans other than pension plans, the Corporation accrues its obligations, and expenses the related costs, in accordance with the terms of the various collective agreements and other contracts of employment. The cost of employee future benefits earned by employees is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of salary escalation, retirement ages of employees, and expected provincial and supplementary health care costs and dental care costs. The actuarially determined benefit obligation from the initial application of this policy is being amortized over the average remaining service period of employees active at September 1, 2000, the beginning of the fiscal year in which this policy was implemented. The balance of any unrecognized net plan experience, including changes in actuarial basis, in excess of 10% of the greater of the actuarial benefit obligation and the market value of plan assets is amortized over the average remaining service lifetime of the active members as of the applicable date. When changes to employee future benefit plans are negotiated, the related financial impacts are recognized when an agreement has been reached by the Corporation and the applicable group of employees. Effective January 1, 2011, all employees will pay 100% of the post-retirement benefit premium costs.

The Corporation measures its accrued benefit obligations under these plans for accounting purposes as at August 31st of each fiscal year. The most recent actuarial valuation of post-retirement and post-employment benefit plans was as of August 31, 2009. The next required valuation will be as of August 31, 2012.

(m) Financial Instruments

The Corporation's financial instruments consist of cash and cash equivalents, cash held by schools, short-term investments, accounts receivable, long-term investments, accounts payable and accrued liabilities, and long-term liabilities. Unless otherwise stated in Notes 3 and 11, which are determined by market comparisons, the fair values of these financial instruments approximate their carrying values.

There are no financial assets on the balance sheet designated as available-for-sale or held-to-maturity. Cash and cash equivalents and investments are classified as held for trading. All other financial assets are classified as loans or receivables and are accounted for on an amortized cost basis. All financial liabilities are classified as other financial liabilities and are accounted for on an amortized cost basis.

Transaction costs and related cash flow impacts are included in the fair value assessment of each financial asset. Transaction costs that are directly attributable to the acquisition of other financial liabilities are not considered significant and are expensed when incurred.

The Corporation has a comprehensive risk management framework to monitor, evaluate and manage the principal risks assumed with financial instruments. The risks that arise from transacting financial instruments include credit risk, liquidity risk and price risk. Price risk arises from changes in interest rates, foreign currency exchange rates and market prices. The Corporation does not use derivative financial instruments to alter the effects of these risks. It is administration's opinion that the Corporation is not exposed to significant interest, currency or credit risks arising from these financial instruments.

The Corporation has elected to apply the scope provisions of paragraph 3855.07A such that the Corporation will not apply the requirements of Section 3855 to contracts for the purchase or sale of non-financial items and any embedded derivatives within these types of contracts or those embedded derivatives that may exist within lease or insurance contracts. In addition, the Corporation has elected to not adopt "Financial Instruments – Disclosures" and "Financial Instruments – Presentation." The Corporation does not invest or use derivative financial instruments. Derivatives may be embedded in other financial instruments (the "host" instrument") or other contracts (the "host contract"). The Corporation has not identified embedded derivatives in the host contracts.

(n) Future Accounting Standards

The CICA Accounting Standards Board (AcSB) has confirmed that 'the changeover' date from Canadian GAAP to International Financial Reporting Standards (IFRS) will be effective January 1, 2011. Alberta Education has stated that, at this time, IFRS is not applicable for school boards in Alberta and that the changeover is not expected to affect the Corporation.

3. CASH AND CASH EQUIVALENTS, INVESTMENTS AND BANK INDEBTEDNESS

2010

2010	Investments at Fair Value				
	Cash and cash equivalents	Short-Term	Long-Term	Total	Cost
<u>Cash and Fixed Income Investments</u>					
Bank balances	\$2,679	\$ -	\$ -	\$2,679	\$2,679
Outstanding cheques	(952)	-	-	(952)	(952)
Money market investments	-	79,966	563	80,529	80,529
Supplemental Integrated Pension Plan Assets (see note 9(b))	-	616	-	616	691
<u>Fixed Income</u>					
Government of Canada	-	-	21,538	21,538	20,824
Provincial	-	-	588	588	571
Municipal	-	-	2,132	2,132	2,037
Corporate	-	-	32,455	32,455	31,765
Restricted long-term investment (1)	-	-	26,882	26,882	26,882
<u>Equity Investments</u>					
Canadian equities	-	-	7,858	7,858	6,616
U.S. equity funds	-	-	5,402	5,402	6,619
International equity funds	-	-	6,921	6,921	8,067
Total at Fair Value	\$1,727	\$80,582	\$104,339	\$186,648	
Total at Cost	\$1,727	\$80,657	\$103,944		\$186,328

(1) Restricted long-term investment relates to cash collateral requirements as a result of capital leases entered into between the years ended August 31, 2004 and August 31, 2010 (see Note 11).

2009

2009		Investments at Fair Value				
	Cash and cash equivalents	Short-Term	Long-Term	Total		Cost
<u>Cash and Fixed Income Investments</u>						
Bank balances	\$2,636	\$ -	\$ -	\$ 2,636		\$2,636
Outstanding cheques	(1,039)	-	-	(1,039)		(1,039)
Money market investments	-	152,375	6,492	158,867		158,867
Supplemental Integrated Pension Plan Assets (see note 9(b))	-	597	-	597		691
<u>Fixed Income</u>						
Government of Canada	-	-	16,751	16,751		16,576
Provincial	-	-	574	574		571
Municipal	-	-	205	205		201
Corporate	-	-	1,399	1,399		1,434
Restricted long-term investment (1)	-	-	5,710	5,710		5,710
<u>Equity Investments</u>						
Canadian equities	-	-	6,974	6,974		6,312
U.S. equity funds	-	-	5,517	5,517		6,540
International equity funds	-	-	6,734	6,734		7,855
Total at Fair Value	\$ 1,597	\$ 152,972	\$ 50,356	\$ 204,925		
Total at Cost	\$ 1,597	\$ 153,066	\$ 51,691			\$ 206,354

(1) Restricted long-term investment relates to cash collateral requirements as a result of capital leases entered into between the years ended August 31, 2004 and August 31, 2009 (see Note 11).

General Operating and Other Bank Indebtedness

The Corporation maintains a line of credit that has been negotiated with its banker for general operating purposes. The line of credit is secured against the Corporation's accounts receivable at bank prime rate. As at August 31, 2010, no amount has been drawn against the Corporation's general operating line of credit.

Yields on current and long-term investments reflect the cash value of all dividends, interest or other payments received or receivable on active investment instruments. These yields do not include any realized or unrealized capital gains of the underlying market values of the instruments. At August 31, 2010 the yields on these investments were as follows:

	<u>2010</u>		<u>2009</u>	
	Effective or Fair Value Yield	Fair Value	Effective or Fair Value Yield	Fair Value
<u>Short-Term Investments</u>				
Money Market Investments	0.72%	\$79,966	0.29%	\$152,375
Non-Registered Mutual Funds (SiPP)	2.51%	616	3.48%	597
<u>Long-Term Investments</u>				
Money Market Investments	0.61%	563	0.21%	6,492
Bond type:				
Govt of Canada	1.61%	21,538	2.21%	16,751
Provincial	2.65%	588	3.39%	574
Municipal	2.16%	2,132	3.89%	205
Corporate	2.67%	32,455	4.02%	1,399
Canadian equities	3.01%	7,858	3.01%	6,974
U.S. equity pooled funds	1.86%	5,402	1.92%	5,517
International equity pooled funds	3.34%	6,921	3.55%	6,734

Additional Cash Flow Information

During the year ended August 31, 2010, cash interest paid on school building debenture debt and other debt amounted to \$2,686 (2009 - \$3,357) and cash interest earned (operating and capital) and dividends received on investments totaled \$1,936 (2009 - \$4,238).

4. CASH HELD BY SCHOOLS

Changes in cash held by schools are as follows:

	<u>2010</u>	<u>2009</u>
Sources of school generated funds:		
Fundraising activities	\$ 10,896	\$ 11,238
Non-instructional fees and charges	17,000	16,813
Donations and grants to schools	6,780	7,174
Other income	28	150
Total additions to school generated funds	<u>\$ 34,704</u>	<u>\$ 35,375</u>
Application of school generated funds:		
Fundraising activities	(17,356)	(14,389)
Fees/charges (non-instructional) – related expenses	(12,241)	(13,259)
Donations And grants to schools – related expenses	(1,042)	(669)
Other – related expenses: bank charges	(82)	(52)
Extra-curricular activities	(4,278)	(5,028)
Field trips	(1,299)	(1,421)
Equipment	(1,353)	(1,488)
Total application of school generated funds	<u>\$ (37,651)</u>	<u>\$ (36,306)</u>
Net use of school generated funds for the year	(2,947)	(931)
Cash balance, beginning of year	14,635	15,566
Cash balance, end of year	<u>\$ 11,688</u>	<u>\$ 14,635</u>

5. ACCOUNTS RECEIVABLE AND PREPAID EXPENSES

	<u>2010</u>	<u>2009</u>
Alberta Education operating grants	\$ 301	\$ 223
Government of Alberta capital grants	952	5,193
Debenture interest grants	1,300	1,618
School jurisdictions and other governments	1,957	1,859
Other accounts receivable	8,079	8,162
Prepaid expenses	4,614	4,075
	<u>\$ 17,203</u>	<u>\$ 21,130</u>

6. CAPITAL ASSETS

	2010		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 4,809	\$ -	\$ 4,809
Land improvements	18,194	8,525	9,669
Buildings	926,145	338,810	587,335
Furniture and equipment	172,520	115,652	56,868
	<u>1,122,168</u>	<u>462,987</u>	<u>658,681</u>
Construction in progress	43,717	-	43,717
	<u>\$ 1,165,385</u>	<u>\$ 462,987</u>	<u>\$ 702,398</u>

	2009		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 4,809	\$ -	\$ 4,809
Land improvements	9,399	8,399	1,000
Buildings	751,925	320,293	431,632
Furniture and equipment	147,350	103,008	44,341
	<u>913,483</u>	<u>431,700</u>	<u>481,783</u>
Construction in progress	25,844	-	25,844
	<u>\$ 939,327</u>	<u>\$ 431,700</u>	<u>\$ 507,627</u>

Included in the cost of furniture and equipment are assets under capital lease in the amount of \$115 (2009 – \$2,700). Included in the cost of buildings are assets under capital lease in the amount of \$20,527 (2009 – \$4,130). Accumulated amortization is \$2,129 (2009 – \$1,445) on these assets.

The Corporation has recorded an asset retirement obligation for the estimated costs of removing and disposing of asbestos in those schools and other buildings approved by the Board for disposition. At August 31, 2010, the Corporation, through the use of engineering estimates, has valued the asset retirement obligation amount for those assets at \$1,644 (2009 – \$1,726), which is reflected in the cost of the buildings asset cost above. The Corporation received transferred-in building assets from the Province in the amount of \$162,293 (2009 – \$0).

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2010	2009
Salaries and benefits	\$ 30,091	\$ 37,484
Debenture interest	1,300	1,618
Federal government	731	691
Contractor payables	6,562	10,502
Deferred capital allocations (1)	23,066	31,378
Other accounts payable	15,349	13,992
Other accrued liabilities	<u>7,746</u>	<u>10,675</u>
	<u>\$ 84,845</u>	<u>\$ 106,340</u>

(1) Government of Alberta capital grants not yet expended at August 31st.

8. DEFERRED REVENUE

	<u>2010</u>	<u>2009</u>
Alberta Education operating grants	\$ 4,889	\$ 13,057
Alberta Initiative for School Improvement grants	3,644	5,082
Infrastructure Maintenance Renewal grants	24,464	14,117
Student fees	6,670	6,717
Scholarship funds	264	274
Other	4,241	3,882
	<u>\$ 44,172</u>	<u>\$ 43,129</u>

9. PENSIONS/EMPLOYEE FUTURE BENEFITS

(a) Local Authorities Pension Plan (LAPP)

The Corporation's net pension expense for the year amounts to \$13,917 (2009 - \$11,487).

(b) Supplemental Integrated Pension Plan (SiPP)

The Corporation provides a Supplemental Integrated Pension Plan (the "Plan") for certain executive employees of the Corporation, based on approved terms and conditions of the Plan. The Corporation's net pension expense for the registered portion for the year was \$37 (2009 - net expense of \$12). The net pension expense for the non-registered portion was \$150 (2009 - \$70). The total liability for the Plan at August 31, 2010 is \$175 (2009 - \$346).

(c) Supplementary Retirement Plan (SRP)

The Corporation provides a Supplementary Retirement Plan for certain senior employees of the Corporation, based on approved terms and conditions of the plan. The plan provides for annual contributions of 10% of the employees salary which is above the LAPP or Alberta Teachers' Retirement Fund pensionable earnings cap. The total liability for the SRP at August 31, 2010 is \$197 (2009 - \$137).

(d) Other Employee Future Benefits

The significant actuarial assumptions adopted in measuring the Corporation's employee future benefit obligation (based on a weighted average assumption of the various plans as of August 31, 2010) are as follows:

Amortization method	Straight-line
Discount rate	4.7%
Supplementary health care cost escalation	8.0% declining by 0.0% for two years, 0.50% thereafter to an ultimate rate of 5.0% per year
Dental care cost escalation	4.0% per year
Provincial health care cost escalation	Not applicable

The actuarially determined liability for future employee benefits at August 31, 2010 is \$30,263 (2009 - \$32,418). To date, \$19,751 (2009 - \$20,758) has been accrued in these financial statements. The initial transitional obligation of \$35,664 at September 1, 2000 is being amortized over the expected average remaining service period of the employee group, which was estimated to be 12 years, of which 2 years remain. The unamortized transitional obligation of \$2,058 on September 1, 2009 has been reduced by \$687 to \$1,371 to reflect the change in the accrued benefit obligation to employee groups, and the annual amortization of the remaining initial transitional obligation.

The total current year expense for employee future benefits amounts to \$3,221 (2009 - \$3,610), including current service costs of \$845 (2009 - \$628). During the year ended August 31, 2010, \$4,228 (2009 - \$4,246) was paid in respect of post-employment or post-retirement benefits.

10. DEFERRED CAPITAL GRANTS

Changes in deferred capital grants are as follows:

	<u>2010</u>	<u>2009</u>
Balance, beginning of year	\$ 382,542	\$ 343,754
Debt principal repaid by Alberta Finance	5,249	6,490
Capital assets funded by Alberta Infrastructure and Transportation and Alberta Education	183,908	50,052
Capital allocations amortized to revenue	<u>(18,540)</u>	<u>(17,754)</u>
Balance, end of year	<u>\$ 553,159</u>	<u>\$ 382,542</u>

11. LONG-TERM LIABILITIES

Long-term liabilities relate to debentures for the acquisition of school buildings funded directly by Alberta Education (pre 1995) and to capital leases, approved by the Minister of Education for internally financed equipment purchases. Debentures are secured by the Province and capital leases are secured by identified assets of the Corporation (restricted cash).

Debentures were issued for periods of 15, 20 or 25 years in those years prior to 1995 when the Corporation had local taxing authority. Fair value of this debt is \$25,315 (2009 - \$31,338) which is calculated using a discount rate of 4.70%, that reflects the average yield on high quality long term corporate bonds at August 31, 2010. This debt is fully guaranteed by the Province of Alberta and Alberta Finance funds these interest and principal payments.

	<u>2010</u>	<u>2009</u>
Debt on school buildings, bearing interest at rates ranging from 7.38% - 11.75%, repayable in annual installments of varying amounts, maturing from 2011 through 2020.	\$ 21,802	\$ 27,051

Finance contracts, secured by certain equipment bearing interest at rates ranging from 2.44% - 4.49%, repayable in annual installments of \$325 including interest, maturing September 2014.	1,395	1,687
Finance contracts, secured by certain building components bearing interest at rates ranging from 2.16% - 4.16%, repayable in annual installments of \$547 including interest, maturing September 2014 through August 2015.	3,543	3,933
Finance contracts, secured by certain building components Bearing interest at 3.13%, repayable in annual installments of \$2,662 including interest, maturing August 2015.	<u>21,142</u>	<u>-</u>
	47,882	32,672
Less current portion	<u>7,162</u>	<u>5,933</u>
Long-term portion	<u>\$ 40,720</u>	<u>\$ 26,739</u>

Minimum principal repayments based on the terms above are as follows:

2011	\$	7,162
2012		6,625
2013		6,104
2014		6,574
2015		5,964
Thereafter		<u>15,453</u>
Total	\$	<u>47,882</u>

12. ASSET RETIREMENT OBLIGATION

The Corporation has estimated an asset retirement obligation of \$1,644 as at August 31, 2010 (2009 - \$1,726) for building assets that have been approved for disposition by the Board and are estimated to occur between 2010 and 2011. An interest rate of 5.35% is applicable to discount expected cash flows, for calculation of the initial obligation and a rate of 4.70% would be applicable for accretion of the obligation.

The following table summarizes the changes in the asset retirement obligations:

	<u>2010</u>	<u>2009</u>
Balance, beginning of year	\$ 1,726	\$ 1,887
Obligations discharged	(82)	(161)
Balance, end of year	<u>\$ 1,644</u>	<u>\$ 1,726</u>

13. CONTINGENCIES AND COMMITMENTS

- (a) From year to year, legal actions are brought against the Corporation in the normal course of operations. Management believes that the ultimate resolution of claims presently outstanding are not expected to be significant to the overall financial position of the Corporation.
- (b) The Corporation has contractual commitments to complete major capital projects relating to school buildings and Administrative sites. As at August 31, 2010, these outstanding contractual obligations amount to \$26,762 (2009 - \$47,323), with \$19,676 to be funded by Alberta Infrastructure/Education and \$7,085 by the Corporation.
- (c) To the extent the Corporation terminates certain contractual commitments for convenience under certain service and development management agreements, the Corporation would incur costs, depending on the date of termination, of between \$3,500 and \$11,500.
- (d) The Corporation has entered into operating lease agreements for office space that expire beyond August 31, 2014. Future minimum annual lease payments under these leases, including provisions for renewals, are as follows:

<u>Year</u>	
2011	\$ 440
2012	\$ 166
2013	\$ 79
2014	\$ 79
Future Years	<u>\$ 49</u>
	<u>\$ 813</u>

Lease expense during the year amounted to \$343 (2009 - \$755).

- (e) The Corporation has entered into a 20 year lease agreement for the new Education Centre with payments commencing approximately March 1, 2011. Future estimated minimum annual lease and operating payments (including parking) under this commitment are:

	<u>Minimum lease payments</u>	<u>Estimated operating costs</u>	<u>Total</u>
2011	\$ 4,265	1,449	5,714
2012	8,531	2,935	11,466
2013	8,531	3,008	11,539
2014	8,836	3,084	11,920
2015	9,142	3,161	12,303
Thereafter	172,254	60,412	232,666
Total payments	<u>\$ 211,559</u>	<u>74,049</u>	<u>285,608</u>

- (f) The Corporation has entered into a service agreement related to certain payroll and human resources administration processes expiring October 16, 2015. Future minimum annual payments under this commitment are:

2011	\$	8,754
2012		9,383
2013		9,734
2014		10,021
2015		10,311
2016		1,293
Total payments	\$	<u>49,496</u>

- (g) Effective September 1, 2006, the Corporation entered into a Master Transportation Agreement with Southland Transportation Ltd. and First Student Canada for the provision of student school bus transportation services. The initial term of the agreement is ten years (expiring August 31, 2016) and the Corporation may renew the agreement for two additional periods of five years each. Each year during the term, the Corporation enters into a Yearly Service Agreement with each carrier, outlining the services to be provided, the applicable Daily Base Rate and all other anticipated fees and charges under the agreement.
- (h) Effective January 1, 2010, the Corporation entered into a one year fixed price natural gas supply agreement of a certain price for a majority of its total annual natural gas consumption. This agreement was to expire on December 31, 2010, but was renewed for one additional year and will expire December 31, 2011.
- (i) Effective July 31, 2007, the Corporation entered into a fixed electricity supply agreement of a certain price for all of its electricity consumption from January 1, 2009 to December 31, 2012. This agreement has been extended by two additional years and will expire December 31, 2014.
- (j) Effective July 1, 2007, the Corporation entered into a Committed Retainer Legal Services Agreement of a certain price, with a one year Evaluation Stage and the provision for a four year extension period, upon mutual agreement of both parties, to June 30, 2012.

14. NET ASSETS

The components of the Corporation's net assets of \$155,355 as at August 31, 2010 are described below:

(a) Accumulated Operating Surplus

As at August 31, 2010, the Corporation has an accumulated operating surplus of \$34,009 (2009 - \$30,535) comprised of the following:

(i) Unrestricted Operating Surplus

Unrestricted operating surplus represents the aggregation of successive years' annual operating surpluses.

In the year ended August 31, 2010, the Corporation's annual operating surplus is \$538 (2009 - \$276) and, as at August 31, 2010, the Corporation has an unrestricted accumulated operating surplus of \$3,500 (2009 - \$2,962).

(ii) Designated Operating Funds and Operating Reserves

Where certain instructional initiatives are planned or in progress, and consistent with prior years, the Corporation has designated or restricted operating funds for specific purposes. Operating reserves have been established for specific program requirements, to stabilize annual fee rates or to offset the cost of programs and services in future years. These fund designations and reserves have been established consistent with Provincial legislation and by Board of Trustees' resolution and will be applied to finance future expenses in accordance with the specific requirements of each of these resolutions.

Operating funds have been designated by the Board of Trustees for the following purposes:

	<u>2010</u>	<u>2009</u>
School decentralized budgets	\$ 5,054	\$ 3,750
Instructional and service unit initiatives	2,500	2,893
	<u>\$ 7,554</u>	<u>\$ 6,643</u>

Operating reserves have been established by the Board of Trustees for the following purposes:

	<u>2010</u>	<u>2009</u>
Transportation Fee Stabilization	\$ -	\$ 1,665
Continuing Education Fee Stabilization (1)	1,313	1,313
Unrealized Investment Gains/Losses	1,750	-
Utility Expense Stabilization	4,870	4,559
Snow Removal Budget Stabilization	200	200
Administrative Systems Renewal	5,322	5,322
General Instruction	3,000	3,000
Fiscal Stability	5,000	3,871
System Transformation	1,500	1,000
	<u>\$ 22,955</u>	<u>\$ 20,930</u>

(1) Restricted operating reserve for Adult Education purposes only, and in accordance with Alberta Education reporting guidelines, cannot be used in support of K-12 educational programs

As at August 31, 2010, the Board of Trustees approved the use of \$2,238 of the Utility Expense Stabilization Fee Reserve, \$3,000 of the General Instruction Reserve, \$2,540 of the Fiscal Stability Reserve, \$5,320 of the Administrative Systems Renewal Reserve, \$1,000 of the System Transformation Reserve to support the 2010/11 Operating Budget. The Board has also approved the use of \$2,000 of School decentralized budgets and \$2,962 of Unrestricted Net Assets in support of the 2010/11 Operating Budget. Subsequent to the Board of Trustees' approval of the budget, the Province of Alberta committed additional funds to the CBE. It is expected that these various reserves will not be drawn down in 2010/11 to the same amounts.

(b) Capital Reserves and Designated Capital Funds

The Corporation's capital reserves and designated capital funds are established by Board of Trustees' resolution and in accordance with Provincial regulation, and are funded from proceeds on disposals of capital assets, provision from operating funds, or from lease revenues. To date, the following capital reserves and designated capital funds have been established:

	<u>2010</u>	<u>2009</u>
Land, Buildings and equipment	\$ 8,701	\$ 11,801
School Program Modernization	2,271	2,271
Leased School Buildings	2,000	2,000
Chinook Learning Services Relocation	1,400	1,400
Funds designated for approved capital projects	5,314	7,074
	<u>\$ 19,686</u>	<u>\$ 24,546</u>

These reserves and designated funds are to be applied to finance future capital expenditures in accordance with the specific requirements of each Board resolution. Funds may be committed from these reserves or designated amounts by the Board of Trustees from time to time to permit the completion of approved capital projects. As at August 31, 2010, the Board of Trustees has approved the use of \$8,542 of these funds for certain capital projects leaving \$11,144 uncommitted for future capital projects.

(c) Investment in Capital Assets

Investment in capital assets represents the Corporation's net investment of operating funds that have been used from time to time to purchase building improvements, capital equipment and technology infrastructure to support the general operating activities of the Corporation. As of August 31, 2010, the Corporation has \$101,660 invested in capital assets (2009 - \$91,637).

15. RELATED PARTIES

(a) Province of Alberta and economic dependence

The Corporation is economically dependent upon the Government of the Province of Alberta, since the viability of its on-going operations depends on grants and contributions from Alberta Education and other provincial ministries.

Effective 2005/06, school jurisdictions have been deemed to be controlled by the Government of Alberta according to criteria set out in the Canadian Institute of Chartered Accountants Public Sector Accounting Standards section 1300, Government Reporting Entity. All entities consolidated or accounted for on a modified equity basis in the accounts of the Government of Alberta are now considered related parties of school jurisdictions for financial reporting purposes. These include government departments, health authorities, post secondary institutions and all school jurisdictions in Alberta.

Assets, liabilities and transactions of the Corporation that relate to the Government of Alberta are as follows:

2009/10	Assets (at cost or net realizable value)	Liabilities	Revenues	Expenses
Government of Alberta:				
Education	\$ 2,589	\$ 33,136	\$ 918,501	\$ 2,506
Infrastructure				
Transportation	-	-	-	-
Finance	-	23,102	2,368	-
Health & Wellness	-	-	-	-
Human Resources/ Employment	-	-	194	-
Other Gov't of AB Departments	192	-	-	-
Other:				
Health authorities	-	-	-	1,590
Post-secondary institutions	-	-	-	-
Other Alberta school jurisdictions	273	-	7,032	272
Other related parties	-	688	-	13,917
TOTAL 2009/10	<u>\$ 3,054</u>	<u>\$ 56,926</u>	<u>\$ 928,095</u>	<u>\$ 18,285</u>
TOTAL 2008/09	<u>\$8,156</u>	<u>\$63,016</u>	<u>\$879,134</u>	<u>\$16,060</u>

(b) EducationMatters

EducationMatters (formerly The Calgary Board of Education Foundation), (the "Foundation") was established in 2003 by the Corporation under a trust indenture. The Corporation's Board of Trustees appoints the Governors of the Foundation. The Corporation's Trustees cannot hold a majority of the Governor positions. The Foundation promotes activities that support public education for the benefit of Calgary's students.

The Foundation is not consolidated into these financial statements. The resources held by the Foundation are not necessarily limited for use by the Corporation. Selected financial information for the Foundation for the year ended August 31st, 2010 is as follows:

	<u>2010</u>	<u>2009</u>
Total assets	\$ 2,481	\$ 2,533
Total liabilities	18	7
Net assets	<u>\$ 2,463</u>	<u>\$ 2,526</u>
Fund balances held by the Foundation:		
Flow through funds	\$ 342	\$ 622
Endowment funds	1,495	1,262
Operating funds	626	642
	<u>\$ 2,463</u>	<u>\$ 2,526</u>
Revenues (1)	\$ 1,616	\$ 1,777
Expenses (2)	1,682	1,504
Excess of revenues over expenses	<u>\$ (66)</u>	<u>\$ 273</u>

(1) Revenues include financial support from the Corporation of \$750 (2009 - \$750).

(2) Expenses paid to the Corporation amount to \$18 (2009 - \$16); approved Grant disbursements to CBE Schools and Programs amount to \$610 (2009 - \$392).

(c) **The Urban Schools Insurance Consortium**

The Corporation is a member of The Urban Schools Insurance Consortium (USIC), which facilitates the placement of property and liability insurance coverage for thirteen school jurisdictions throughout the Province of Alberta. Amounts are paid by each of the members to the consortium to pay for insurance premiums on policy renewals and to self-insure a portion of each member's risk exposure. The Corporation's share of the accumulated and unencumbered consortium funds as at August 31, 2010 was \$2,272 (2009 - \$2,634). This amount has not been recognized in the Corporation's financial statements, as accumulated consortium funds are payable only upon membership termination or a dissolution of the consortium.

(d) **Other fundraising groups and associations**

Various parent groups, including societies and other associations, solicit donations and undertake fundraising activities to provide operating and capital donations to further the objectives of the Corporation. The financial information of these groups is not consolidated in these financial statements.

16. MANAGEMENT OF CAPITAL

Effective September 1, 2008, the Corporation implemented new capital disclosure requirements per Section 1535 of the CICA Handbook. The Corporation's objectives for managing capital are in the short term to safeguard the Corporation's financial ability to continue to deliver education and in the long term to plan and build financial and sufficient physical capacity to meet future needs for the Corporation's education programs and services.

The Corporation defines its capital as the amounts included in net assets. The Corporation's objective when managing its capital is to safeguard the ability to continue as a going concern so that it can continue to provide an array of educational services to its complex and diverse student population.

In order to facilitate the management of its capital requirements, the Corporation prepares annual capital and operating budgets that are updated as necessary, depending on various factors, including the market valuation of the investments and general industry conditions. The annual budgets are approved by the Board of Trustees.

The majority of the Corporation's operating funds are received from Alberta Education which are generally paid every month. As a result, significantly less working capital is required. The Corporation monitors its working capital and cash flows against its forecasts.

A portion of the capital funding is restricted in that the Corporation is required to receive approval from the Minister of Education for draws against any amount in which the Provincial Department of Education has an interest. In addition, the Corporation has restricted a portion of its short-term cash for specific capital projects and specific lease payment obligations. The Corporation has internal control processes primarily through its Administrative Regulations, to ensure that the restrictions are met prior to the utilization of these resources. The Corporation has been in compliance with these restrictions throughout the year.

The Corporation has leveraged its excess short term cash balances in support of energy retrofit projects in schools and in support of the Dr. Carl Safran Modernization project through capital leasing arrangements in order to minimize incremental borrowing costs. In addition, in 2009/10 the Corporation, in collaboration with its external investment advisor, invested \$30 million of short term cash in high quality bonds of varying duration to enhance its investment income stream.

The Corporation sets the amount of internally restricted funds in proportion to risk, manages the net asset structure and makes adjustments to it in light of changes in economic conditions and the risk characteristics of the underlying assets.

17. COMPARATIVE FIGURES

Certain 2009 amounts have been reclassified where necessary to conform to the current year's presentation.

**CALGARY BOARD OF EDUCATION
DETAILED SCHEDULE OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2010**

	Budget (unaudited)	Actual	
	2010	2010	2009
		(in thousands)	
Alberta Education grants			
Base Provincial instruction grants			
Kindergarten	\$ 21,700	\$ 21,704	\$ 20,055
Instruction - Elementary	256,855	256,854	239,312
Instruction - Junior High	133,633	133,906	126,598
Instruction - Senior High	177,332	177,497	164,509
Alberta Education clawback	(1,122)	(1,122)	-
Total Base Provincial instruction grants	\$ 588,398	\$ 588,839	\$ 550,474
Differential cost funding			
Transportation - Regular	29,574	29,315	29,111
Transportation - RCMPA	747	741	759
Kindergarten - Special Education (PUF and M&M)	5,593	6,371	5,896
Special education programs (Gr 1 - 12)	51,532	51,531	51,531
First Nations, Metis and Inuit education	3,425	3,425	3,215
English as a second language	28,716	28,715	27,443
Socioeconomic status	9,588	9,753	9,884
Relative cost of purchasing goods and services adj (RCPA)	7,700	7,779	7,731
Operations and maintenance - Regular	79,276	79,276	75,851
Operations and maintenance - RCMPA	3,270	3,270	3,300
Small Schools by Necessity	2,050	2,050	2,322
Other differential cost funding	2,654	2,733	1,897
Total Differential cost funding grants	\$ 224,125	\$ 224,959	\$ 218,940
Provincial Priority Targeted grants	\$ 66,621	\$ 66,615	\$ 68,169
Other Provincial education grants			
Infrastructure Maintenance Renewal (IMR)	15,506	15,506	18,516
Other programs	23,156	21,564	12,187
Total Other Provincial education grants	\$ 38,662	\$ 37,070	\$ 30,703
Capital support			
Supported school building amortization	18,514	18,540	17,754
Debt interest for school projects	2,368	2,368	2,971
Total Capital support	\$ 20,882	\$ 20,908	\$ 20,725
Total Alberta Education grants	\$ 938,688	\$ 938,391	\$ 889,011
Other Provincial revenue	\$ 1,215	\$ 1,216	\$ 1,352
Federal grants and education agreements	\$ 2,716	\$ 2,938	\$ 2,837
School generated funds	\$ 34,971	\$ 37,651	\$ 36,306
Other revenue			
Individuals and organizations	20,541	21,609	21,353
Instructional supply and material fees	7,140	7,201	7,275
Rentals	7,445	8,035	7,655
Transportation fees	5,382	5,562	5,463
Gain on disposal of assets	-	174	5,139
School authorities and local governments	2,126	2,359	2,292
Investment income	2,562	2,249	2,854
Unrealized gain (loss) on investment	-	1,750	(2,746)
Cafeteria services	774	940	1,075
Total Other revenue	\$ 45,970	\$ 49,879	\$ 50,361
Total revenue	\$ 1,023,560	\$ 1,030,075	\$ 979,867

The notes are an integral part of these financial statements.

**CALGARY BOARD OF EDUCATION
DETAILED SCHEDULE OF EXPENSE
FOR THE YEAR ENDED AUGUST 31, 2010**

	Budget (unaudited)	Actual	
	2010	2010	2009
		(in thousands)	
Salaries and benefits			
Certificated regular	\$ 556,280	\$ 559,785	\$ 516,342
Certificated temporary	20,000	22,054	34,729
Non-certificated regular	199,748	187,217	177,897
Non-certificated temporary	7,480	12,668	11,327
Total salaries and benefits	\$ 783,508	\$ 781,724	\$ 740,295
Services purchased			
Maintenance and repair	21,566	19,183	25,205
Transportation	34,319	36,201	34,017
Professional and technical	25,643	26,057	27,402
Utilities	24,650	23,309	22,002
Equipment and facility rentals	3,164	3,335	3,386
Insurance premiums and losses	2,852	2,571	2,727
Dues and fees	2,004	1,621	1,800
Travel and subsistence	1,575	1,461	1,468
Transfer payments to other jurisdictions	1,201	1,337	1,191
Other	1,562	817	693
Total services	\$ 118,536	\$ 115,892	\$ 119,891
Supplies and materials			
Supplies	30,152	28,911	30,516
Minor equipment	18,070	16,615	14,476
Textbooks and media materials	3,362	3,407	4,906
Total supplies and materials	\$ 51,584	\$ 48,933	\$ 49,898
School funded activities	\$ 34,971	\$ 37,651	\$ 36,306
Interest			
Interest on long-term liabilities	2,368	2,368	2,971
Bank and other interest	439	574	283
Total interest	\$ 2,807	\$ 2,942	\$ 3,254
Amortization of capital assets	33,710	34,296	32,288
Total expense	\$ 1,025,116	\$ 1,021,438	\$ 981,932

The notes are an integral part of these financial statements.

Calgary Board of Education

Statistical Information (Unaudited)

for the Year Ended
August 31, 2010



Calgary Board of Education

CALGARY BOARD OF EDUCATION
REVENUE BY SOURCE
LAST TEN YEARS
(Unaudited)
(in thousands of dollars)

Fiscal Year	Provincial Revenue	%	Other Revenue	%	School Generated Funds	%	Total Revenue
2001	\$574,684	93.5%	\$31,306	5.1%	\$8,486	1.4%	\$614,476
2002	\$609,497	92.3%	\$43,007	6.5%	\$7,862	1.2%	\$660,366
2003	\$654,685	92.8%	\$43,844	6.2%	\$6,952	1.0%	\$705,481
2004	\$668,121	92.7%	\$46,240	6.4%	\$6,723	0.9%	\$721,084
2005	\$713,016	93.0%	\$44,909	5.8%	\$9,104	1.2%	\$767,029
2006	\$754,293	93.0%	\$49,676	6.1%	\$6,933	0.9%	\$810,902
2007	\$796,996	91.9%	\$62,685	7.2%	\$7,444	0.9%	\$867,125
2008	\$861,772	91.9%	\$68,428	7.3%	\$7,528	0.8%	\$937,728
2009	\$890,363	90.9%	\$53,198	5.4%	\$36,306	3.7%	\$979,867
2010	\$939,607	91.2%	\$52,817	5.1%	\$37,651	3.7%	\$1,030,075

Notes:

- (1) The provincial revenue column reflects all provincial revenues including property tax revenues which are collected and distributed by the Province.
- (2) Certain school generated funds expenses of prior years have been reclassified to conform with the presentation applied in 2000 and subsequent years.
- (3) In 2009, the Calgary Board of Education adopted Canadian Institution of Chartered Accountants (CICA) Handbook Section 4400 "Financial Statement presentation by not-for profit organizations" such that revenues and expenses should be recognized and presented at their gross amounts when an organization is acting as a principal in transactions.

**CALGARY BOARD OF EDUCATION
EXPENSE BY OBJECT
LAST TEN YEARS
(Unaudited)
(in thousands of dollars)**

Fiscal Year	Salaries and Benefits	Services Purchased	Supplies and Materials	Interest	Amortization	School Funded Activities	Total Expenses
2001	\$473,946 77.7%	\$62,171 10.2%	\$36,553 6.0%	\$11,091 1.8%	\$17,572 2.9%	\$8,486 1.4%	\$609,819 100.0%
2002	\$514,838 79.5%	\$63,943 9.9%	\$32,500 5.0%	\$9,779 1.5%	\$18,847 2.9%	\$7,862 1.2%	\$647,769 100.0%
2003	\$546,791 79.3%	\$73,240 10.6%	\$33,690 4.9%	\$8,512 1.3%	\$20,178 2.9%	\$6,952 1.0%	\$689,363 100.0%
2004	\$556,750 79.6%	\$75,674 10.8%	\$32,767 4.7%	\$7,501 1.0%	\$20,192 2.9%	\$6,723 1.0%	\$699,607 100.0%
2005	\$592,365 79.0%	\$81,723 10.9%	\$38,499 5.2%	\$6,589 0.9%	\$21,218 2.8%	\$9,104 1.2%	\$749,498 100.0%
2006	\$621,591 78.3%	\$96,697 12.2%	\$40,583 5.1%	\$5,672 0.7%	\$22,178 2.8%	\$6,933 0.9%	\$793,654 100.0%
2007	\$650,262 76.8%	\$109,999 13.0%	\$48,771 5.7%	\$4,821 0.6%	\$25,395 3.0%	\$7,444 0.9%	\$846,692 100.0%
2008	\$699,537 77.2%	\$121,355 13.4%	\$47,207 5.2%	\$3,930 0.4%	\$26,886 3.0%	\$7,528 0.8%	\$906,443 100.0%
2009	\$740,295 75.4%	\$119,891 12.2%	\$49,898 5.1%	\$3,254 0.3%	\$32,288 3.3%	\$36,306 3.7%	\$981,932 100.0%
2010	\$781,724 76.5%	\$115,892 11.3%	\$48,933 4.8%	\$2,942 0.3%	\$34,296 3.4%	\$37,651 3.7%	\$1,021,438 100.0%

Notes:

- (1) Certain school generated funds expenses of prior years have been reclassified to conform with the presentation applied in 2000 and subsequent years.
- (2) In 2009, the Calgary Board of Education adopted Canadian Institution of Chartered Accountants (CICA) Handbook Section 4400 "Financial Statement presentation by not-for profit organizations" such that revenues and expenses should be recognized and presented at their gross amounts when an organization is acting as a principal in transactions.

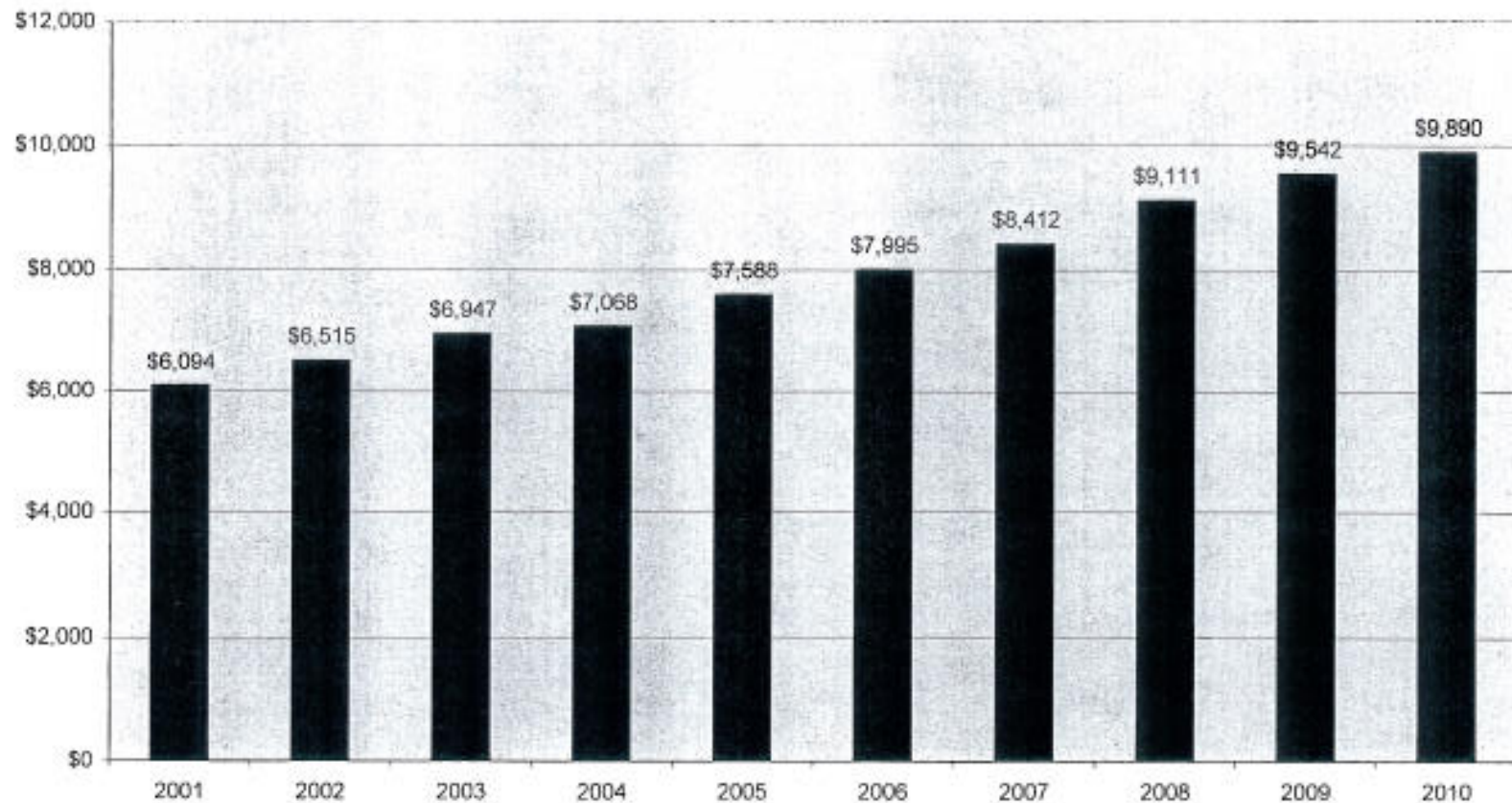
**CALGARY BOARD OF EDUCATION
SUMMARY OF OFFICIAL ENROLMENTS
LAST TEN YEARS
(Unaudited)**

Fiscal Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
KINDERGARTEN	6,340	6,196	6,241	6,361	6,140	6,223	6,487	6,574	7,060	7,201
ELEMENTARY										
Grade 1	6,449	6,441	6,217	6,049	6,394	6,347	6,650	6,311	6,661	6,989
Grade 2	6,177	6,286	6,212	5,827	6,112	6,388	6,389	6,372	6,334	6,551
Grade 3	6,273	5,900	6,009	5,853	5,953	6,005	6,424	6,154	6,272	6,074
Grade 4	6,162	5,881	5,595	5,600	5,747	5,654	5,882	6,016	5,736	5,893
Grade 5	6,277	5,964	5,841	5,484	5,736	5,671	5,776	5,825	5,843	5,612
Grade 6	6,294	6,160	5,926	5,702	5,625	5,616	5,867	5,743	5,647	5,711
Special Education (Gr 1 - 6)	4,899	5,782	5,700	6,657	5,342	5,789	5,352	5,274	5,676	5,833
Total Elementary	42,531	42,414	41,500	41,172	40,909	41,470	42,340	41,695	42,169	42,663
JUNIOR HIGH										
Grade 7	6,329	6,300	6,255	6,015	6,037	5,752	5,938	6,127	5,730	5,733
Grade 8	6,394	6,442	6,342	6,306	6,213	5,971	6,019	6,098	6,018	5,763
Grade 9	6,393	6,379	6,422	6,485	6,458	6,169	6,226	6,212	6,005	6,131
Special Education (Gr 7 - 9)	3,555	3,889	4,275	4,402	4,100	4,542	4,403	3,966	4,624	4,669
Total Junior High	22,671	23,010	23,294	23,208	22,808	22,434	22,586	22,403	22,377	22,296
SENIOR HIGH										
Grade 10	7,871	7,175	7,137	6,992	7,741	7,727	7,610	7,068	6,879	6,793
Grade 11	8,144	7,670	8,051	7,675	8,094	7,693	8,181	7,284	7,215	7,194
Grade 12	10,526	10,082	10,320	9,833	10,082	10,538	10,486	10,462	9,949	10,434
Special Education (Gr 10 - 12)	1,949	2,840	3,030	4,256	3,147	3,814	3,783	5,018	5,616	5,431
Total Senior High	28,490	27,767	28,538	28,756	29,064	29,772	30,060	29,832	29,659	29,852
TOTAL ENROLMENT	100,032	99,387	99,573	99,497	98,921	99,899	101,473	100,504	101,265	102,012

Notes: (1) Most Kindergarten children attend half-days, in 2009/10 extended day Kindergarten was offered in 19 schools;
(2) Since 1995, senior high students are funded on course completion but enrolments are based on head counts;
(3) Between 1996 and 2000, enrolments included special education students attending Designated Private Schools in Calgary;
(4) Special Education includes all students who are coded with a mild, moderate, gifted and talented or severe disability.
Commencing in 2002, funding for severely disabled students is provided based on a jurisdiction profile.

Sources: (1) Corporate Financial Services Department Grant Claims and Alberta Education, School Finance Department.

**CALGARY BOARD OF EDUCATION
PER PUPIL COST STATISTICS
LAST TEN YEARS
(Unaudited)**



Note: In order to provide comparable information, the calculation of per pupil costs excludes expenses from both school funded activities, given the discretionary nature of these activities and costs relating to adult students, and includes ECS children counted as 0.5 FTE in the calculation.

CALGARY BOARD OF EDUCATION
DEMOGRAPHIC AND MISCELLANEOUS INFORMATION
August 31, 2010
(Unaudited)

GEOGRAPHIC AREA - City of Calgary:		848 Square Kilometres
POPULATION - April 2010 Census:		1,071,515
NUMBER OF SCHOOLS:*		
Elementary		133
Elementary/Junior High/Middle		26
Junior High		24
Junior/Senior High		7
Elementary/Junior High/Senior High (Home Education)		1
Senior High		17
Unique Settings and Unique Special Education Settings		11
Outreach Programs		4
TOTAL SCHOOLS		223
*The term school is defined as an instructional setting assigned a unique school code by Alberta Education.		
NUMBER OF BUDGETED EMPLOYEES:		
Certificated K Staff		302
Certificated 1 - 6 Staff		2,506
Certificated 7 - 9 Staff		1,521
Certificated 10 - 12 Staff		1,642
Other Certificated Staff (including secondments and professional improvement leaves)		203
Caretaking Staff		587
Other School Uncertificated Staff		1,805
Other Uncertificated Staff		781
TOTAL STAFF (in full-time equivalents)		9,347

Sources: (1) City of Calgary 2010 Civic Census;
(2) Community Engagement and Operational Planning, October 2010
(3) Approved 2009/10 Operating Budget.

SELECTED DEFINITIONS OF FINANCIAL TERMINOLOGY

The following selected definitions have specific meanings as used in the Corporation's financial statements:

School generated funds are funds raised in the community for activities that come under the control and responsibility of school management (usually viewed as being the principal and/or those reporting to him/her). Within school generated funds, when schools undertake fundraising and extra-curricular activities, the related costs are netted against the amount of recorded school generated funds revenue.

Net operating surplus (deficiency) or Excess (deficiency) of revenue over expense have the same definition, which is the annual determination of the extent to which the Corporation has been able to obtain resources to cover the cost of its services in the current fiscal year.

Capital assets, comprising tangible properties, such as land, buildings and equipment, and intangible properties, are identifiable assets that meet all of the following criteria:

- (a) are held for use in the provision of services, for administrative purposes, for production of goods or for the maintenance, repair, development or construction of other capital assets;
- (b) have been acquired, constructed or developed with the intention of being used on a continuing basis;
- (c) are not intended for sale in the ordinary course of operations; and
- (d) are not held as part of a collection.

Amortization of capital assets is the periodic charge to expense which recognizes that a capital asset has a finite life and that the cost of a capital asset is allocated to the periods, or years, of service provided by the asset.

Unearned revenue is the amount of restricted revenue for which the related restrictions remain unfulfilled (e.g., funding received for a project which is not yet completed).

Debt, including bank indebtedness, debenture debt and capital lease obligations, is a financial liability that is a contractual obligation to deliver cash or another financial asset to another party.

Deferred capital revenue contributions are capital grants that are deferred and recognized as revenue in the same periods as the related expense (i.e., amortization of the provincially funded capital asset) is recognized.

Total net assets represents the Corporation's residual interest in its assets after deducting its liabilities. The net assets balance therefore provides information about the net resources the Corporation has available for carrying out its service delivery activities in the future.

Total net assets is comprised of the following:

Unrestricted operating surplus represents the aggregation of successive years' annual unrestricted excesses and deficiencies of revenue over expense.

Designated funds are internally restricted operating funds which have been designated by the Board of Trustees for specific purposes. These funds generally fall within two categories:

1. School decentralized budgets carried forward represent the unspent balances of schools' decentralized budget allocations. This practice is followed in recognition of schools' needs to provide from these allocations, for many non-consumable resources (such as textbooks, photocopiers, technology and other instructional materials) which are not incurred in equal annual amounts.
2. Specific Board of Trustee designation for projects which occur over more than one school year or budget allotments which relate to a future school year.

Operating reserves are established by Provincial regulation or authorization of the Board of Trustees and may represent funds available for future operating expenses.

Accumulated operating surplus represents the aggregate of the Corporation's balances of unrestricted operating surplus, designated funds, and operating reserves.

Capital reserves are established by authorization of the Board of Trustees and are intended to be applied to finance future capital projects.

Investment in capital assets represents the Corporation's net investment of operating funds which have been used from time to time to purchase building improvements, capital equipment and technologies to support the general operating activities of the Corporation.

Certificated staff represents those staff that have acquired an Alberta Teaching Certificate.

Prepared by:
Corporate Financial Services



Calgary Board of Education
515 Macleod Trail S.E. Calgary AB T2G 2L9

CALGARY BOARD OF EDUCATION
REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
NOVEMBER 30, 2010

RE: REVISED MEETING TIME OF A SCHEDULED REGULAR BOARD MEETING

RECOMMENDATION:

THAT the Board of Trustees approves a revised meeting time for the scheduled meeting of December 7, 2010 to allow for an in-camera session to take place from 12 Noon to 3:00 p.m., followed by the public session of the meeting from 5:00 p.m. to 8:00 p.m. The meeting will be held in the Board Room, Education Centre, 515 Macleod Trail SE, Calgary, Alberta.

BACKGROUND:

Section 66(2) of the *School Act* requires a resolution of the Board to establish the regular meetings of the Board. The resolution must state the date, time and place of the regular meeting.

At the October 26, 2010 Organizational Meeting, the Board of Trustees approved the Schedule of Regular Meetings for November 2010 to October 2011. In that Schedule, a public agenda regular meeting was set for Tuesday, December 7, 2010, 5:00 p.m. to 8:00 p.m. While the Board usually holds an in-camera meeting on the fourth Tuesday of each month, the month of December is unusual, in that the last two weeks are the winter school break. There is a need to hold an in-camera session and due to the length of time that will be required to consider all of the agenda items on the public agenda for December 7th, it is felt appropriate to consider an earlier start time.

Respectfully submitted,

J. R. Barkway
Asst. Corporate Secretary

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

November 30, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Ends 1: Mega End**

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons: Ronna Mosher, Director, Curriculum Design and Assessment
Pat Kover, System Assistant Principal, Research and Innovation
Michelle Bastock, Specialist, Research and Innovation
Johanna de Leeuw, Specialist, Research and Innovation

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 1: Mega End.

The purpose of this report is to provide evidence demonstrating reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.

A secondary purpose of this report is to provide a transition between the old and the new, a bridge between reporting on the previous Reasonable Interpretations of Ends 1 through 5 and the new Reasonable Interpretations approved during the 2009–2010 school year.

The Outcomes approved in the January 2010 Reasonable Interpretation of the Mega End are presented in this report. However, positioning the Mega End monitoring report at this time in the school year makes it necessary to use the previous Reasonable Interpretations (approved during the 2005–2006 school year) to report on Ends 2 through 5 because, for example, Outcome 1.1 of the Mega End comprises reasonable progress towards the prior accomplishment of Ends 2 through 5.

The full implementation of the new Mega End Reasonable Interpretation, including outcomes and measures, will be presented in the June 2011 Ends 1: Mega End monitoring report to the Board of Trustees.

II. RECOMMENDATION

It is recommended:

1. THAT the Board of Trustees receive the information in this monitoring report as evidence of reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.
2. THAT the Board of Trustees approve the recommended changes to the Reasonable Interpretation of Ends 1: Mega End as described in Section VI of this report.

III. REASONABLE INTERPRETATION

The Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End, approved by the Board of Trustees on January 19, 2010 is included below. The Reasonable Interpretation begins with the Mega End statement, as follows.

The Calgary Board of Education Mega End states:

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

It is often said that learning does not stop at the end of a formal school experience, but must be viewed as a lifelong pursuit. This is especially true in current times with the rapid changes taking place across the globe. Advances in technology, greater understandings of the brain, and the far-reaching effects of globalization contribute to a growing conviction that the best thing we can teach our students is how to learn for a lifetime. This understanding contributes to the Chief Superintendent's interpretation of what it means to have developed a foundation of learning to function effectively in life, work and continued learning. It is the development of a mind-set whereby an individual desires ongoing intellectual growth and further development of skills and talents. It speaks of a determination to expand one's knowledge and understandings of the world. It requires a transformation from a knowledge-based teaching perspective to one that views student learning in a more holistic manner.¹ The Canadian Council on Learning recognizes the importance of viewing students through a holistic lens in its report on the State of Aboriginal Learning in Canada (2009). This report states that to fully understand

¹ The transformation to a holistic approach to student learning is shaped by our growing understanding of how people learn. The pioneering work of Lev Vygotsky in the 1920's demonstrated the importance of the social environment to the learning process. Jean Piaget's theories attempted to demonstrate that cognitive development in children proceeds in a predictable sequence of steps (1952). His work also revealed that we learn not so much by acquiring content from outside our minds, but rather by constructing it from within. Building on Piaget's work, Benjamin Bloom (1956) formulated his famous taxonomy, in which cognitive skills are ordered hierarchically. Bloom's taxonomy has since been adjusted to help teachers understand a standards-based curriculum. The revised hierarchy of cognitive skill development begins with remember, understand, and apply, and proceeds on to the skills needed for analyzing, evaluating and creating (Anderson & Krathwohl, 2001).

learning we must incorporate a student's knowledge along with their community well-being over the length and breadth of a lifelong learning journey.

Current educational thought not only focuses on a more holistic view of students, but also on a more holistic view of teaching and learning in general -- a view focusing on what Richard Elmore terms the "instructional core"². Elmore describes the relationship between student, teacher and content as forming a greater entity in an instructional core, just as the reasonable progress made towards the attainment of Ends 2: *Academic Success*, Ends 3: *Citizenship*, Ends 4: *Personal Development* and Ends 5: *Character* work together to provide the foundation of learning to function effectively in life, work and continued learning; the greater entity of Ends 1: *Mega End*. Rather than serving as simply a culmination of Ends 2 through 5, the *Mega End* becomes a larger result through the synergistic relationship that occurs amongst the elements of the other four Ends (see Attachment II). To provide an example of a whole being greater than the sum of its parts, we need look no further than our students. Our students gain many individual skills and attributes over the course of their school experience, but when we look at each student as a whole and examine their understandings, we see the culmination of those individual learnings as a greater entity. Ends 1: *Mega End* reflects this critical way of thinking as it speaks of the foundation of learning used to function effectively in life, work and continued learning.

The *Mega End* describes the hopes that our community has for developing the skills of our children and youth, and the expectation that public schooling will provide a foundation on which they can build successful lives. Conventional wisdom commonly asserts that a certain level of educational achievement is required for effective functioning in a world that is becoming increasingly complex and challenging. Social commentators commonly assert that, at a minimum, all high school completers need to attain proficiency in literacy, numeracy and various kinds of social understandings. This assertion, in general, has validity for a large number of students. It becomes problematic, however, when we attempt to build agreement on the level of proficiency required and on the universality of our expectations for all students.

The Chief Superintendent believes that high school completion can serve as a useful outcome to gauge system performance, but only if an appropriate definition for high school completion is developed ethically and with high sensitivity to each one of our students. The Chief Superintendent interprets Ends 1: *Mega End* as the overarching outcome of what it means for each student to be well educated in the Calgary Board of Education, and uses a model presented by Michael Barber (2009); to inform the Reasonable Interpretation of Ends 1: *Mega End*.

² Current research conducted by Richard Elmore (2008) builds upon earlier learning theories and helps us develop a richer understanding of the learning/teaching relationship. Elmore unpacks a concept he terms "the instructional core". He describes this core as the symbiotic relationship between teacher and student in the presence of content. Each learning task is designed with this instructional core in mind, recognizing that the individual components of the core work in combination with the others. He maintains that the only way to improve student learning is by adjusting one or more components of the core. By adjusting one component each of the remaining two are also affected, illustrating the synergy between the three.

Barber has developed an equation – Well educated = E(K+T+L). This equation contains elements he describes as necessary now, and into the future, to produce well educated citizens. The ‘K’ and ‘T’ stand for the concepts of knowledge and thinking; traditional ingredients in educational philosophy. Barber then expands the concept of a well educated individual to include an ‘L’ for leadership and qualifies an understanding of the term leadership to include taking action and skilfully wielding influence. Finally, Barber encapsulates the elements of Knowledge, Thinking and Leadership within an ethical framework (E); ensuring that actions taken are for the benefit of society.

Barber’s model serves to represent the phrase “foundation of learning” in the Board of Trustees’ Ends 1: *Mega End* statement. By combining Ethics with Knowledge, Thinking and Leadership, his model serves to broaden the mandate of education systems, much like the inclusion of Ends 2: *Academic Success*, Ends 3: *Citizenship*, Ends 4: *Personal Development* and Ends 5: *Character* broadens the concept of the Calgary Board of Education’s *Mega End*.

For example, one could place the Knowledge (K) component of Barber’s equation within Ends 2: *Academic Success*. However, on closer examination, it becomes clear that the Knowledge component does not solely apply to Ends 2, but permeates through Ends 2 through 5. It takes considerable knowledge to become a responsible, informed citizen, just as it takes knowledge to achieve success on provincial achievement test measures. Conversely, the Leadership (L) component of Barber’s equation seems to lend itself to an interplay between Ends 3, 4 and 5. However, Leadership is also a critical factor leading to *Academic Success*.

The personalization of student learning is the critical overarching component in creating a Calgary Board of Education *Mega End* statement. This statement uses Barber’s equation as a model and demonstrates the synergy emerging from the interplay among all of the Board’s Ends.

Ends 1 - *Mega End*: P(A ⇔ C ⇔ PD ⇔ CH)

In the Ends 1: *Mega End* statement above, the letter A stands for Academic Success, the letter C for Citizenship, the letters PD for Personal Development and the letters CH for Character. Although the two-directional arrows seem to represent interplay between only two components at any one time, all components work together within a framework of personalized (P) student learning to create a bigger picture of success – the *Mega End*.

Personalizing learning for students makes their schooling experience meaningful and authentic. When students see relevance in their work they are more likely to be fully engaged in the learning process and, in turn, reach greater potential. David Perkins, a leading Harvard educator, discussed the importance of relevance to a student’s learning at the Future of Learning Conference 2009. He addressed what he calls the Relevance Gap by asking educators to consider the worth of what they are teaching, and then to impart that worth to students. He notes that students need to understand why they are learning

something as well as its application to real-life situations in order to continue wanting to learn. Students need to understand the learning's relevance to their personal lives.³

In personalizing learning to best prepare students for lives after high school, it is important to build upon the talents, skills and aspirations of each individual while also considering the needs of society. Problem-solving, creative thinking and an ability to work effectively with others are commonly considered as essential skills in today's global marketplace.

Many considerations must be taken in determining what attributes are necessary to provide students with the foundation of learning to function effectively in life, work and continued learning. Historical research, in conjunction with current models of what is meant by a well educated person, produce a list of student attributes sought by educators. A well-educated student is one who has mastered an array of cognitive skills as well as skills in the affective and aesthetic domains.⁴ The combination of these skills must also be commensurate with one's personal learning needs and abilities.

Personalizing learning is a distinct challenge within Calgary Board of Education schools as this jurisdiction serves students from a wide socio-economic spectrum and with a variety of learning needs. Our students represent a myriad of cultures, with many learning the English language. The Calgary Board of Education embraces diversity and inclusion. All students matter.

To most effectively use this Reasonable Interpretation's conceptual definition, including the Outcomes, Measures and Data Sources that follow, in determining future reasonable progress towards Ends 1: *Mega End*, it is imperative that the revised Reasonable Interpretations of Ends 2 through 5 be considered in order to fully determine how the *Mega End* reflects the whole that is greater than the sum of its parts.

³ In addition to making learning personally relevant for students, Sharon Friesen identifies four additional core principles in an *Effective Teaching Practices Rubric* (May 2009). She asserts that not only should learning be connected to each student's personal world, but that learning must be designed to engage students on academic and intellectual levels. She goes on to discuss the importance of relationships within a learning framework, including teachers' own learning, as current research demonstrates that teachers gain the most professional development through the work with their peers. Finally, Friesen highlights the significance of on-going assessment to guide teacher and student work. This provides students with clear targets guiding expectations towards improving learning. These five core elements contribute to an increased personalization of learning; making learning more relevant for all.

⁴ The International Education Roundtable (July 2009) added the importance of vocational education to this list of critical skills in developing lifelong learners. Vocational education, the report emphasizes, should focus on learning, not just training. It is critical that the CBE continue to expand its view of work preparation by maintaining programming flexibility with increased links to apprenticeships, work experience opportunities, post-secondary institutions and industry.

Outcomes

- Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character demonstrate reasonable progress towards Ends 1: Mega End
- Student transition into post-secondary learning
- Students are prepared for life, work and continued learning
- High school success

Measures

- Measures for Ends 2 through 5 will be developed as each of the Ends' Reasonable Interpretations is reviewed and revised prior to fall of 2010.
- Measures developed to inform the Reasonable Interpretations of Ends 2 through 5 will inform the reasonable progress towards accomplishment of the Reasonable Interpretation of Ends 1: Mega End.
- % of students transitioning from high school to post secondary within 4 years
- % of students transitioning from high school to post secondary within 6 years
- % of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after 1 year following high school) (Longitudinal study)
- % of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after 3 years following high school) (Longitudinal study)
- % of students who report satisfaction with their CBE experiences in adequately preparing them for their on-going learning experiences (Longitudinal K-12 study)

Data Sources

- Annual monitoring reports for Ends 2: *Academic Success*, Ends 3: *Citizenship*, Ends 4: *Personal Development* and Ends 5: *Character*.
- Alberta Education Accountability Pillar Summary
- Mega End Symposium data (including Longitudinal 1 and 3 year post-high school studies)
- CBE student survey
- Longitudinal K-12 study
- Individual Program Plans (IPPs)
- Student report card exemplars

IV. RESULTS

One of the most striking aspects of the Mega End is the synergy it represents between the five Ends of the Calgary Board of Education. Synergy, described as two or more agents working together, produces a result not obtainable by any of the agents independently.

The synergy between the CBE Ends is more than the Ends working together. In order for each student to be successful, the dynamic relationship between these Ends needs to provide the essential components of learning that enable students to participate in our complex changing world. Students who go out into the world with the necessary knowledge, skills and understandings and a disposition for lifelong learning are well-prepared for the future.

The information in this monitoring report is organized around the outcomes contained in the new Reasonable Interpretation of Ends 1: Mega End. The measures that demonstrate reasonable progress toward accomplishment are presented within the context of the following identified outcomes.

Outcome 1: Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development, and Ends 5: Character, demonstrates reasonable progress towards Ends 1: Mega End

Outcome 2: Student transition into post-secondary learning

Outcome 3: Students are prepared for life, work and continued learning

Outcome 4: High school success

Outcome 1

Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character demonstrates reasonable progress towards Ends 1: Mega End

Background

During the 2009-2010 school year, the Chief Superintendent revised the reasonable interpretations for each of the CBE Ends. Each revised reasonable interpretation includes outcomes and measures to support the policy provisions of the Ends statements for Ends 1: Mega End, Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character. Current Alberta Education initiatives, coupled with best practices based upon educational research, guided the development of these approved reasonable interpretations.

1.1 Measure

Measures for Ends 2 through 5 were developed during the review and revision process of the Ends' Reasonable Interpretations.

1.1 Rationale

Ends 1 speaks of the foundation of learning used to function effectively in life, work and continued learning as synergistically related to all of the CBE Ends. Therefore, measures developed for each of the Ends 2 through 5 will be used to inform the Mega End.

1.1 Result

Measures were developed for the Reasonable Interpretations of Ends 2 through 5. Each Reasonable Interpretation was approved during the 2009-2010 school year (see Attachment I).

1.2 Measure

Reasonable progress toward the accomplishment of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character informed the accomplishment of the Reasonable Interpretation of the Mega End.

1.2 Rationale

While Ends 1 has its own criteria and results, a foundation of learning to function effectively in life, work and continued learning is supported by the other four Ends.

1.2 Result

While the 2010 Reasonable Interpretation of the Mega End is used as much as possible for this monitoring report, it is important to note that 2010 is a transitional year. During the 2009-2010 school year, the accomplishment of Ends 2 through 5 was determined using the previous Reasonable Interpretations (see Attachment I).

Over the course of 2010, the current report and future monitoring reports will be aligned with the new Reasonable Interpretations.

Outcome 2

Student transition into post-secondary learning

2.1 Measure

Percentage of students transitioning from high school to post secondary within 4 years and 6 years.

2.1 Rationale

One way of tracking student success in high school is to examine the number of students who transition into post-secondary learning environments within a specified period of time after the completion of Grade 12.

The Post-Secondary Transition Rate (4 and 6 year) is the percentage, adjusted for attrition, of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within four or six years of entering grade 10. An estimate

of out-of-province post-secondary enrolment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

2.1 Results

The CBE yearly results for high school to post-secondary transition rates in 4 and 6 years based on the Alberta Education Accountability Pillar⁵ results are detailed in the tables which follow.

Four Year Transition Rates – High School to Post Secondary					
Percentage of Students					
	2005	2006	2007	2008	2009
CBE	37.1	38.7	38.9	39.7	38.0
Province	35.6	37.7	38.7	38.9	37.5

Six Year Transition Rates – High School to Post Secondary					
Percentage of Students					
	2005	2006	2007	2008	2009
CBE	57.1	58.1	59.5	59.7	60.1
Province	56.6	58.1	58.8	59.2	59.8

2.2 Measure

Percentage of credentialed and non-credentialed high school completers who have gone on to post-secondary education including apprenticeship programs.

2.2 Rationale

When presenting data about the numbers of students who transition into post-secondary learning, it is important to include the various paths students take to reach their goals.

2.2 Results

The table on the following page identifies both credentialed and non-credentialed high school completers from the Calgary Board of Education. Data taken from the Alberta Education Accountability Pillar Report outlines the continued learning path for students who are termed non-credentialed completers and who have enrolled in post-secondary education, including apprenticeship programs.

⁵ The Accountability Pillar ensures all school jurisdictions in Alberta are measuring success in the same way. While most school boards have tracked their own progress, what they measured, when and how could vary widely. With the Accountability Pillar, all jurisdictions measure the same factors in the same way at the same time, creating timely, accurate, consistent data that is publicly evaluated and reported. The Accountability Pillar allows jurisdictions and the province to assess successes and identify opportunities for improvement, while also providing students with the best possible learning experience. The measurement process also helps to determine if challenges are local or province-wide based on surveys of all teachers and students in grades 4, 7 and 10 and their parents (Alberta Education, 2010).

Detail for 3-Year Rate (All Students)							
Year	Total Students	Credentialed Completers ⁶			Non-Credentialed Completers ⁷		
		High School Diploma	High School Equivalency Diploma	Certificate of Achievement	Post-Secondary Attendance	Apprenticeship	Academic Standing
2005	8,117	5,462	0	80	3	10	49
2006	8,249	5,463	1	75	4	16	59
2007	8,477	5,639	0	63	8	14	55
2008	8,680	5,672	2	63	10	23	60
2009	8,389	5,556	0	52	8	20	45

2.3 Measure

Percentage of students who report on factors, confirmed by Statistics Canada research (2004), as contributing toward enrolment in post-secondary learning.

2.3 Rationale

In an effort to better understand the Calgary Board of Education context as experienced by students, the revised Student Survey, formerly the High School Exit Survey, offered Grade 12 students the opportunity to respond to questions that illustrate the extent that students have experienced academic and social engagement (e.g. sense of belonging) in high school.

Positive interactions in high school, both academically and socially, are related to participation in education at the post-secondary level (Lambert et al, 2004, p. 10)⁸.

The Student Survey results detailed on the following page form the baseline for future Student Survey monitoring report measures.

⁶ Credentialed Completers: Students can achieve high school completion status through a variety of means. The majority of students receive one of the following credentials within three, four or five years of starting Grade 10: Alberta High School Diploma, High School Equivalency Diploma (GED), Certificate of Achievement, Certificate of High School Achievement (Alberta Education, Guide to Education, 2010, p. 83).

⁷ Non-credentialed Completers: Students who leave school without one of the above credentials but who have earned credits in high school courses that enable them to continue into post-secondary or apprenticeship programs within the three, four or five years of starting Grade 10 are considered non-credentialed high school completers. Non-credentialed high school completion is achieved through one of the following means:

- Enrollment at a Post-secondary Institution - Students enrolled in a credit program in an Alberta post-secondary institution, who have not achieved completion status through any of the above means, are considered non-credentialed high school completers.
- Apprenticeship Program Participation - Students registered in an apprenticeship program who have not achieved completion status through any of the above means and are no longer registered in school are considered non-credentialed high school completers.
- Academic Standing - Students who have not achieved completion status through any of the above means are considered to have achieved academic standing if they have passed a minimum of five Grade 12 courses including a language arts diploma exam course and three other diploma exam courses. These students are eligible for Alberta post-secondary programs and may be attending a post-secondary institution out-of-province (Alberta Education, Guide to Education, 2010, p. 83).

⁸ Lambert, M., Zeman, K., Allen, M., Bussiere, P. (2004). *Who pursues post secondary education, who leaves and why: Results from the youth in transition survey*. Ottawa, ON: Statistic Canada.

2.3 Results

In June 2010, 4,097 Grade 12 students from 23 senior high schools responded to the revised Calgary Board of Education Student Survey. The tables below illustrate the degree to which students perceive the existence of factors that contribute to the likelihood of enrolment in post-secondary education.

June 2010 CBE Grade 12 Student Survey Mega End						
Percentage of Student Responses to: What is your sense of belonging to your school?						
Very Strong	Strong	Adequate	Weak	Poor	Does not exist	Missing
18.5%	35.6%	30.8%	6.1%	2.2%	5.4%	1.5%

June 2010 CBE Grade 12 Student Survey Mega End					
Percentage of Student Responses to: What is the number of adults at school (e.g. teachers, principals, secretaries, counsellors etc.) who know you as a learner?					
4 or more adults	3 adults	2 adults	1 adult	None	Missing
47.5%	18.4%	17.5%	7.5%	6.8%	2.3%

June 2010 CBE Grade 12 Student Survey Mega End					
Percentage of Student Responses to: What is the number of adults at school (e.g. teachers, principals, secretaries, counsellors etc.) who know you as a person?					
4 or more adults	3 adults	2 adults	1 adult	None	Missing
32.7%	17.5%	19.9%	13.5%	14.5%	2.0%

June 2010 CBE Grade 12 Student Survey Mega End					
Percentage of Student Responses to: How satisfied are you with the relationships you have been able to develop with the adults at your school?					
Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Missing
25.9%	42.6%	21.8%	5.1%	3.0%	1.6%

June 2010 CBE Grade 12 Student Survey Mega End					
Percentage of Student Responses to: How often have you been absent from school this year?					
Never Absent	Rarely	Sometimes	Frequently	Mostly Absent	Missing
7.2%	41.7%	36.3%	11.3%	2.0%	1.4%

June 2010 CBE Grade 12 Student Survey Mega End					
Percentage of Student Responses to: Do you feel safe at school?					
All the Time	Often	Sometimes	Rarely	Never	Missing
47.7%	34.7%	10.5%	2.7%	3.1%	1.4%

Outcome 3

Students are prepared for life, work and continued learning.

Background

Students need to be involved in a wide array of experiences and leadership opportunities to foster preparation for life, work and continued learning. Many considerations must be taken in determining what attributes are necessary to provide students with the foundation of learning to function effectively in life, work and continued learning. Being a well educated citizen is one of them.

The Chief Superintendent's 2010 Reasonable Interpretation of Ends 1 qualifies the meaning and intent of this term within the model presented by Michael Barber (2009). Well Educated = Knowledge + Thinking + Leadership. Leadership requires knowledge and thinking in order to wisely convert thought into action and influence founded upon an ethical underpinning that wields influence for the good of society⁹.

A number of leadership initiatives within the Calgary Board of Education offer students opportunities that convert thought into action for the benefit of others. Only a few of the many leadership opportunities within the Calgary Board of Education are offered below as illustrative examples. It is acknowledged that there are many leadership initiatives offered to students within the Calgary Board of Education. Several CBE student leadership opportunities are highlighted below.

The following Calgary Board of Education leadership initiatives are highlighted:

- Calgary Board of Education Mega End Symposium
- Alberta Education's Speak Out Conference
- Calgary Board of Education Empowering Student Voice Program
- The Chief Superintendent's Student Advisory Council
- Career and Technology Strategy

Calgary Board of Education Mega End Symposium

The purpose of the Mega End Symposium is to collect feedback from current and former Calgary Board of Education students about their school learning experiences and to utilize this information to benefit future learners.

The first Calgary Board of Education Mega End Symposium was held in April of 2009 with approximately 50 students from 7 high schools attending. During March of 2010 the CBE expanded this event and invited 170 present and former CBE high school students, who represented all CBE high schools, to attend the second CBE Mega End Symposium.

Students participated in a focus group format, facilitated by fellow high school students, where they offered feedback about their CBE high school learning experiences. Each group of participants was joined by a recorder and the recorded information was then collated and examined.

⁹ Barber, M., & Mourshed, M. (2009). *Shaping the future: How good education systems can become great in the decades ahead*. Report on the International Roundtable. Singapore: McKinsey Education.

The key themes were identified and are presented below:

Relationships with Teachers

- Student said that their relationships with teachers was one of the most important factors to them.
- Students voiced the importance of teacher mentoring.
- Students value the opportunity to have one on one conversations with teachers whenever possible. They feel that the knowledge that teachers glean from such conversations guide the negotiation of learning tasks with, and for, students.
- Students want teachers to be familiar with individual learning styles, skills, needs and personal interests. Students stated that learning becomes more engaging to them when teachers employ their knowledge about each students' unique learning styles and preferences within the content area of study.

Relevance

- Students stated that they need to take initiative for their schooling, but that is not the whole picture.
- Students told us that school work is more meaningful when it applies to daily life, is relevant and connected to current contexts.

Choice

- Choice is very important to students; this includes choice in the classes taken, choice in career paths, choice in the ways that content is taught and choice in assessment of student learning.

Teacher Content Knowledge and Interest

- Students report that teacher enthusiasm makes a significant difference in their level of engagement. They feel that teachers need to have a strong interest, passion and knowledge of the programs that they teach.

Student Voice

- Students suggested that when their voices are presented in a variety of ways in schools through, for example, student councils, student feedback, and ongoing communication, that student belonging and engagement is fostered. This, in turn, promotes a strong school environment in which to ground student learning.
- Students feel that their feedback needs to continue to inform schools about schooling.

Learning Supports

- Students like having tutorials and extra time in which to complete a thorough analysis of topics.

Assessment/Evaluation

- Many students dislike tests and feel that they are not a good reflection of their learning. They voiced their concern that diploma examinations are weighted too heavily in the determination of their final grades.

Subject Discipline Topics:

- The Fine Arts were noted as very important to students. To them, Fine Arts are more than an 'extra' frill to fill course credits.

School Environment

- Students also told us that school environment plays a very significant for them.
- Students want to feel as though they belong to a school, but often don't know how to achieve this if schools have large populations and classes have high enrolments.

Access to Information

- Students suggested that schools need to provide additional information to increase awareness about university options (starting in grade 10), clubs and extra curricular activities.
- Students asked for increased access to guidance counsellors.
- Students shared the idea that D2L is an effective support for students, but can be frustrating at times and should not be considered a replacement for good teaching.

Summary

- Students said that they are not as familiar with the CBE Ends as they could be.

The Calgary Board of Education will offer a junior high Mega End Symposium and a senior high Mega End Symposium during the 2010-2011 school year.

Alberta Education Speak Out Conference

A group of 27 student representatives from CBE high schools attended the CBE Mega End Symposium and afterwards elected to go to the Speak Out Conference in Edmonton during the spring of 2010. A number of these student delegates expressed concerns about diploma exams, particularly with what they perceived as the heavy weighting (50%) of these exams towards their final course mark. They also commented on the lack of relevance of school curricula to their lives outside school.

Following the Speak Out Conference, a delegation of nine Calgary Board of Education students shared their insights on educational issues with representatives from Alberta Education during a video conference.

Alberta Education's Speak Out Conference is part of a broader initiative to attend to student feedback to inform educational reform.

As well, attending the Speak Out Conference provided students with an invitation to apply for positions on the Alberta Education Minister's Advisory Council which would afford additional opportunities for students to provide insight and feedback at a provincial level.

Empowering Student Voice

The Calgary Board of Education's approach to student leadership has moved forward this fall with the support of the Werklund Foundation's Empowering Minds™ program. The launch of the Empowering Student Voice course sets a precedent for advancing student leadership initiatives within a personalized learning framework and a community-based learning environment. It allows students to earn high school credits for work completed outside the traditional school day and high school setting, supporting the notion of anytime, anyplace, personalized learning.

This leadership opportunity is being offered within the framework of a formal cluster of courses in the Career and Technology Program of Studies, including Leadership Fundamentals 1, Community Volunteerism 1, Introduction to Mentorship and E-Learn. Empowering Student Voice provides opportunities for students to develop competencies related to all the Calgary Board of Education's Ends.

The Chief Superintendent's Student Advisory Council

Another component of the Empowering Student Voice program is the Chief Superintendent's Student Advisory Council. This Council affords CBE high school students opportunities to communicate directly with our Chief Superintendent on educational issues of interest to students across our system. As Council members, students develop leadership skills with practical, relevant applications to life outside school.

The Chief Superintendent's Student Advisory Council includes 25 high school students (Grades 10 – 12) who are currently studying within Calgary Board of Education learning environments; every attempt is made to ensure student representation from each CBE high school setting. Council members were selected based on a diversity of backgrounds, opinions and experiences and will serve a one-year term that coincides with the traditional school calendar, beginning in September and ending in June.

As members of the Calgary Board of Education Chief Superintendent's Student Advisory Council, students communicate directly to the Chief Superintendent and, as representatives of the student body, they have opportunities to bring forward suggestions, questions and innovative educational ideas. They will help to shape the future of education in our city while gaining valuable leadership experience. The intention is that this group will also collaborate with the Alberta Education Minister's Advisory Council.

The Career and Technology Strategy

The Career and Technology Strategy (CTS), within the Calgary Board of Education, is founded upon the vision of engaging and inspiring students in seamless career development¹⁰ and technology education opportunities as they transition into education, training and work beyond the Kindergarten to Grade 12 public education system. It is "a strategy that connects student learning to a variety of personalized, credentialed and future oriented learning opportunities"¹¹.

¹⁰ Alberta Education (2010) offers the following definition of career development: "Self-development over the life span through the integration of life roles, settings, and events." This definition is offered to outline the difference between previous understandings of career development and the current career development definition within the Alberta Education's Career and Technology Studies Program.

¹¹ Information from CBE Career and Technology Strategy Program Charter (CBE, 2010, p. 6)

The Calgary Board of Education's Career and Technology Strategy is designed to engage students in career and technology education opportunities that bridge school, life and work while offering them the opportunity for industry credentialing. When students see relevance in their work they are more likely to be fully engaged in the learning process and, in turn, reach greater potential. Problem solving, creative thinking and an ability to work effectively with others are integral to the CTS strategy and are considered essential skills in today's global marketplace. Involvement in real life applications fosters student understanding in authentic and meaningful ways to build upon the talents, skills and aspirations of each student while also considering the needs of society.

In September 2010, 229 students began their coursework within a new Career and Technology Center site¹². The first four credentialing opportunities being offered are: Hairstyling, Auto-Body, Pre-engineering and Welding. Proposed programs for September 2012 include: Health, Recreation, and Human Services; Media, Design and Communication Arts; Natural Resources; and Business Administration, Finance and Information Technology. These courses are accessed by students through the Career and Technology Centre and its affiliate site, which provide students with academic and technical preparation for further education and careers in high-skill, high demand occupations.¹³

This Calgary Board of Education Career and Technology Strategy is a prototype and will see credentialed programs being implemented in many schools across the system. In addition, the strategy supports the revised Alberta Education Career and Technology Studies program intended to engage students in learning opportunities that will assist them in discovering their interests in practical and purposeful ways.

3.1 Measure

Percentage of students, parents and teachers who report feeling satisfied that students' CBE experience has adequately prepared them for life, work or continued learning.

3.1 Rationale

Many factors must be considered in determining the attributes necessary to provide students with the foundation to function effectively in life, work and continued learning. It is imperative that the CBE continue to expand its view of work preparation by maintaining programming flexibility with increased links to apprenticeships, work experience opportunities, post-secondary institutions and industry. The combination of these skills must also be commensurate with personal learning needs and abilities.

It is often said that learning does not stop at the end of a formal school experience but must be viewed as a lifelong pursuit. This is especially true in current times with the rapid changes taking place across the globe. Advances in technology, greater understandings of the brain, and the far-reaching effects of globalization contribute to a growing conviction that the best thing we can teach our students is how to learn for a lifetime.

¹² Information from CBE website <http://projects.cbe.ab.ca/sss/ct-strategy/strategy.asp>

¹³ Information from CBE website: <http://projects.cbe.ab.ca/sss/ct-strategy/centre.asp>

3.1 Result

A longitudinal study examining Grade 12 student perceptions of the value of their high school education in relation to “the real work of the world” was launched this year. The 2010 CBE Student Survey results presented below and on the following page form the baseline for this longitudinal study.

2010 CBE Grade 12 Student Survey					
Percentage of Student Responses to: How satisfied are you with the skills, knowledge and abilities you have developed during your high school?					
Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Missing
24.8%	52.1%	17.2%	2.4%	2.1%	1.4%

2010 CBE Grade 12 Student Survey					
Percentage of Student Responses to: How satisfied are you with the connection between what you learned and the real world of work and life?					
Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Missing
18.9%	47.1%	22.3%	6.9%	3.4%	1.4%

2010 CBE Grade 12 Student Survey					
Percentage of Student Responses to: How satisfied are you with how well your school has prepared you to pursue your goals (e.g. job, post secondary)?					
Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Missing
21.8%	41.9%	22.7%	7.7%	4.3%	1.6%

2010 CBE Grade 12 Student Survey					
Percentage of Student Responses to: Overall what do you think of the quality of education you have received?					
Very Good	Good	Average	Fair	Poor	Missing
26.7%	48.7%	16.5%	3.4%	3.2%	1.5%

Calgary Board of Education results from the Accountability Pillar showing the percentage of parents and teachers who are satisfied that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning are in the following table.

Percentage of Teacher and Parent Satisfaction that High School Graduates Demonstrate the Knowledge, Skills and Attitudes Necessary for Lifelong Learning					
Percentages of 'Very Satisfied' and 'Satisfied'					
	2006	2007	2008	2009	2010
CBE Overall	63.9	63.8	63.1	63.4	63.8
Province Overall	66.1	65.6	66.7	67.4	67.6
CBE Teachers	72.6	72.3	70.5	71.0	71.8
Province Teachers	74.2	74.1	73.8	74.0	75.4
CBE Parents	55.2	55.3	55.8	55.9	55.9
Province Parents	57.9	57.1	59.5	60.8	59.8

Calgary Board of Education results from the Accountability Pillar showing the percentage of parents and teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school are in the following table.

Percentages of Teachers and Parents Who Agree that Students are Taught Attitudes and Behaviours That Will Make Them Successful at Work When They Finish School					
Percentages of 'Very Satisfied' and 'Satisfied' Responses					
	2006	2007	2008	2009	2010
CBE Overall	74.4	74.2	76.9	76.0	76.5
Province Overall	77.0	77.1	80.1	79.6	79.9
CBE Teachers	88.6	87.6	88.3	88.4	88.8
Province Teachers	89.4	89.2	89.3	88.9	90.0
CBE Parents	60.2	60.9	65.5	63.6	64.1
Province Parents	64.6	65.1	70.9	70.2	69.8

Outcome 4

High school success

Background

The Calgary Board of Education's Mega End itself defines school success: "Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning".

In outlining high school success, the Mega End, as a combination of the factors listed above, opens up the conventional idea of high school completion. Students validate this as evidenced in the Canadian Education Association's multi-year research initiative on engaging adolescents in schooling. Willms et al.¹⁴ identify that students are not only concerned with passing and they do not want learning to be made easy: "they want [learning] to mean something, to be moved by what they learn; they want to connect deeply with things that matter to the world and matter to them; they want the chance to make a difference" (p.1).

In attending to the belief that high school success means more than completion or certification, the Calgary Board of Education Grade 12 Student Survey gave students an opportunity to provide their response to the question, "What does high school success mean to you?" and also asked them to identify factors that influenced their success (Measure 4.2).

The percentage of students who completed high school within 3,4 or 5 years is offered below, followed by results from the current Calgary Board of Education Grade 12 Student Survey illustrating how students view high school success.

4.1 Measure

Percentage of students who complete high school within 3, 4 or 5 years.

4.1 Rationale

High school success can be measured in part by identifying the percentage of students who have completed high school within a reasonable period of time with one of three credentials: a Certificate of School Completion; Certificate of High School Achievement; High School Diploma.

4.1 Result

The results from the 2010 Alberta Education Accountability Pillar Report indicating high school completion rates¹⁵, annual returning rates¹⁶, drop out

¹⁴Willms, J. D., Friesen, S. & Milton, P. (2009). *What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement*. (First National Report) Toronto: Canadian Education Association. Retrieved October 15, 2010 from: <http://www.cca-ace.ca/sites/default/files/cea-2009-wdydist.pdf>

¹⁵ High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort who have completed high school by the end of their third year, adjusted for attrition. High school completion is defined as: receiving an Alberta High School Diploma, an IOP certificate or High School Equivalency Diploma (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses. Attrition is the loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data. (Alberta Education, Accountability Pillar, 2010, pp. 256-257). The High School Completion Rate also includes: Certificate of Achievement and Certificate of High School Achievement (Alberta Education, Guide to Education, 2010, p. 83).

¹⁶ Annual Returning Rate provides a perspective on student enrolment patterns and enhances understanding of high school completion rates. Alberta Education calculates both the Annual Dropout Rate of students age 14 to 18 and the Annual Returning Rate – the rate at which students return to the learning system within one year of dropping out. Alberta Education outlines that the Annual Dropout and Returning Rates are based on data for three consecutive school years. An initial Cohort of students age 14 to 18 is established for a given school year.

rates¹⁷, Rutherford Scholarship Eligibility Rate, and a comparison with other metropolitan boards in Alberta are summarised in the charts below to demonstrate the student completion of high school, both in the Calgary Board of Education and within other metropolitan boards in Alberta.

High School Completion Rates: Percentage of Students					
3 Year	2005	2006	2007	2008	2009
CBE	70.8	69.9	69.9	68.9	69.6
Province	70.7	70.6	71.1	70.8	71.5

High School Completion Rates: Percentage of Students					
4 Year	2005	2006	2007	2008	2009
CBE	74.1	76.2	75.1	74.8	74.4
Province	75.0	76.1	76.1	76.3	76.1

High School Completion Rates: Percentage of Students					
5 Year	2005	2006	2007	2008	2009
CBE	75.3	77.1	79.1	78.0	78.0
Province	77.0	78.1	78.9	78.7	79.0

Annual Returning Rate					
	2005	2006	2007	2008	2009
CBE	19.9	20.2	20.1	19.6	23.7
Province	21.3	21.2	21.3	19.8	23.5

¹⁷ The Dropout Rate is calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. The Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year. As an example, a student initially included in the age specific Cohort for the 2001-2002 school year who was not found to be participating in the learning system in the 2002-2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003-2004.

Calgary Board of Education Comparison with Other Metropolitan Boards in Alberta			
Calgary Board of Education			
	Current (08-09)	Previous (07-08)	3 Year Average
	%	%	%
High School Completion 3 Year	69.6	68.9	69.5
Drop Out Rate	3.5	5.0	4.6
Rutherford Scholarship ¹⁸	57.7	58.4	58.3
Transitions Rate 6 Year	60.1	59.7	59.7
Edmonton Public School Board			
	Current (08-09)	Previous (07-08)	3 Year Average
	%	%	%
High School Completion 3 Year	65.4	64.5	63.9
Drop Out Rate	5.7	6.3	6.3
Rutherford Scholarship	56.2	55.1	53.4
Transitions Rate 6 Year	62.3	61.3	60.1
Calgary Catholic School Board			
	Current (08-09)	Previous (07-08)	3 Year Average
	%	%	%
High School Completion 3 Year	74.4	74.5	75.3
Drop Out Rate	3.0	2.9	2.8
Rutherford Scholarship	62.0	60.6	60.2
Transitions Rate 6 Year	70.8	68.8	67.0
Edmonton Catholic School Board			
	Current (08-09)	Previous (07-08)	3 Year Average
	%	%	%
High School Completion 3 Year	70.8	71.5	70.2
Drop Out Rate	4.1	4.6	4.4
Rutherford Scholarship	57.1	56.7	56.2
Transitions Rate 6 Year	66.0	68.7	65.9

¹⁸ Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12. Students must have completed at least one grade 12 course.

4.2 Measure

Student identification of what success means to them and factors that contributed to success.

4.2 Rationale

High school success cannot be fully expressed as a single quantitative measure such as a high school completion rate. By extension, examining the number of high school diplomas and certificates earned does not do justice to the complexity and challenge involved in completing high school.

In 2009, the International Education Roundtable recognised that all children need to succeed in accordance with individual ability and talent and that multiple pathways to success emphasize “genuine learning, not just training” (p.12). In addition, success has a strong ethical underpinning that sees it as including the leadership skills or initiative to draw upon knowledge, skills and attributes for the good of society.

The Calgary Board of Education Student Survey asks students to explain their responses to the question: “What does high school success mean to you?” A follow up question asks students to identify the factors that they felt contributed to their success. Questions were answered through open ended responses.

The students’ understandings of what constitutes high school success for them provide insights into students’ experience of public education and the way they understand their potential contribution to society at this point in their lives.

4.2 Results

The student responses to the questions “What does high school success mean to you?” and “What has helped make you successful?” were analysed using a thematic analysis approach (Patton, 2002).¹⁹ Twelve schools representative of the diversity within the Calgary Board of Education were analysed in depth and the 1633 student responses were cross checked with a random sample of remaining schools to verify that these analyses reflected the identified themes.

What Does High School Success Mean to You?

The vast majority of students identified that graduating with a diploma was an important indicator of success and, while many said that passing was enough, an equal number aspired to achieving good or high grades. However, students qualified this response by recognising that graduating with a diploma is only one part of the picture.

Students acknowledged the importance of learning for life and that this included acquiring the knowledge, skills and attributes required to “grow as a person” and to “communicate with others”²⁰ as well as preparation for post secondary education or the workforce.

¹⁹ Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage

²⁰ All quotations in Result 4.2 taken from 2010 CBE High School Survey

Notable was the number of responses that addressed character and citizenship and personal development as key components of high school success.

Sample comments included insights such as: "High school success is determined by how much growth occurs in an individual. To learn a variety of skills, develop new attitudes to cope with stressful situations and change, and to leave high school with self-confidence and pride means that an individual has grown and faced success through high school"; and "I feel that success is measured in more than one way. There's the academic success that can help us get into university and stuff, but there's also the success that comes with meeting people and developing relationships. I feel that the second one is more important because it teaches you how to deal with people in the real world;" or, expressed more succinctly, "If your high school experience was a success, it does not necessarily mean you got good grades or succeeded in athletics, it means you graduated a better person than when you started."

A smaller proportion of students identified that high school success meant being involved in the school community either through athletics or extracurricular activities as well as being socially successful in their peer groups.

Factors Contributing to Student Success

When asked to what they attributed their success, the majority of students identified the help and support they received from teachers whose passion for their subject and teaching engaged learners. Students also mentioned the importance of a supportive school environment where they received encouragement and direction through relationships with staff and students.

The importance of school spirit, pride in one's school and an atmosphere of acceptance as well as excitement were frequent comments. Some spoke movingly of the belief that teachers had in them even though their prospects seemed to indicate otherwise: "This school has changed me personally for the best. The vice principal and principal know me by name. I am constantly congratulated for my change in attitude and effort. I went from being a horrible person in grade 10... doing...just horrible things, now because of the teachers and peers I have changed myself. My biggest influence at high school is one teacher who looked past the flaws and found the gift, he helped me help myself. Because of him and so many other teachers I am graduating, something that nobody in my family has done."

A slightly smaller proportion of students credited success to personal attributes such as a strong work ethic, positive attitudes towards school and learning, motivation and perseverance: "My positive attitude and determination has driven me to achieve this success." Students referenced involvement with extracurricular activities such as music and sports as well as support from family and friends as being important factors.

Student Survey responses represent students' understanding of many of the outcomes expressed within the Mega End. Students recognise that while academic success is an important component of high school success, citizenship, personal development and character are also significant.

V. SUMMARY STATEMENT

The information in this report is presented as evidence of reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.

VI. ADMINISTRATIVE RECOMMENDATIONS FOR CHANGES TO THE CHIEF SUPERINTENDENT'S REASONABLE INTERPRETATION

Administration respectfully requests the Reasonable Interpretation for Ends 1: Mega End be reviewed by the Board of Trustees and the following change be approved for use in future monitoring of this Ends. This proposed change focuses on shifting the wording of the outcome from a focus on the Ends to reasonable progress toward the accomplishment of the Chief Superintendent's Reasonable Interpretation.

Proposed Outcome Change

From: Outcome 1: Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character demonstrate reasonable progress towards Ends 1: Mega End

To: Outcome 1: Reasonable progress toward the accomplishment of the Chief Superintendent's Reasonable Interpretation of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character inform reasonable progress toward the Chief Superintendent's Reasonable Interpretation of Ends 1: Mega End.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

- Attachment I: Excerpts of Minutes from Board of Trustee Meetings (2009 – 2010 Approval of Monitoring Reports for Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development, Ends 5: Character and Approval the Chief Superintendent's new Reasonable Interpretations for Ends 1: Mega End, Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character)
- Attachment II: Previous Reasonable Interpretation for Ends 1: Mega End 2008

Ends 2 – Monitoring Report – December 15, 2009

MOVED by Trustee Dirks:

THAT the Board of Trustees has reviewed the scheduled monitoring report on Ends 2: Academic Success and concludes that reasonable progress is being made towards the ultimate achievement of this Ends policy.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Lane:

THAT the Chief Superintendent be commended for the eighth consecutive year of remarkable achievement in Ends 2.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dirks:

THAT the Chief Superintendent be commended for significant improvement in results pertaining to Math 3, Math 6, Science 6, Science 9, Biology 30, Science 30, and English Language Arts 3, 6 and 9.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bazinet:

THAT the Board of Trustees expresses an area of concern in regards to the level of achievement in English Language Arts 30.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dirks:

THAT the Board of Trustees expresses an area of concern in regards to the level of achievement in Social Studies 30 and French Language Arts 30.

A Trustee requested that the motion be severed so that the two subject areas can be voted on separately.

THAT the Board of Trustees expresses an area of concern in regards to the level of achievement in Social Studies 30.

The motion was
CARRIED UNANIMOUSLY.

THAT the Board of Trustees expresses an area of concern in regards to the level of achievement in French Language Arts 30.

The motion was
CARRIED.

In Favour: Trustee Dirks
Trustee Ferguson
Trustee King
Trustee Cochrane
Trustee Lane

Opposed: Trustee Bazinet

MOVED by Trustee Dirks:

THAT the Chief Superintendent be commended for outstanding results on Advanced Placement (AP) exams, and International Baccalaureate (IB) diplomas and certificates completed.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Ferguson:

THAT the Chief Superintendent be commended on the increase in the number of students who earned credits in the Registered Apprenticeship Program (RAP).

The motion was
CARRIED UNANIMOUSLY.

MOVED Trustee Dirks:

THAT the Chief Superintendent be commended regarding the continued increase in the number of students who have the opportunity to learn languages other than English and for maintaining this opportunity at the junior high level.

The motion was
CARRIED UNANIMOUSLY.

The following motion was made later on in the meeting, at the end of the public agenda; however, for continuity in the minutes and for ease of reading it is being provided below:

MOVED Trustee Dirks:

THAT the Board of Trustees approves the recommendations in this report for the future monitoring of Ends 2: Academic Success.

The motion was
CARRIED UNANIMOUSLY.

Ends 2 Reasonable Interpretation – March 23, 2010

MOVED by Trustee Bazinet:

THAT the Board of Trustees approves the Reasonable Interpretation, including Outcomes, Measures and Data Sources, provided in this report.

MOVED by Trustee Dirks:

THAT the motion be amended by the addition of “subject to the Chief Superintendent identifying and including an appropriate measure that would demonstrate growth in basic life skills for complex learners.”

Chair Cochrane called for the vote on the amendment to the motion.

The motion was
CARRIED UNANIMOUSLY.

Chair Cochrane called for the vote on the amended motion, which is provided below for clarification:

THAT the Board of Trustees approves the Reasonable Interpretation, including Outcomes, Measures and Data Sources provided in this report, subject to the Chief Superintendent identifying and including an appropriate measure that would demonstrate growth in basic life skills for complex learners.

The motion was
CARRIED UNANIMOUSLY.

Ends 3 – Monitoring Report and Reasonable Interpretation – April 20, 2010

MOVED by Trustee King:

THAT the Board of Trustees has reviewed the scheduled monitoring report on *Ends 3 Citizenship* and concludes that reasonable progress is being made toward the ultimate achievement of this Ends policy.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Kryczka:

THAT the Board of Trustees commends the Chief Superintendent for providing opportunities for students to develop citizenship traits and achieve in areas such as social studies and politics, speech and debate, and athletics.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Lane:

THAT the Board of Trustees approves the Reasonable Interpretation provided in the report entitled *Reasonable Interpretation for Ends 3: Citizenship*.

The motion was
CARRIED UNANIMOUSLY.

Ends 4 – Monitoring Report and Reasonable Interpretation – May 18, 2010

MOVED by Trustee King:

THAT the Board of Trustees has reviewed the scheduled monitoring report on *Ends 4 Personal Development* and concludes that reasonable progress is being made toward the ultimate achievement of this Ends policy.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Dirks:

THAT the Board of Trustees commends the Chief Superintendent for the introduction of e-portfolios and for continued growth and commitment to personalized learning as demonstrated by e-portfolios.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dirks:

THAT the Board of Trustees approves the Reasonable Interpretation provided in the report entitled *Reasonable Interpretation for Ends 4: Personal Development*.

The motion was
CARRIED UNANIMOUSLY.

Ends 5 – Monitoring Report and Reasonable Interpretation – June 15, 2010

MOVED by Trustee Lane:

THAT the Board of Trustees has reviewed the scheduled monitoring report on *Ends 5: Character* and concludes that reasonable progress is being made toward the ultimate achievement of this Ends policy.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Dirks:

THAT the Board of Trustees commends the Chief Superintendent for the drop in expressions of vandalism in the CBE.

Trustee Ferguson recommended and received general consent that the motion be amended by substituting the following motion:

THAT the Board of Trustees commends the Chief Superintendent for work done by the system that has contributed to limiting the incidents of students exhibiting anti-social behaviours.

The motion was
CARRIED

In Favour:	Trustee Dirks Trustee Ferguson Trustee King Trustee Cochrane Trustee Lane Trustee Kryczka
Opposed:	Trustee Bazinet

September 9, 2008

REASONABLE INTERPRETATION FOR E-1: *MEGA END*

(Information provided to the Board of Trustees September 9, 2008—Reasonable Interpretation, Indicators, and Targets for E-1: *Mega End*.)

On May 20, 2008, in an impact statement the Board received relative to the proposed change to the policy the Board was contemplating, the Chief Superintendent provided the Board of Trustees with a reasonable interpretation of the requirements articulated in E-1: *Mega End*. His interpretation remains consistent with that which was previously provided.

The *Mega End* describes the hopes that our community has for our children and youth, and the expectation that the opportunity for public schooling will provide a foundation on which they can build successful lives. The conventional wisdom commonly asserts that a certain level of educational achievement is required for effective functioning in a world that is becoming increasingly complex and challenging. In this perspective, social commentators will commonly assert that (at a minimum) all high school completers need to attain proficiency in various kinds of literacy, numeracy, and social understanding. This assertion certainly has face validity for very large cohorts of students. It becomes problematic, however, when we attempt to build agreement on the level of proficiency required and on the universality of our expectations for all students. These issues are further compounded when we attempt to specify exactly what “high school completion” means. For example, does high school completion mean graduation from high school with all the requirements met for a provincial diploma? Alternatively, does it mean that students complete high school with some other credential (for example a certificate rather than a diploma)?

The Chief Superintendent believes that high school completion can serve as a useful indicator of system performance provided that we derive an appropriate measure for high school completion and that we construe this concept ethically and with high sensitivity to each one of our students.

Alberta Education currently provides significant data relevant to high school completion. In spite of the complexities involved in the calculations, at the very least there is consistency and a point of comparison with the rest of the province.

The various approaches to what constitutes high school completion can be a source of frustration for those who take a simplistic view of the human condition. Here, it seems reasonable to suggest that (for practical purposes) we can operationalize one clear definition of high school completion within the context of our understanding of the foregoing complexity. The Chief Superintendent would support a single measure of high school completion only as a relatively helpful benchmark of system performance as distinct from an incontrovertible accountability verdict.

The Chief Superintendent believes the Board of Trustees’ expectations regarding incremental progress toward the achievement of the *Mega End* go well beyond a traditional view of high school completion that is communicated by means of a statistical analysis. The spirit of the Ends articulated by the Board includes an understanding that successful

completion of high school is the means by which students function effectively in life, work, and continued learning.

The foregoing discussion suggests that there may be ethical and legal problems in holding all students to identical academic standards. The Chief Superintendent is not in favour of commending such a version of accountability. Moreover, it is clear from the current wording of E-1: *Mega End* that Trustees do not favour this position. Common sense requires that in order to be accountable to our public some measure of high school completion may be judiciously invoked. It is also important to contemplate how students have been prepared to leave high school and participate meaningfully in the life choices that they make.

INDICATORS FOR E-1: MEGA END

(Information provided to the Board of Trustees September 9, 2008—Reasonable Interpretation, Indicators, and Targets for E-1: *Mega End*.)

Alberta Education currently provides the following indicators or sources of data that may be considered for determining the completion rate of Calgary Board of Education students:

- Three, four, and five year completion rates as calculated by Alberta Education.
- Drop out and return rates as calculated by Alberta Education.
- Percentage of special education students who receive a Certificate of School Completion.

Using these sources of data provides an element of consistency and the capacity to compare CBE student completion with other students in the province.

With an announcement of a new initiative in the spring of 2008, Alberta Education now allows senior high school students with special education needs to demonstrate eligibility for a Certificate of School Completion in special education. To qualify for this certificate, a student must be unable to complete high school (e.g., High School Diploma; Equivalency Diploma (GED); or Certificate of High School Achievement—Knowledge and Employability) due to significant cognitive difficulties. The students must be nominated by the school before March 31, 2009. The Chief Superintendent is supportive of this initiative and recommends that relevant data be included in any reports to support the Board's monitoring efforts in this domain.

Further sources of data may also be considered for determining whether CBE students have completed high school with a foundation of learning to function effectively in life, work and continued learning. The annual High School Exit Survey can be accessed for information relative to this concept. A second source of data would be to develop an online high school student survey to solicit specific details related only to this concept. A third source of data would be the rate of eligibility for Rutherford scholarships as calculated by Alberta Education. A fourth source of data is the high school to post-secondary transition rates as calculated by Alberta Education. A fifth source of information relative to functioning effectively in life, work, and continued learning would be to offer a high school symposium to approximately 100 Grade 12 students where they would participate in focus group discussions around these key topics. Sixth, it is conceivable that the Calgary Board

of Education could host similar focus group discussions around these key topics with groups of adults who have completed high school over the past five years. As a seventh source of data, another online survey would invite responses from individuals who have completed high school through the Calgary Board of Education. Another helpful way that these kinds of data may inform the Board of Trustees regarding incremental progress relative to E-1: *Mega End* is that non-completers could be asked to participate. Anecdotal information would be gleaned from these sources of data to provide the Board with monitoring information relative to E-1: *Mega End*.

In summary, the measures for the purpose of monitoring incremental progress toward the achievement of E-1: *Mega End* may include:

1. Each student will complete high school

- Three, four, and five year completion rates as calculated by Alberta Education
- Drop out and return rates as calculated by Alberta Education
- Percentage of special education students who receive a Certificate of School Completion.

2. With a foundation of learning to function effectively in life, work, and continued learning

- Rate of eligibility for Rutherford scholarships as calculated by Alberta Education
- High school to post-secondary transition rates as calculated by Alberta Education
- High school exit survey, student perception regarding:
 - use of information technology
 - ability to make a difference in the community
 - participation in community service
 - possession of skills necessary to get a job
 - responsibility for own behaviour
 - desire for continuing to learn
 - development of post high school plan
- Online high school student survey that differs from the High School Exit survey by focusing only on issues related to completion
- Interviews or focus group sessions with high school student councils or leadership club representatives
- Symposium for a representation of current high school students
- Symposium for former Calgary Board of Education students including representatives of non-completers

FUTURE PERSPECTIVES FOR E-1: *MEGA END*

(Information provided to the Board of Trustees November 25, 2008 – Annual Monitoring Report for Ends 1: *Mega End*)

The *Mega End* represents a culmination of the vast body of work that takes place in the Calgary Board of Education. Equipping our students with the tools they will need to function effectively in life, work, and continued learning is our purpose. Each of the other Ends—E-2: *Academic Success*, E-3: *Character*, E-4: *Citizenship*, and E-5: *Personal Development*—helps to provide focus for developing student attitudes, skills, and knowledge which ultimately leads to the achievement of the *Mega End*. Our jurisdiction's ability to work with students on the desired attributes of each End is made possible through the skills and talents of our dedicated staff members, our wide range of program choice, the implementation of educational innovations, the personalization of learning, and through the flexibility of programming that we provide for our students.

As we examine ways in which we might measure our success in meeting the goals of E-1: *Mega End*, it is imperative that we go beyond the use of quantitative measurement such as the high school completion rate. While completion rates are clear indicators to our public regarding the success of students in high school, there exists a much richer, deeper explanation of the success of our students.

Being prepared for work within a global economy, for life, and for further learning means much more than simply receiving a high school diploma. Preparation for life beyond high school speaks of a process whereby students have had opportunities to explore their individual talents and skills; have made choices while considering the rights and needs of others; and have acted as informed, responsible citizens. By looking beyond quantitative data, we have the potential to expand our investigation for future reporting and accountability purposes in determining our students' successes.

For operational and reporting purposes in the future, we will access responses from the yet-to-be-developed online high school survey and from student symposiums. To solicit a comprehensive set of data sources, we will examine a variety of potential resources. These sources may include, but are not limited to the following:

- Alberta Initiative for School Improvement
 - Annual Provincial AISI Reports (e.g., 21st Century Learning; Assessment of, for Learning)
- Programming choices and learning supports
 - Knowledge and Employability courses, Registered Apprenticeship Program, Career centres
- High School Exit Survey—anecdotal comments
- CBE graduate survey or focus groups
- Communication department highlights
- Ends monitoring and reporting
- Accountability Pillar results

If we are to evolve as a learning organization, we must become aware of and articulate the possibilities contained in the specific wording of E-1: *Mega End*—

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

“Each student in keeping with his or her individual abilities and gifts,”

This phrase represents the importance of the individual student in our system. Individual students have unique learning styles, as well as skills and talents to be fostered and further developed. A focus in our jurisdiction is to personalize learning for all students, in turn, helping them achieve their greatest potential. This is a great challenge in that the CBE serves a diverse student population with families from a wide socio-economic spectrum, students who speak English as a Second Language, and students with a variety of special learning needs. All students matter. Our jurisdiction embraces diversity and supports inclusion. A broad way of meeting individual student needs is found in our programs of choice, whereas a more focused view might be in the development of an individual lesson developing respect and empathy for others. Just as there is a wide variety of methods in meeting individual student needs, there is also a variety of ways in which we can assess our success in meeting those needs. Looking beyond quantitative measurements we can focus on individual anecdotal comments from students and parents found in documents like Alberta Education’s Accountability Pillar Survey Results. These results, in addition to locally developed measures such as the CBE High School Exit Survey and future high school and CBE graduate student symposiums can provide a wealth of information to ensure our jurisdiction is pro-active in meeting students’ individual needs.

“will complete high school”

This concept cannot be fully expressed as a single quantitative measure such as a high school completion rate. Only examining the number of high school diplomas and certificates earned does not do justice to the complexity and challenge involved in completing high school. High school completion is the result of many years of work by school staff, parents, and, of course, students. Our jurisdiction seeks to guide students toward a future in which their skills and talents can be used to benefit society as well as to provide each with their own personal satisfaction. In assessing our success in this area, it is most important to hear the voice of students as they explain what it means to them to have completed their Kindergarten through Grade 12 journey, and the supports they received or might have benefitted from along the way. These voices will be heard in an upcoming high school symposium as well as through surveys completed by our high school students. Vignettes of a broad range of student experiences will be developed and shared with the Board of Trustees in future monitoring reports.

“with a foundation of learning”

Providing our students with a foundation for learning must take into account the competing aims for education; socialization, initiation, and development. The socialization aspect of education is focused on providing our youth with useful knowledge to help serve the needs of society, which could include learning a skill or trade. The initiation aspect of education would be what many automatically think of when they hear the word education—academics and how knowledge is attained by our students. Finally, the aim of development in education examines the whole child; taking into account a student’s emotions, social development, learning styles, and preferences. Each of these aims is important to consider when planning for student learning as we work towards preparing students for their lives outside of school. Arguably, academic success is the most easily assessed with

standardized achievement measures in addition to teacher-created classroom-based evaluation tools. Assessing the other aims of education requires much thought and creativity as success is evidenced through student actions, comments, and their ways of interacting with others in their community. Some of the assessment tools useful for these evaluations could include the sharing of inquiry-based learning projects, demonstrations, exhibitions, displays of learning, digital student portfolios, and Registered Apprenticeship Program experiences.

“to function effectively”

Functioning effectively is a difficult concept to define. Often in thinking of the word “effective” we equate that term with “efficiency,” but there is a distinction between the two. “Efficiency” speaks of timelines and meeting deadlines, getting things done on time and well. “Effective” speaks of something deeper and, perhaps, more long-lasting and sustainable. It is work that makes a difference, serving a specific purpose. In preparing our graduates to function effectively, we need to: look beyond academics; produce citizens with character; develop individuals who are oriented towards contributing to their community; and guide students to act morally with wisdom. Again, the challenge arises in measuring “effective” functioning. Some measures might include parent, teacher, and student responses on the Accountability Pillar Survey, our high school to post-secondary transition rates, perceptions of industry and workplace partners, and our High School Exit Survey.

“life”

Preparation for life and its myriad of possibilities requires flexible, creative thinking, problem-solving abilities, and an open mind. Life skills include how we relate to others, particularly within a more global economy and an “instant-messaging” world. Life also means being an informed and involved citizen, able to make decisions based on the balance between one’s own knowledge and experience, combined with a concern for the rights and needs of others.

“work”

In preparing our students for lives after high school it is important to weigh the needs of society with the talents, skills, and aspirations of the individual. Although each workplace requires a definite set of skills and attitudes from its employees, some common attributes emerge. Problem-solving, creative thinking skills, and the ability to work effectively with others are essentials in today’s global marketplace. The CBE has been expanding its view of work preparation and offering students greater flexibility in programming with increased links to apprenticeship programs and industry. Some measures of our success in this regard may include lower drop out rates; comments on student satisfaction elicited from the high school student symposium; and reflections from business, government, and industry.

“continued learning”

Continued learning speaks of more than a post-secondary education. It is the development of a mind-set whereby an individual desires intellectual growth and further development of skills and talents. It speaks of a determination to expand one’s knowledge and understandings of the world. Current measures of continued learning address high school to post-secondary transition rates, the High School Exit Survey, and Accountability Pillar results. Perhaps, we might also look at continuing education courses or enrolment in

courses based upon hobbies or interests as yet another measure of the desire for further learning.

We have begun the monitoring progress towards meeting *Ends 1: Mega End* by using current forms of data collection. However, it is clear that new and innovative measurement tools will be required to gain a more comprehensive picture of our successes in meeting students' needs now and for their future. Clearly, quantitative data is not enough – we need access to students' own voices as they provide input into developing programs to assist them on their journey through and beyond their CBE experience. A newly-developed high school survey and student symposium are excellent first steps in gathering qualitative information that will help to guide us in striving to meet individual student needs as they prepare for life, work, and future learning.

CALGARY BOARD OF EDUCATION

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

November 30, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 3: Information, Counsel and Support to the Board of Trustees.**

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Persons: Superintendents' Team
Linda Flanagan, Office of the Chief Superintendent
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent
Roderick Peden, General Counsel and Corporate Secretary

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 3: Information, Counsel and Support to the Board of Trustees. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education has complied with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 3: INFORMATION, COUNSEL AND SUPPORT TO THE BOARD OF TRUSTEES

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

With respect to providing timely information, prudent counsel and support to the Board of Trustees, the Chief Superintendent shall not allow the Board of Trustees, as a whole (except when fulfilling individual requests for information), to be uninformed or unsupported in its work. Accordingly, the Chief Superintendent shall not fail to:

1. provide the following information in timely, accurate and understandable manner:
 - a) relevant monitoring information directly addressing provisions of policies being monitored;
 - b) relevant trends affecting the school district;
 - c) significant events that occur in the schools or school districts;
 - d) all civil or criminal charges laid or about to be laid by or against the Board of Trustees, all significant proceedings before boards, tribunals or agencies, statutory

- investigations, and significant internal investigations. Regular updates on all such proceedings will also be provided to the Board of Trustees;
- e) significant civil, criminal investigations or charges laid or about to be laid against employees of the Calgary Board of Education;
 - f) changes to the Administration Regulations of the Calgary Board of Education;
 - g) material external and internal changes to the school system, particularly changes in the assumptions upon which any board of Trustees' policy has previously been established;
 - h) significant and relevant changes in provincial or federal legislation, government policy or municipal bylaws, and the impact that those changes will have on the Calgary Board of Education;
 - i) anticipated adverse or significant media coverage;
 - j) any correspondence or other communication to or from a Minister of the Crown, a Deputy Minister or any other elected official;
 - k) any correspondence or notices that administration provides to all CBE school councils;
 - l) all items delegated to the Chief Superintendent that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board of Trustees informed (on Consent Agenda); and
 - m) an annual report, by November 30th, regarding how the Calgary Board of Education is currently contributing toward achieving the 30-year targets of imagineCALGARY and how the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure.
2. provide wise counsel to the Board of Trustees in the following areas:
 - a) if in the Chief Superintendent's opinion, the Board of Trustees is not in compliance with its own policies or Governance process and Board-Chief Superintendent Linkage, particularly in the case of Board of Trustees' behaviour that is detrimental to the working relationship between the Board of Trustees and the Chief Superintendent;
 - b) in a timely manner, actual or anticipated non-compliance with any policy of the Board of Trustees and relevant provincial government departments; and
 - c) as many staff and external points of view, issues and options as reasonably needed to keep the Board of Trustees fully informed.
 3. provide support to the Board of Trustees in the following areas:
 - a) a public affairs strategy that recognized the particular communication needs of the Board of Trustees, which shall include:
 - i. effective two-way communication tools to support public engagement and linkages with stakeholders by the Board of Trustees (ex. Web-site, promotional materials and meetings);
 - ii. a media strategy that recognizes the political sensitivities of the Board of Trustees and fosters effective media relationships and outcomes; and
 - iii. expert media training and advice.
 - b) legal opinions, advice and representation to the Board of Trustees; and
 - c) expertise in the Board's role of developing governance policies.
 4. provide any other information, counsel, and/or support that in his/her opinion should be provided to the Board of Trustees.

III. REASONABLE INTERPRETATION

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees clearly outlines the Board of Trustees' expectations relative to the Chief Superintendent's role in keeping the Board informed, and providing counsel and support.

The term *information*, as stated in Policy Provision 1, is interpreted to mean the information the Board of Trustees (the Board) seeks or requires regarding operational and legislative issues or activity that may impact the Calgary Board of Education. Through transparent, clear information the Chief Superintendent supports the Board of Trustees in building a broad knowledge base regarding both the Calgary Board of Education (CBE) and issues affecting education. The Board also requires information from the Chief Superintendent that describes whether or not reasonable interpretations of the Board's expectations for organizational performance, as stated in the Ends and Executive Limitation (EL) policies, have been met.

The term *counsel*, as stated in Policy Provision 2, is interpreted as a sharing of expertise, background, viewpoint and, in some cases, suggested action. The Chief Superintendent's counsel is sought by the Board in support of communication with elected representatives, Alberta Education, community members and constituents. The Chief Superintendent makes recommendations to the Board of Trustees to inform decision-making, evaluate organizational performance and build an understanding of the work of administration.

In the context of Policy Provision 3, the term *support* is interpreted to be the provision of reasonable resources and information to aid the Board of Trustees in addressing the establishment of positive public relations, the assurance of sound legal opinions and input to guide the development of governance policies. The Chief Superintendent (or delegates) provides support with developing strategies and responding to issues at the Board level, particularly as related to media, public relations and communications.

Policy Provision 4 provides for the possibility that the Chief Superintendent may be privy to information from time-to-time that cannot be anticipated, but which may be important to the Board. The Chief Superintendent acknowledges her responsibility to exercise sound, professional judgment in identifying and communicating such information, and providing her counsel and support as requested.

Information, counsel and support to the Board of Trustees are interpreted as three distinct categories: *decision, evaluative and incidental*. This distinction helps to differentiate the information, counsel and support provided based on intended use, and the various means and processes used to provide it.

Decision information and related counsel and support are future focused. Information to support decision making is required by the Board of Trustees as a whole in order to ensure that its decisions are informed, reasonable and responsible. This information, counsel and support focuses on Board decisions rather than decisions made by the Chief Superintendent or CBE staff. "It is not used to judge either the Board's or the organization's performance but to prepare the Board for decision making." (Carver & Carver, 2009, p. 5)

Evaluative information and related counsel and support focus on the past and are understood to be relevant data and/or analysis that allow the Board to determine if the Chief Superintendent has complied with interpretations of the Executive Limitations and has made reasonable progress toward the accomplishment of the interpretations of the Ends. Evaluation information is judgmental and criteria-related; it provides the Board with the information needed to assess whether its stated policies have been reasonably interpreted and the interpretations met.

Incidental information and related counsel and support are all information requested by the Board that is not needed for decisions or evaluative purposes, but allows the Board to stay informed about significant events occurring in the jurisdiction. Where the Board chooses to be informed about particular issues or areas of interest, requests for this information are incorporated into Executive Limitation policy that prohibits the Board from being uninformed. “While the information is still incidental, it is carefully designated and when received is flagged as such. In this way, the content of this information will never be used to judge CEO performance, even informally, though its presence or absence will be.” (Carver & Carver, 2009, p.9)

It is important to note that, while this Reasonable Interpretation uses the term “incidental” to describe a category of information, it is in no way intended to imply that this type of information requested by the Board is unimportant or trivial. The Chief Superintendent recognizes that Board specificity about desired incidental information clarifies which non-decision and non-evaluative information must be gathered and presented, and effectively limits overwhelming the Board with unnecessary information in an attempt to avoid omissions. The sharing of incidental information supports generative conversation.

EL-3 sets out more than twenty specific policy provision subsets. In order to demonstrate compliance as clearly and concisely as possible, the following chart has been developed as the measure. For each policy provision subset we have provided evidence of the means used to communicate information and/or offer counsel and support to the Board. We have also categorized the specific provisions according to the type and purpose of the information, counsel and/or support (decision, evaluation or incidental). Recognizing the myriad of ways the Chief Superintendent communicates with the Board in the course of a year, the chart is intended to be illustrative rather than comprehensive.

Ultimately, the Chief Superintendent demonstrates her compliance with Executive Limitation 3 by ensuring that the means are in place to fulfill her obligations to provide information, counsel and support in each category and for each policy provision. In several instances, specific provisions are met by more than one means; similarly, various reporting and monitoring processes serve to provide information for multiple provisions.

The examples of means used in the chart are taken from the period November 2009 to November 2010. This list of examples does not name specific, confidential reports presented at private meetings of the Board of Trustees.

Policy Provision 1: Provide the following information in timely, accurate and understandable manner		
Policy Provision Subsets	Information Counsel Support *	Means
a) relevant monitoring information directly addressing provisions of policies being monitored	E	5 annual Ends monitoring reports presented at Board of Trustee meetings
	E	17 annual Executive Limitation monitoring reports presented at Board meetings
	D / I	30+ individual reports specifically requested in EL policy provisions presented at Board meetings and the Reasonable Interpretations of the five Ends policies
b) relevant trends affecting the school district	D / I	<p>Reports presented at Board meetings, e.g.,</p> <ul style="list-style-type: none"> • Provincial Achievement Test and Diploma Examination • Three-Year Education Plan • Annual Education Results Report • Cultural Competency in the Calgary Board of Education • Proposed Accommodation Plans • New Education Centre Updates • School Enrolment • Facility Conditions • Attendance Area Changes • Consideration of Closure • Resource Allocations to Schools <p>Administration's presentations at Board meetings; e.g. Career and Technology Strategy</p>

* D = Decision E = Evaluative I = Incidental

Policy Provision 1: Provide the following information in timely, accurate and understandable manner

continued

Policy Provision Subsets	Information Counsel Support *	Means
c) significant events that occur in the schools or school districts	I	Chief Superintendent's verbal and written updates presented at Board meetings School presentations at Board meetings Regular updates posted on the Calgary Board of Education internet and intranet Honours and Recognitions at Board meetings
d) all civil or criminal charges laid or about to be laid by or against the Board of Trustees, all significant proceedings before boards, tribunals or agencies, statutory investigations, and significant internal investigations. Regular updates on all such proceedings will also be provided to the Board of Trustees	I	Legal Affairs' verbal and/or written updates presented at private Board meetings Human Resources' verbal and/or written updates presented at private Board meetings
e) significant civil, criminal investigations or charges laid or about to be laid against employees of the Calgary Board of Education	I	Legal Affairs' verbal and/or written updates presented at private Board meetings
f) changes to the Administration Regulations of the Calgary Board of Education	I	Chief Superintendent's written updates presented at Board meetings
g) material external and internal changes to the school system, particularly changes in the assumptions upon which any board of Trustees' policy has previously been established	I	Reports presented at Board meetings; e.g., Career and Technology Strategy in the Calgary Board of Education

* D = Decision E = Evaluative I = Incidental

Policy Provision 1: Provide the following information in timely, accurate and understandable manner

continued

Policy Provision Subsets	Information Counsel Support *	Means
h) significant and relevant changes in provincial or federal legislation, government policy or municipal bylaws, and the impact that those changes will have on the Calgary Board of Education	D / I	Legal Affairs' verbal and/or written updates presented at Board meetings; e.g., <ul style="list-style-type: none"> • Notification of change to Municipal bylaw regarding Ward boundaries • Notification of change to <i>School Act</i> regarding electronic attendance at meetings
i) anticipated adverse or significant media coverage	D / I	Verbal and/or written updates and reports presented at private Board meetings
j) any correspondence or other communication to or from a Minister of the Crown, a Deputy Minister or any other elected official	D / I	Correspondence presented at Board meetings
k) any correspondence or notices that administration provides to all CBE school councils	I	Trustee access to bi-monthly Key Communiqué email newsletter
l) all items delegated to the Chief Superintendent that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board of Trustees informed (on Consent Agenda)	I	Reports on items delegated to the Chief Superintendent and requiring a resolution by the Board of Trustees; e.g., Locally Developed and Acquired Courses report
m) an annual report, by November 30 th , regarding how the Calgary Board of Education is currently contributing toward achieving the 30-year targets of imagineCALGARY and how the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure	I	Report presented at Board meeting

* D = Decision E = Evaluative I = Incidental

Policy Provision 2: Provide wise counsel to the Board of Trustees in the following areas		
Policy Provision Subsets	Information Counsel Support *	Means
a) if in the Chief Superintendent's opinion, the Board of Trustees is not in compliance with its own policies or Governance process and Board-Chief Superintendent Linkage, particularly in the case of Board of Trustees' behaviour that is detrimental to the working relationship between the Board of Trustees and the Chief Superintendent	D	Attendance at Trustee work sessions as requested by either the Chief Superintendent or Trustees; e.g., September 29, 2010 Board of Trustee Chair / Chief Superintendent Meetings
b) in a timely manner, actual or anticipated non-compliance with any policy of the Board of Trustees and relevant provincial government departments	E	5 annual Ends monitoring reports presented at Board meetings 17 annual Executive Limitation monitoring reports presented at Board meetings Chief Superintendent verbal updates and related messaging
c) as many staff and external points of view, issues and options as reasonably needed to keep the Board of Trustees fully informed	I	Staff input into reports, inquiries, memoranda to the Board and to individual Trustees upon their request Reports and documents to the Board related to acquisition of information from outside sources; e.g., <ul style="list-style-type: none"> • KPMG Audit reports • External review to identify potential privacy gaps • External review of operational practices

* D = Decision E = Evaluative I = Incidental

Policy Provision 3: Provide support to the Board of Trustees in the following areas

Policy Provision Subsets	Information Counsel Support *	Means
a) a public affairs strategy that recognized the particular communication needs of the Board of Trustees, which shall include		
i. effective two-way communication tools to support public engagement and linkages with stakeholders by the Board of Trustees (ex. Web-site, promotional materials and meetings)	I	CBE banner stories on both the internet and intranet Trustee-zine Report to the Community 2010 Three-Year Education Plan and Annual Education Results Report Back to School Werklund Foundation's Empowering Minds™ Youth Leadership Education Three annual system-wide meetings with parents International Association for Public Participation engagement process
ii. a media strategy that recognizes the political sensitivities of the Board of Trustees and fosters effective media relationships and outcomes	I	Media Relations Strategy
iii. expert media training and advice	D	Media training sessions for Trustees and Superintendents Media interview preparation and support Media release and key messaging support Media advice upon request

* D = Decision E = Evaluative I = Incidental

Policy Provision 3: Provide support to the Board of Trustees in the following areas <i>continued</i>		
Policy Provision Subsets	Information Counsel Support *	Means
b) legal opinions, advice and representation to the Board of Trustees	D	Advice upon request
c) expertise in the Board's role of developing governance policies	D / I	<p>Corporate Secretary Services</p> <p>Impact Statements regarding proposed policy amendments presented at Board meetings</p> <p>Requests for changes to Governance Process 4E: adjustments to monitoring cycle reports presented at Board meetings</p> <p>Administrative Recommendations for Policy Enhancement section contained in monitoring reports and presented at Board meetings</p> <p>Chief Superintendent attendance at Trustee policy work session meetings and retreats</p>

* D = Decision E = Evaluative I = Incidental

Policy Provision 4: Provide any other information, counsel and/or support that in his/her opinion should be provided to the Board of Trustees.

Policy Provision Subsets	Information Counsel Support *	Means
NA	D / I	<p>All reports, documents and dialogue between the Board of Trustees and the Chief Superintendent or her delegates not specifically referenced elsewhere in this chart; e.g.,</p> <ul style="list-style-type: none"> • Administrative responses to Inquiries from Trustees • Reports for information provided at the request of the Board of Trustees; e.g., Single Gender Education Report, Donor Recognition • Reports for information initiated by Administration; e.g., WorldSkills 2009 Final Report • Provision of information, counsel and support at Trustee work sessions • Provision of information for Board of Trustee Board Development Sessions; e.g., Personalized Learning

* D = Decision E = Evaluative I = Incidental

IV. COMPLIANCE RESULTS

In the Reasonable Interpretation for Executive Limitation 3, the measure/rationale/result method of demonstrating the extent of compliance has been replaced by a chart showing the means by which the Chief Superintendent met the obligations of the EL. The chart serves as a visual organizer whereby it is readily apparent that all policy provisions contained in EL-3 were addressed in at least one way, and often in multiple ways.

V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects on the extent to which the Chief Superintendent is in compliance with Executive Limitation 3: Information, Counsel and Support to the Board of Trustees.

This report contains a reasonable interpretation of EL-3 and documented means. For this Policy, non-compliance would be shown by the absence of information, counsel and/or support. For every specific policy provision, the Chief Superintendent has demonstrated one or more means by which she meets her obligation to provide information, counsel and support to the Board, as requested.

Accordingly, I am reporting overall compliance with this Executive Limitation. Administration notes the following exception that creates partial compliance with the interpretation of one subset of Policy Provision 1.

Policy Provision 1, Subset a)

EL-3 requires the receipt of monitoring information in a timely manner. The Board of Trustees sets the monitoring interval and timing for Ends and Executive Limitation policies in Governance Process (GP) 4E: Annual Agenda Planning. The monitoring report for Executive Limitation 7: Treatment of Staff and Volunteers is currently agendaized for presentation to the Board of Trustees in December 2010 rather than October 2010 as specified in GP-4E. Prior approval from Trustees for delaying this report was received in October 2010.

VI. ADMINISTRATION'S RECOMMENDATIONS FOR POLICY ENHANCEMENT

Administration respectfully requests that Executive Limitation 3: Information, Counsel and Support to the Board of Trustees be reviewed by the Board of Trustees in consideration of business practices and expectations for operational performance. For the purposes of this report, recommendations for amendments focus on Policy Provision 1, Subsets d) and e).

Policy Provision 1, Subset d)

To reflect legal nomenclature and practice, Administration recommends the Board consider differentiating between civil claims and criminal charges; for example, the inclusion of "claims" as a descriptor of civil action. The proposed amendments also

reflect: 1) the Board of Trustees cannot lay criminal charges, and 2) there is no current practice that allows public access to information about charges that may be laid as a result of ongoing criminal investigations conducted by either Calgary Police Services or other policing agencies. Therefore, it is incumbent upon Administration to notify the Board of Trustees regarding issues related to Subset d) as information becomes available and within a broad context.

The following iteration of Subset d) illustrates these recommendations in strike-through and bold.

- d) ~~all~~ **any significant civil claims advanced or about to be advanced by or against the Board of Trustees, or any** criminal charges laid ~~or about to be laid by or~~ against the Board of Trustees, all significant proceedings before boards, tribunals or agencies, statutory investigations **(including criminal investigations)**, and significant internal investigations, **as such information becomes known**. Regular updates on all such proceedings will also be provided to the Board of Trustees;

Policy Provision 1, Subset e)

Administration recommends amendments to Subset e) in the context of legal nomenclature, practice and differentiation between civil and criminal action as described above under Subset d).

In addition, the Chief Superintendent's ability to comply with the provisions of Subset e) relies on whether the issuance of a charge or charges is reported by an employee, as per the requirement in Administrative Regulation 4027: Code of Conduct for Employees that employees notify the Superintendent of Human Resources of all criminal charges at the time the charge is issued. To determine civil claim filings or criminal charges outside of the requirement for employee disclosure would require daily searches of provincial and federal court dockets for references to any and all employees of the CBE who may be named in a proceeding.

The following iteration of Subset e) illustrates these recommendations in strike-through and bold:

- e) significant civil **claims and** criminal investigations or charges laid ~~or about to be laid~~ against employees of the Calgary Board of Education, **as such information becomes known**;



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Sources: Carver, John and Carver, Miriam. Carver Policy Governance Guide, *Evaluating CEO and Board Performance*, Jossey-Bass, 2009.

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

NOVEMBER 30, 2010

RECOMMENDATION:

THAT the financial report for EducationMatters be received for information and for the record, in the form as submitted.

BACKGROUND:

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

Respectfully submitted,

J.R. Barkway
Asst. Corporate Secretary

November 23, 2010

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its September 30, 2010 unaudited internal financial report (the "Report") with you.

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

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

- Unaudited Statement of Financial Position as at September 30, 2010 and December 31, 2009
- Unaudited Statement of Operations for the period ended September 30, 2010 and comparative for the year ended December 31, 2009
- Unaudited Operating Budget Comparison to September 30, 2010
- Statement of EducationMatters Funds Established as at September 30, 2010
- Statement of Grants Awarded for the year to date September 30, 2010
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director of Finance & Information Systems, EducationMatters

Lora Wyman - Treasurer, EducationMatters

EducationMatters
Statement of Financial Position

As at Sept 30, 2010

\$,000

(unaudited)

	As At Sept 30/10	As At Dec 31/09
ASSETS	(unaudited)	(audited)
Cash and cash equivalents	141	260
Investments	3,128	2,784
Accounts receivable	2	4
Capital assets	12	18
Total assets	<u>3,283</u>	<u>3,066</u>
 LIABILITIES		
Accounts payable	14	59
Deferred Contributions	500	500
Total liabilities	<u>514</u>	<u>559</u>
 FUND BALANCES		
Endowment funds	1,583	1,391
Flow through funds	385	533
Operating funds	801	583
Total fund balances	<u>2,769</u>	<u>2,507</u>
 Total liabilities and fund balances	<u>3,283</u>	<u>3,066</u>

EducationMatters

Statement of Operations

Year to Date to Sept 30, 2010

\$,000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/09</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	137	226	49	412	733
CBE grants			750	750	750
Gains/losses on investments	85		3	88	192
Interest & fees			15	15	17
Total revenue	222	226	817	1,265	1,692
 GRANTS					
Grants issued	15	375		390	527
 EXPENSES					
Salaries & benefits			387	387	546
Consulting & professional fees			36	36	35
Administrative expenses	15		93	108	228
Advertising & communications			82	82	88
Total expenses	15		598	613	897
 FUND BALANCES					
Change during the period	192	(149)	219	262	268
Beginning balance	1,391	533	583	2,507	2,239
Balance, end of period	1,583	384	802	2,769	2,507

Total contributions since inception:

2010	412
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>5,602</u>

EducationMatters
Operating Budget Comparison
Year-to-Date Sept 30, 2010
(thousands of dollars)

	2010 BUDGET	30 - Sept Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	619	387
Events	80	25
Fund Development	30	33
Communications & Community	128	83
Organizational Administration	120	69
	<hr/>	<hr/>
Total Expenses	<u>977</u>	<u>597</u>

**EducationMatters
Funds Established
as at Sept 30, 2010**

	Fund Balance \$
Flow Through Funds:	
Allan Markin Healthy Learners Fund	1,139
Athletics Flow Thru Fund, Helping Students in Need	-
Benjamin (Ben) Albert Legacy Fund (Flow Thru)	-
Beverley Hubert Global Citizenship Fund	8,735
Bowness High School Enhancement Flow Thru Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	9,500
Campus Calgary Programs Flow Thru Fund	3,904
Career Pathways Flow Thru Projects Fund	6,109
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	275
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	2,850
Distinguished Alumni Fund	8,198
Dr. Brendan Croskery Aboriginal Culture Fund	-
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	2,683
Fuel for School Program Flow Thru Fund	319
Future Leaders Flow Thru Fund	17,519
French for the Future Program Fund	4,500
Heather and N. Murray Edwards Literacy Fund	-
High School Transition Program	-
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	4
Louise Dean School Fund	1,782
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,750
Public Education Enhancement Flow Thru Fund (Designated)	2,043
Public Education Enhancement Flow Thru Fund	37,504
Schools Helping Schools Fund	6,766
SPIRIT Program Fund	-
Stampede Foundation Fund	433
Students with Special Needs Flow Thru Fund	185
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	-
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Imbursement Fund	250
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
Endowment Funds:	
Athletics Endowment Fund, Helping Students in Need	4,929
Beverley Hubert Global Citizenship Fund	15,045
Career Pathways Field of Interest Endowment Fund	58,486
Civil Society & Citizenship Education Endowment Fund	14,737
ConocoPhillips World Schools Debate Development Endowment Fund	34,790
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	52,460
Creagh Family Fund	12,408
Dr. Brendan Croskery Aboriginal Culture Fund	24,616
EducationMatters Admin Endowment Fund	28,956
Enhancing Education for Students with Special Needs Endowment Fund	26,005
Enhancing ESL Education Endowment Fund	39,474

	Fund Balance \$
Future Leaders Endowment Fund	31,478
Georgie C Higgins Junior High Memorial School Fund	5,649
Georgie C Higgins Investment Fund for Lester B Pearson High School	6,261
Governors' Endowment Fund	5,706
Jane and Jason Fund	5,482
Lehew-Wyman Family Endowment Fund	22,195
M.P. Hess Fund	4,818
Margaret and Bill Whelan Endowment Fund	47,436
Mary Nelson Memorial Fund	46,430
Mawer Investment Management Literacy Fund	15,626
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,991
Public Education Enhancement Endowment Fund	234,812
Schools Helping Schools Fund (Endowment)	17,914
Southland Transportation Career Pathways Endowment Fund	5,467
Sunnyside Community School Endowment Fund	12,285
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	25,482
TEAM Leadership Lord Beaverbrook HS Endowment Fund	4,693
Terry Wright Endowment Fund	5,368
Tiberious Publishing Program Fund	5,313
Tyler Zeer Endowment Fund	24,433
William Reid School Endowment Fund	14,311
Youth Mentorship Endowment Fund	7,108

**EducationMatters
Funds Established
as at Sept 30, 2010**

	Fund Balance \$
Scholarship Funds:	
Aberhart Alumni Scholarship Fund	52,534
Aberhart Alumni Scholarship Fund (Flow Thru)	1,900
Aboriginal Students Award Fund	2,000
Arrata Family Award for New Canadians	34,029
Arrata Family Award for New Canadians Fund (Flow Thru)	-
Ataturk Peace Scholarship	10,000
Benjamin (Ben) Albert Legacy Fund (Endowed)	128,469
Bruce Leidl Scholarship Fund	9,406
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	8,000
Carolyn Baxter Memorial Award Fund	5,484
City of Calgary Degree Granting Scholarship Fund	8,500
City of Calgary Post Secondary Scholarships	18,700
ConocoPhillips Canada Awards	24,620
CTS Scholarship Flow Thru Fund	58,663
David James Anderson Memorial Award Fund	10,535
David James Anderson Memorial Award Fund (Flow Thru)	914
Dr Gordon Higgins Student Award Fund	12,566
Edith Berger Memorial Scholarship Fund	12,065
EducationMatters Endowed Scholarship Fund	11
EducationMatters Scholarship Flow Thru Fund	5,632
EllisDon Student Award Fund	7,500
ENMAX Scholarship Fund	5,388
Future Leaders Scholarship Fund	19,253
Future Leaders Scholarship Flow Thru Fund	1,001
Gary Weimann Award for Community Service (Endowment)	15,833
Gary Weimann Award for Community Service (Flow Thru)	238
George Morley Memorial Scholarship	7,213
Green & Gold Endowment Scholarship Fund	137,356
Green & Gold Flow Thru Scholarship Fund	9,984
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	17,958
Henry Wise Wood Warriors Legacy Flow Thru Scholarship Fund	2,500
Hopewell Scholarship Fund	12,825
Hugh Robertson Science Award Fund	7,587
Ivy & Len Freeston Student Award Endowment Fund	13,350
Ivy & Len Freeston Student Award Flow Thru Fund	95
James Fowler School Award Fund	10,675
Jim Hoepfner Award	1,500
Keith Yu Memorial Scholarship Fund	20,395
Marjorie Taylor Memorial Scholarship Fund	47,270
Marofke Family Aberhart Music Scholarship Fund	22,726
Marofke Family Aberhart Music Scholarship Fund (Flow Thru)	1,585
Mary Belkin Memorial Scholarship Fund	16,690
MW & JR Tebo Memorial Journalism Fund	13,614
Richard D Tingle Student Award Fund	20,475
Richard D Tingle Student Award Flow Thru Fund	750

	Fund Balance \$
Rick Theriault Memorial Athletic Scholarship Fund	11,543
Ruth Ursula Leipziger Scholarship Fund	21,996
Shawn Whitney Memorial Award Fund	8,732
Southland Transportation Scholarship Endowment Fund	5,527
Southland Transp. Scholarship Flow Thru Fund	60
Steven Irving Memorial Music Scholarship Fund	24,641
Susy Devlin Memorial Award Fund	19,087
Thomas Moore Memorial Bursary Fund	12,364
Verna Hart Toole Legacy Award Fund	6,208
Viscount Bennett Band Parents Assoc. Award Fund	6,375
William & Toshimi Sembo Badminton Scholarship Fund	6,238
William Keir MacGougan Memorial Bursary Fund	16,109

EducationMatters
Statement of Grants Awarded
Year-to-Date Sept 30, 2010

	\$
Bowness High School – H.I.T.T. - Football	6,709
Bowness High School – Musical Theatre	475
Calgary Board of Education – Teaming Up for Healthy Learners	131,000
Louise Dean School – Total Wellness Program	950
Calgary Board of Education – Fuel for School Breakfast Program	34,500
Calgary Family Services – Aboriginal Family Celebration	870
Catherine Nichols Gunn School – Aboriginal Awareness Week	356
CBE Aboriginal Services – Aboriginal Families Learning Together	20,000
CBE Aboriginal Services – Aboriginal Summer Work Experience	5,000
CBE – Special Education Learning Enhancement Dep't – Tool Kit	2,667
Connaught School – Dual Language Books	475
Connaught School – Oral Language Program	23,000
Connaught School – English as a Second Language Program	171
Dr. E.W. Coffin School – Guided Reading Program	10,500
Dr. Gordon Higgins School – ESL Literacy Program	12,000
Dr. Oakley School – Celebrating Readers	9,500
Ernest Manning School – Enhancing Wellness & Skill Development	11,000
Forest Lawn School – Athletics Fees for Disadvantaged Students	410
Henry Wise Wood School – Drama Department Program	475
Jack James School – Athletics Fees for Disadvantaged Students	410
Jack James High School – CBE Skills	7,220
John G. Diefenbaker – Athletics Fees for Disadvantaged Students	410
Langevin School – Langevin School Learning Commons Project	25,000
Lester B. Pearson – Athletics Fees for Disadvantaged Students	410
Louis Riel School – Aboriginal Awareness Week	357
Prince of Wales School – Area of greatest need	475
Sir Wilfrid Laurier School – Creating Lifelong Readers	20,000
Sunnyside School – Garden Club accessories	202
Total Program Grants	\$ 324,542
Total Scholarships	65,140
Total Grants and Scholarships	\$ 389,682

EducationMatters

Discussion of Financial Position and Results of Operations

Statement of Financial Position

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

At December 31, 2009 we deferred 500,000 of CBE operating contributions received in 2009 that relate to our fiscal year 2010.

Capital assets consist primarily of office furniture and equipment.

Statement of Operations

At September 30, 2010, we are below target for the achievement of our fund development goals but feel confident that we will come close to achieving the targets set for 2010.

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

Operating Budget Comparison

Expenditures reported include only cash expenses for budget comparison purposes.

Funds Established and Grants Awarded

Our report on Funds Established and their balances to September 30, 2010 reflect both realized and unrealized gains on funds as a result of a recovery of markets. For the long term EducationMatters expects steady growth as a result of improved markets and contributions.

The majority of granting activities occur in the fall of each year. Grants issued in 2010 continue to provide a significant contribution back to public school students and systems, particularly the CBE.

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

NOVEMBER 30, 2010

LIAISON REPORT – ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)

Submitted by Trustee Carol Bazinet

RECOMMENDATION:

THAT the ASBA liaison report containing the ASBA Board of Directors' Meeting Highlights dated September 9-10, 2010 and November 4-5, 2010 be received for information.

BACKGROUND:

The attached are reports provided by the Alberta School Boards Association (ASBA) with respect to their work. As the CBE Board of Trustees representative on the ASBA Board of Directors, I am providing these reports for your information.

Respectfully submitted,

Trustee Carol Bazinet

ASBA Board of Directors Meeting

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

These terms of reference will guide the ASBA's First Nations, Métis and Inuit task force

In a bid to improve First Nations, Métis and Inuit students' success in school, this task force will develop a plan, for consideration by the ASBA Board of Directors that identifies the unique contributions school boards can make to:

- promoting awareness, understanding and respect of the unique needs of these students, their communities and their cultures
- engaging and collaborating with First Nations, Métis and Inuit communities, the provincial and federal governments and education stakeholders in developing and implementing strategies intended to support and promote student success
- supporting school boards as they ensure FNMI students are provided with high-quality, equitable learning opportunities that are culturally relevant to the unique needs of the student and their communities

Who is on this task force?

Dianne Lavoie, Zone 1 Director - *Task Force Chair*
Beatrice Wright Holy Family Catholic Regional Division, Zone 1
Darrell Ghostkeeper Living Waters Catholic Regional Division Zone 2/3
Rob Reimer Wetaskiwin Regional Division, Zone 4
Ron Kenworthy Golden Hills School Division, Zone 5
Kathy Cooper Prairie Rose School Division, Zone 6
Cindy Olsen, Edmonton Catholic Separate School District Metro
Brian Callaghan, Superintendent Canadian Rockies Regional Division

The association is inviting Alberta Education, the Alberta School Councils Association and the Alberta Teachers' Association to join this task force. .

ASBA developing working agreement with Alberta Urban Municipalities Association

The ASBA Board of Directors authorized Executive Director David Anderson to draft a working agreement with the Alberta Urban Municipalities Association. The agreement recognizes the two associations have similar agendas and priorities and that there may be efficiencies and enhancements as result of cooperation. The proposed agreement will be subject to review and signature by ASBA President Heather Welwood.

Criteria to be set for short-cut that allows board of directors to respond quickly to issues raised by individual boards/Zones

Under Governance Policy 12 the ASBA Board of Directors may respond to individual school board or Zone requests for action between general meetings.

Last spring, the board of directors, in response to a school board's request and under Governance Policy 12, launched the development of communications guidelines for school boards approached by out-of-boundary schools wishing to join the jurisdiction. The draft guidelines were presented as information at the 2010 Spring General Meeting.

To refine this process, the board has directed Executive Director David Anderson to draft:

- Criteria to guide how the board of directors responds to individual board/Zone requests in the future
- Standards for communicating the rationale for the board of director's decisions with regard to these requests.

Pending the establishment of these criteria and standards, work on the draft communications guidelines has been tabled.

Final report: Strategic Plan (2009-2012)

The final report outlining progress made this year on the ASBA's strategic plan is available on the ASBA website at <http://www.asba.ab.ca/policies/strategic-plan.asp>

Other news of note

Annual report and Value statement en route to school boards

The ASBA's 2009-10 annual report is here: www.asba.ab.ca/files/pdf/asba_annual09.pdf
As a cost and environment saving measure, we are only producing an online version.

School boards will also receive a copy of the annual *Value statement* which will detail how much money that board spent on association services and the savings accrued as a result of membership in the ASBA and use of ASBA services. For more information contact Heather Rogers hrogers@asba.ab.ca

Welcoming new trustees to school boards

See the ASBA website http://www.asba.ab.ca/files/pdf/trustee_welcome.pdf for information about the four orientation services the association is offering for new trustees. These include the *Guide to trusteeship and school boards* handbook to be mailed to trustees shortly after the October 18 election; a series of day-long orientation workshops in each of the Zones; individual board planning and orientation sessions available at a school board's request and the new trustees and chairs workshop in January in Edmonton.

ASBA Board of Directors completes self-evaluation

The ASBA Board of Directors completed its annual self-evaluation. To receive a copy please contact Marian Johnson at mjohnson@asba.ab.ca

ASBA Board of Directors Meeting

*Board Highlights are circulated to the Board of Directors and ASBA staff after each board of directors meeting. Directors are asked to circulate the highlights to their respective constituencies. See the ASBA website www.asba.ab.ca for board agendas, draft and official minutes. For more information contact **Marian Johnson** at 1.780.451.7101.*

ASBA to withdraw from the Canadian School Boards Association

The ASBA Board of Directors passed a motion to withdraw from the CSBA. The ASBA pays \$30,000 in membership fees to belong to the CSBA and additional expenses to send representatives to CSBA board meetings. For more detail, see Heather Welwood's Board Chair's e-mail #57.

Water damage biggest ticket item on school insurance claims: ASBIE

Water damage is the biggest ticket item for school board insurance claims, says trustee Caren Mueller, who is chair of Alberta School Boards Insurance Exchange board. Mueller warned the threat of water damage is only getting worse as old pipes under old schools fail. More than half of Alberta's 1,522 schools are over 40 years old. The ASBA Board of Directors will work with ASBIE and its municipal partners to encourage the province to fix the aging infrastructure before more damage is done.

Cooperation protocol with AB Urban Municipalities Association en route

The ASBA is close to finalizing a protocol with the organization representing Alberta municipalities (AUMA). The protocol will formalize both organizations' commitment to work together on areas of shared interest.

CALGARY BOARD OF EDUCATION

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

November 30, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Ten-Year System Student Accommodation and Facilities Strategy**

Purpose: Information and the Record

Governance Policy References: EL-3: Information, Counsel and Support to the
Board of Trustees
EL-13: Facilities
EL-14: Student Accommodation
EL-15: Transportation

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

Resource Persons: Calvin Davies, Director, Community Engagement & Operational Planning
Eugene Heeger, Director, Capital Planning & Development
Karen Barry, System Principal, Community Engagement & Operational Planning
Brent Hughes, Manager, Capital & Urban Planning
Ingrid Schmidt, Senior Planner, Community Engagement & Operational Planning

I. RECOMMENDATIONS

It is recommended:

THAT the Ten-Year System Student Accommodation and Facilities Strategy be received for information and the record.

II. ISSUE

There is a need to have a Ten-Year System Student Accommodation and Facilities Strategy that is flexible, adaptable and both informs and is informed by the following:

- Three-Year Education Plan
- Three-Year System Student Accommodation Plan
- Three-Year Capital & Three-Year Modernization Plans
- Three-Year Infrastructure Maintenance Renewal Plan
- Modular Accommodation Strategy
- System Budget

III. BACKGROUND

In the past, Alberta Education has requested the annual filing of a Three Year School Capital Plan and a Ten-Year Facilities Plan. These plans supported CBE's requests for provincial funding for new schools and school modernizations. They needed to be adjusted annually to reflect changing circumstances, city growth and provincial funding levels.

While there is no longer a requirement to file a Ten-Year School Facilities Plan with Alberta Education, annually the CBE is required to present a Ten-Year School Facilities Plan to Alberta Education upon request.

With the reorganization in Facilities and Environmental Services and the developmental work undertaken by Capital Planning and Development Services and Community Engagement and Operational Planning, Administration has developed a ten year strategy that is inclusive of both student accommodation as well as facilities strategies. The strategy is aligned with the Three-Year Education Plan, Three-Year Capital Plan, Three-Year Modernization Plan, Three-Year Infrastructure Maintenance Renewal Plan and the Three-Year System Student Accommodation Plan.

To effectively utilize space and resources by working towards an 80% system utilization of facilities, the strategy provides a view to ten years into the future.

The Ten-Year System Student Accommodation and Facilities Strategy must reflect the CBE's mission, vision and values and support the advancement of the Ends statements, Three-Year Education Plan and the system priority. The system priority in the CBE Three-Year Education Plan is personalized learning and places the teacher and student in the presence of content, at the center of CBE work.

The Public Education Leadership Project (PELP) at Harvard University in the Note on PELP Conference Framework paper defines strategy as *“strategy is the set of actions a district deliberately takes to provide capacity and support to the instructional core with the objective of raising student performance district wide. Strategy informs how the people, activities and resources of a district work together to accomplish a collective purpose”*.

This Ten-Year System Student Accommodation and Facilities Strategy reflects this definition as Administration has balanced the programming and learning needs of students with CBE's projected accommodation and facility challenges.

IV. ANALYSIS

In actualizing the CBE Mission Statement “Educating Tomorrow’s Citizens Today” in facilities that support quality learning, the strategy embodies kindergarten to grade twelve learning continuums that take into account the changing needs of today’s learners, curriculum changes and new initiatives. Over the next ten years, it is anticipated that alternative programs such as science, language-based programs and Traditional Learning Centres will require expansion opportunities across each of the Areas.

Learning is our central purpose, hence the strategy must be responsive to the changing facility needs in order to support learning. It must be responsive to the learning needs and interests of the students, which includes the desire for alternative programs, special education, English language learners or curriculum advancements, and the development of the Career and Technology Strategy.

In supporting students come first, the strategy endeavours to consider the needs of our young learners, keeping youngest children closer to home. It factors in efficient and effective transportation in a complex urban environment. The academic, social, physical and emotional development of the various age groups of CBE students must be reflected in the facilities strategy.

Serving the common good requires that the strategy reflect a fiscally responsible approach to student accommodation and facilities. This is a delicate balance as a system places rightfully, learning at the heart of its work, in an environment that is dependent on other outside factors and influences such as:

- Provincial economy
- Board’s overall financial position
- Capital funding decisions
- Changing student demographics
- City annexations
- Expansion of full day kindergarten
- Change in school utilization/capacity formula
- Expansion of before and after school care
- Impact of increased English language learners
- Future direction for Aboriginal education
- New Career and Technologies Studies
- Expansion of alternative programs

Attachment I describes in detail, the Ten-Year System Student Accommodation and Facilities Strategy, which guides the annual and three-year system student accommodation and facilities planning for administration.

V. FINANCIAL IMPACT

The financial impact is reflected annually in the Calgary Board of Education's (CBE) operational and capital budgeting process and is influenced by the Provincial budget, funding announcements and overall provincial economic conditions.

The fiscal reality of the CBE's overall financial position can be assessed and revised over time because of the delay in annual funding announcements or other outside factors and influences previously identified through the ten-year strategy.

VI. IMPLEMENTATION CONSEQUENCES

The ten-year strategy is flexible and dynamic. It is reviewed annually to reflect changing student needs and the fiscal realities facing the CBE.

Administration's challenge will be to achieve a target 80% space utilization system wide, as new schools add capacities to the CBE system and as facilities age. As well, the demand to modernize existing facilities to meet ever changing student needs and curricular changes requires the expenditure of limited capital funds. To meet these demands, careful consideration will need to be given to program consolidation that will free up current assets for potential modernization, disposition and sale to increase capital funds availability.

Administration refers regularly to the ten-year strategy in the development of the system's accommodation and capital planning needs and continually makes adjustments to the strategy in an ever evolving system.

VII. CONCLUSION

The Ten-Year System Student Accommodation and Facilities Strategy outlines how the Calgary Board of Education will address both current and future student accommodation and facility needs, with a target system wide utilization of 80% required for the effective use of space and resources.

The strategy will be evaluated and revised on an annual basis.

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Ten-Year System Student Accommodation and Facilities Strategy

INTRODUCTION

The Ten-Year System Student Accommodation and Facilities Strategy (2010-2019) reflects the CBE's mission, vision and values and supports the advancement of CBE's Ends statements, the Three Year Education Plan and the system priority of personalized learning.

The following documents collectively impact and are influenced by the ten-year system student accommodation and facilities strategy, but also stand independently to guide the annual and three year planning for Community Engagement and Operational Planning (CEOP) and Capital Planning and Development Services:

- Education
- System Student Accommodation
- School Capital & Modernization
- Infrastructure Maintenance Renewal
- Modular Accommodation Strategy
- System Budget

Further detailed information may be found on the CBE's website at www.cbe.ab.ca

PROVINCIAL GOVERNMENT'S PRIORITIES

The Provincial Government's Alberta's 20 Year Strategic Capital Plan communicates a vision that is consistent with the District's school building needs, as the Province strives towards maintaining and improving existing schools. To ensure delivery of quality education to Alberta students, the Provincial Government sets out the following four key objectives:

- Locate schools close to where students live, particularly including schools in high growth new communities, to meet the growth in Alberta's student-aged population.
- Support increased opportunities for career and technology studies (CTS) through the development of regional skill centres and mobile career and technology studies labs.
- Continue to support and use steel-framed modular classrooms to provide flexibility and respond to growing student populations.
- Increase the capital maintenance and renewal investments to ensure that the quality of Alberta schools is maintained.

These long range provincial objectives are important to the Calgary Board of Education and will be used in conjunction with the goals and objectives of the District to manage facilities and request funding for capital projects.

*Student
Accommodation
Planning is guided by
CBE's Mission, Vision
and Values*

Mission

*"Educating
Tomorrow's Citizens
Today"*

Vision

*The Calgary Board of
Education is the
dynamic learning
community of choice*

Values

Students come first

*Learning is our
central purpose*

*Public education
serves the common
good*

CBE'S PLANNING PRINCIPLES

The Calgary Board of Education is currently divided into five administrative areas. Within these areas, the CBE offers educational choice through the provision of a broad range of programs in a variety of settings.

A framework has been developed to address the long term student needs issue within the *District's Ten-Year System Student Accommodation and Facilities Strategy 2010-2019*. This strategy includes the following guiding principles for planning school facilities:

- **Equitable Access to Quality Learning Environments and Choice of Programs** – all students are entitled to equity of access to high quality, modern facilities for regular programs, alternative programs and special education classes, regardless of where they live in the city.
- **Student Accommodation and Programming Needs within Areas** – the District will ensure that there are sufficient schools and programs in each Area to accommodate student demand, reducing the need for students to travel long distances to access programs.
- **Creative Use of Surplus Space and Retention of Schools in Mature Neighbourhoods** – the District will continue to work towards retention of schools in mature neighbourhoods, by reducing unused space in creative ways.



UTILIZATION

The Calgary Board of Education's current utilization rate by enrolment is 78.8%. The CBE is working toward a system wide utilization rate of 80% which is desired for not only the efficient use of space and plant operations and maintenance but also to provide flexibility to be responsive to a variety of student programming and learning needs. An 80% utilization rate, system wide, is a delicate balance between revenue, fixed costs, variable costs, levels of service and facility functionality with respect to teaching and learning. Hence, CBE Administration has developed a long-term (ten-year) system student accommodation and facilities strategy, which addresses the learning needs of current and future students with a direction toward 80% utilization.

NEW CAPACITY

By 2013, the District's capacity will increase by 10,250 student spaces with the opening of six elementary schools (3,350), four middle schools (3,600) and two senior high schools (3,300). As a consequence of the new capacity in new growth areas, the amount of unused or excess space in the City's mature neighbourhood schools will increase.

Opening 2010

*Royal Oak
Saddle Ridge
West Springs
Evergreen
Bridlewood
Cranston*

Opening 2011

Ernest Manning High

Opening 2012

*Panorama Hills
Tuscany
Coventry Hills
Taradale*

Opening 2013

North-West High

With the continued focus on providing schools where students live, funding for new schools in new and developing neighbourhoods will be required.

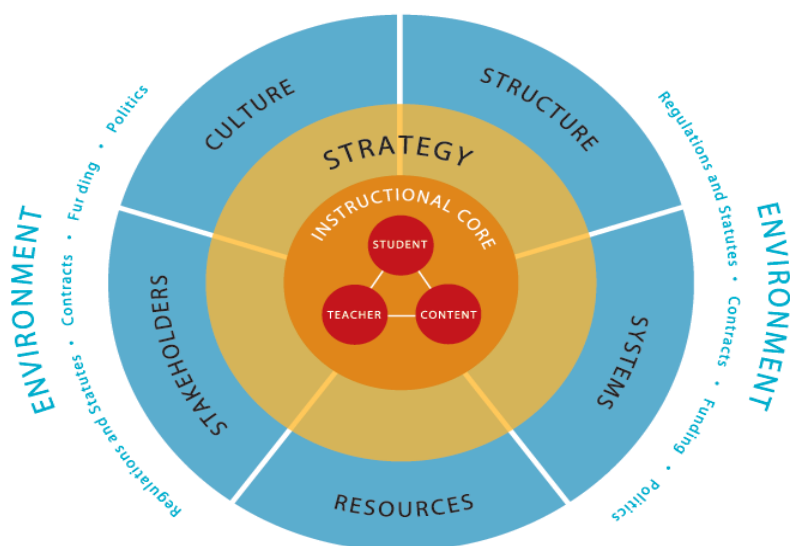
EXCESS CAPACITY

A comprehensive strategy to reduce excess capacity in light of new capacity is needed, recognizing the need to maintain schools in mature neighbourhoods. Student accommodation needs are identified by the Department of Community Engagement and Operational Planning, Area Directors and Directors of Special Education and Diversity.

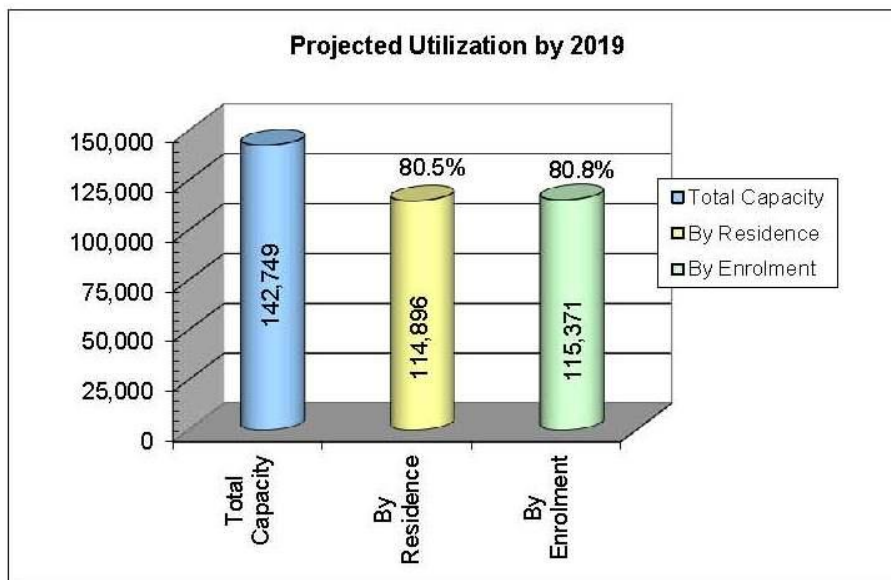
SUMMARY

A summary by Area of new student capacity (approved and required) and excess capacity is as follows:

Areas	New Capacity Approved	New Capacity Required but not Approved	Excess Capacity
I	2,950	1,500	2,800
II	1,800	2,700	4,100
III	1,450	3,300	1,600
IV	2,350	3,000	2,400
V	1,700	8,200	1,400
Total	10,250	18,700	12,300
Total New Capacity		28,950	
Excess Capacity		-12,300	
Net Capacity Increase		16,650	



CBE's utilization rate is projected to be at approximately 80% by 2019 assuming that enrolment continues to increase, the Province continues to approve new schools and existing capacity is reduced.



The following table provides a breakdown of projected utilization by Area. Area utilization by residence identifies the number of students residing in an Area, expressed as a percentage of the total capacity. Area utilization by enrolment in schools identifies the number of students attending schools in an Area expressed as a percentage of the total capacity.

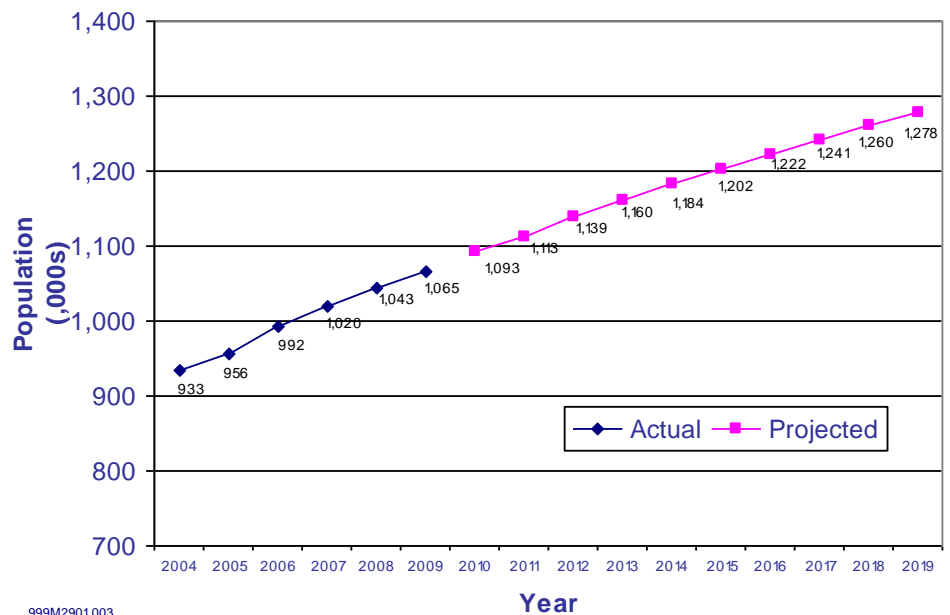
Projected by 2019

Areas	Capacity	Enrolment by Residence Utilization		Enrolment in Schools Utilization	
I	20,731	19,251	92.9%	17,077	82.4%
II	28,354	20,475	72.2%	25,325	89.3%
III	27,541	25,076	91.0%	21,651	78.6%
IV	24,897	16,480	66.2%	17,993	72.3%
V	41,226	33,614	81.5%	33,325	80.8%
Sub-Total	142,749	114,896	80.5%	115,371	80.8%
Non-Resident		475		-	
Chinook Learning		2,500		2,500	
CBe-learn		680		680	
Total	142,749	118,551		118,551	

CITY OF CALGARY POPULATION

The City of Calgary's report, *Calgary and Region Socio-Economic Outlook 2009-2014 (October 2009)*, identifies continued strong growth for Calgary. The City forecast indicates the total population of Calgary will reach 1,184,000 in 2014, an increase of 118,545 persons from the 1,065,455 total as at April 2009 by the Civic Census. The five-year population forecast to 2014 represents an average increase of 23,709 persons per year during this period.

**Calgary's Actual and Projected Population
2004-2019**



The top ten developing communities to receive residential building permit applications in The City of Calgary for 2009 were:

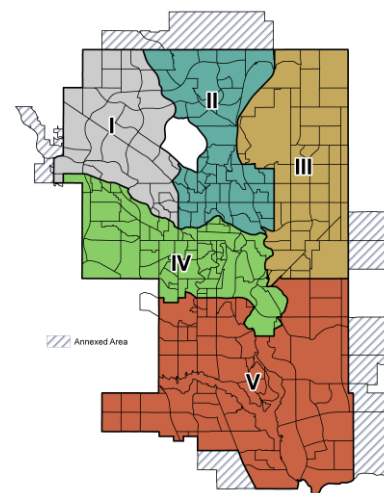
- Aspen Woods
- Panorama Hills
- New Brighton
- Silverado
- Evanston
- Copperfield
- Auburn Bay
- Cranston
- Royal Oak
- McKenzie Towne

(Source: *Suburban Residential Growth 2009-2013*, p.30)

The graph above indicates an increase in population of approximately 213,000 persons by 2019. The City of Calgary projects that new suburbs will likely capture 100% of Calgary's expected population gain over the next ten years.

Extrapolating from these City forecasts, the following population increases for suburban locations were prepared to determine populations by CBE's Administrative Areas:

City Growth Trends by CBE Areas by 2019				
Area	Population Forecast			% (Mid)
	Low	Mid	High	
I	17,000	17,600	18,200	8.7%
II	35,300	38,250	41,200	18.8%
III	28,900	30,550	32,200	15.0%
IV	15,300	16,750	18,200	8.2%
V	95,400	100,200	105,000	49.3%
Total	191,900	203,350	214,800	100.0%



CITY OF CALGARY ANNEXATION

Annexation of land provides the CBE insight into the direction in which the City will be developing and where new municipal communities and school populations will be located in the future. Since 2003, a total of 130 km² of land has been annexed, which will provide for a large share of the City's future growth, and that will ultimately accommodate in excess of 400,000 Calgary residents.

Discussions with the Province have indicated that the annexed lands will become part of the CBE boundary, as development warrants over time.

STUDENT ENROLMENT

As part of the budgeting process, the District prepares an annual enrolment projection using external demographic data and a review of historical and current enrolment data. This projection is prepared for the District as a whole, and on a school-by-school basis. City of Calgary census data is used extensively to monitor pre-school populations and residency data, while historical and current enrolment data is used to project enrolments into the future.

Student enrolment is projected to increase by 16,175 students (16%) over the next decade. Most of the enrolment growth is anticipated in Areas II, III and V.

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

Enrolment below is a student count by residence which makes no allowance for kindergarten at full-time equivalent or special education students at 3:1. Current enrolment is as of September 30, 2009 and projected is for September 2019.

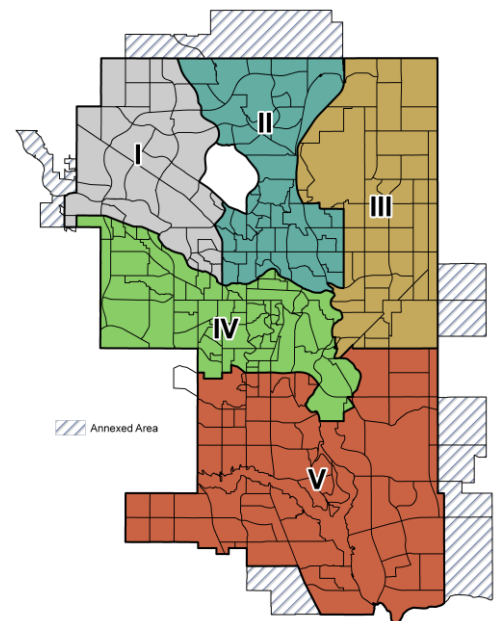


Area	Current	Projected	Change
I	18,008	19,251	1,243
II	17,166	20,475	3,309
III	22,982	25,076	2,094
IV	15,154	16,480	1,326
V	25,460	33,614	8,154
Sub-Total	98,770	114,896	16,126
Non-Resident	474	475	1
Chinook Learning	2,447	2,500	53
CBe-learn	685	680	-5
Total	102,376	118,551	16,175

ANALYSIS BY ADMINISTRATIVE AREAS

For the purpose of the Ten-Year System Student Accommodation and Facilities Strategy 2010-2019, an analysis by Administrative Areas includes:

- population data for new and developing communities
- current and projected utilization rates
- student accommodation strategy
- facility condition assessment
- modernization needs
- modular strategy



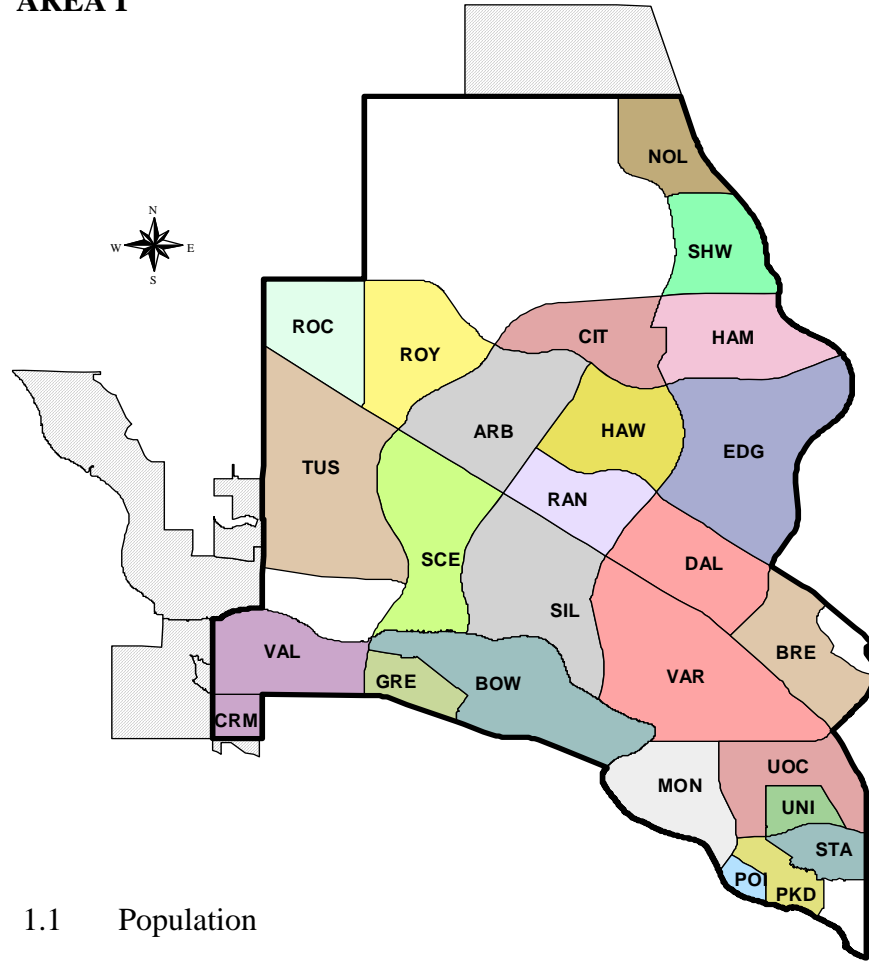
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AREA I

Change in Population April 2008 to April 2009 (+/- 100)

Tuscany +1067
Royal Oak +513
Parkdale +154
Sherwood +153
Rocky Ridge +150
Arbour Lake +146
Dalhousie +123

U of C -105
Brentwood -129
Bowness -363



1.1 Population

Area I is comprised of 26 communities located in the northwest part of the City. Within Area I, many communities closest to the City core are experiencing slow or declining growth, whereas the new and developing areas are experiencing high growth rates.

The new and developing communities are expected to increase approximately 8,740-8,900 residents over the next five years.

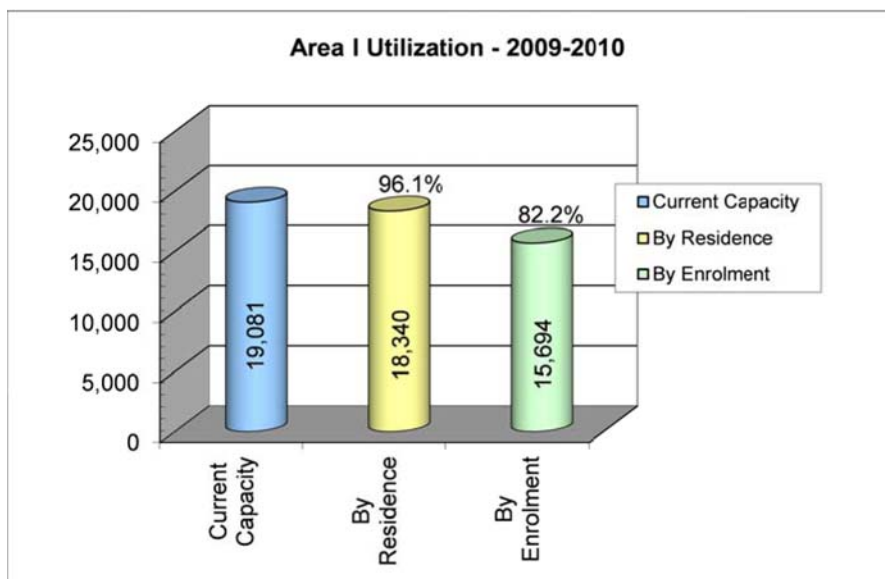
New and Developing Community	2009 Population	Projected Population	Occupied Housing Units	Projected Housing Units	% Build-Out Based On Housing Units
Crestmont	1,382	1,600	428	500	86%
Nolan Hill	0	9,900	1	3,610	0%
Rocky Ridge	6,882	8,200	2,651	3,160	84%
Royal Oak	10,423	11,500	3,588	3,820	94%
Sherwood	1,553	6,550	424	2,340	18%
Tuscany	18,272	19,100	6,228	6,570	95%
Valley Ridge	4,979	5,100	1,690	1,790	94%
Total	43,491	61,950	15,010	21,790	

1.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” identifies the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” identifies the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2009 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1. In Area I, there are 168,367 square metres of operating school space accommodating 15,694 full-time equivalent students.

Current



**Projected Capacity
Includes:**

Additional Capacity
Approved

Royal Oak k-4 (550)

Tuscany 5-9 (900)

Northwest 10-12
(1500)

Additional Capacity
Not Approved

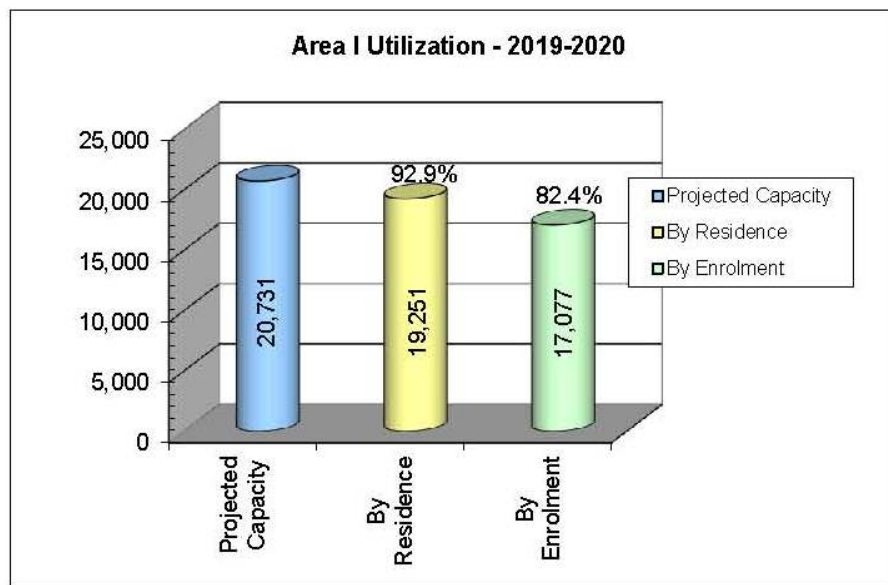
RockyRidge/RoyalOak
5-9 (900)

Tuscany (2) k-4 (600)

City of Calgary population growth in Area I is projected to increase between 17,000-18,200 people capturing 8.7% of the growth in new and developing areas over the next decade.

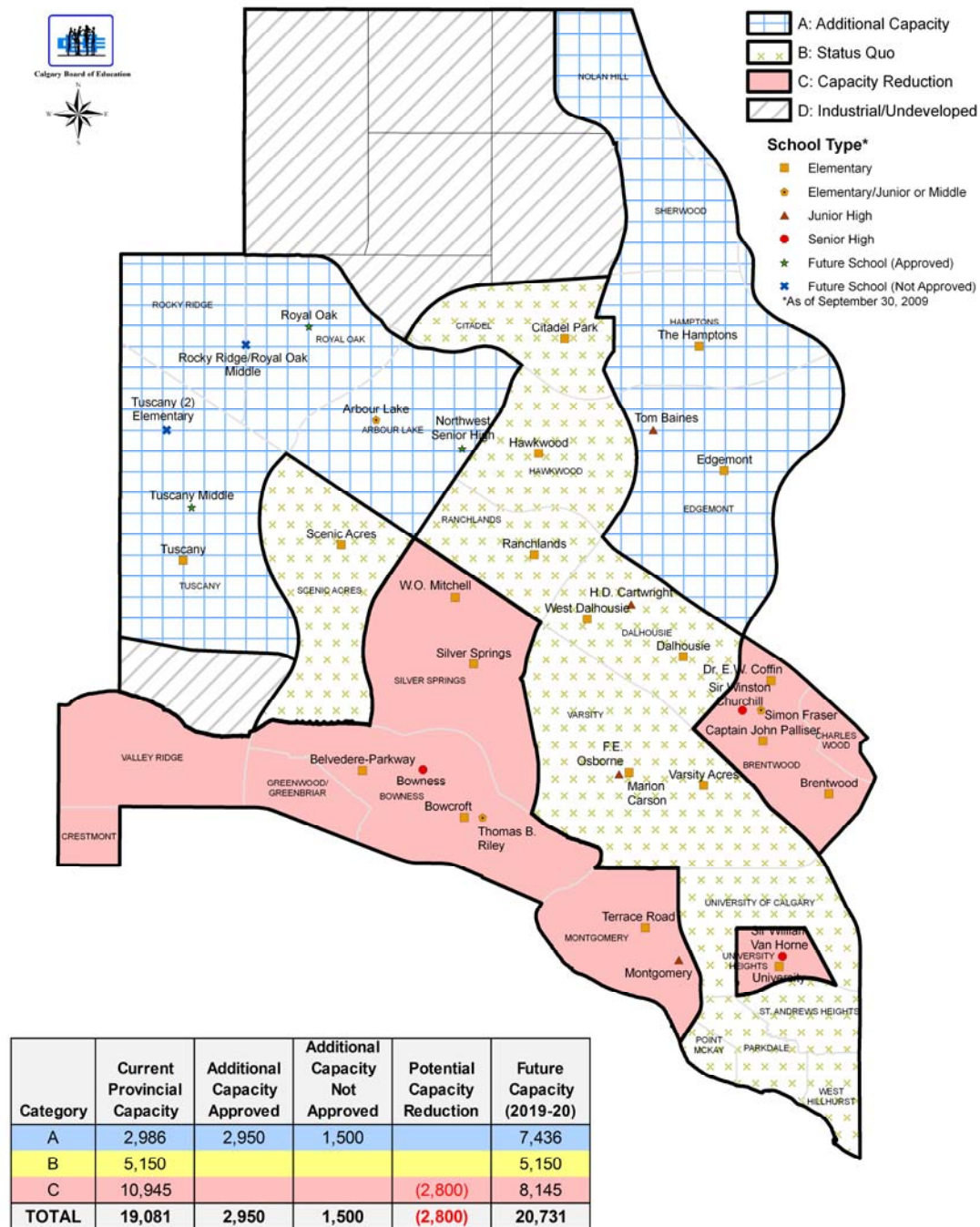
The graph below represents the projected utilization rate for the 2019-2020 school year. Projected capacity includes new schools in the new and developing communities and assumes closures in communities with excess capacity (see section 1.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected



1.3 Capacity

Areas have been divided into four categories – A: additional capacity, B: status quo, C: capacity reduction, D: industrial/undeveloped. Residential districts with excess capacity have been identified using CBE’s planning principles recognizing the need to maintain schools in mature neighbourhoods. Communities with potential excess capacity are analyzed in detail following the map.



Sir William Van Horne High School is located in University Heights. The school has been approved to close on June 30, 2011. The provincial capacity of Sir William Van Horne High School is 965 student spaces.

There are two elementary schools in the residential district of Silver Springs that accommodate kindergarten to grade six students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

There are five schools in the residential districts of Bowness and Montgomery that accommodate kindergarten to grade nine students. Three schools are needed to accommodate kindergarten to grade nine regular program students over the long term.

There are two elementary schools in the residential districts of Brentwood and Charleswood that accommodate kindergarten to grade six regular program students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

Area I Alternative Programs with Enrolment of 100+ Students
Traditional Learning Centres – Brentwood and Thomas B. Riley
French Immersion – Varsity Acres
Spanish Bilingual – Dalhousie
German Bilingual – Bowcroft, Thomas B. Riley
Montessori – Captain John Palliser

Expansion of existing alternative programs and new alternative programs will be considered on an annual basis.

Area I Specialized Programs with Enrolment of 50+ Students
Start Outreach
West View Secondary
Wood's Homes

System Student
Accommodation
Planning Criteria

*balance among
equity, access,
excellence and
choice*

*minimum
disruption*

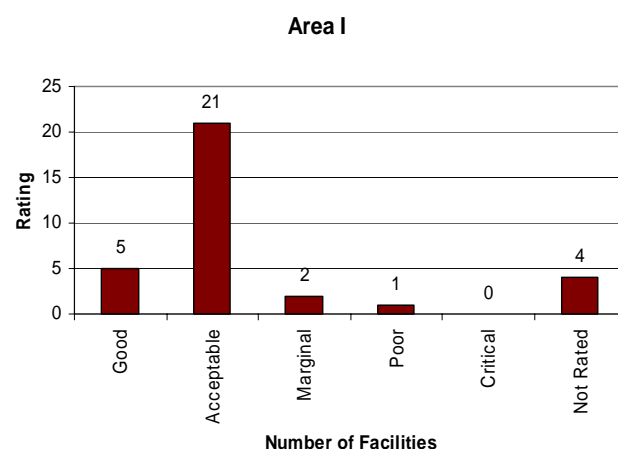
*learning
continuum*

*schools and
programs in
the right places*

1.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area I are shown in the chart.



Area I				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Arbour Lake	820	98%	2007	Not Rated
Belvedere Bungalow	25	Leased	1932	Acceptable
Belvedere-Parkway	615	82%	1957	Acceptable
Bowcroft	498	64%	1952	Acceptable
Bowness	1,525	91%	1955	Marginal
Brentwood	645	110%	1962	Acceptable
Captain John Palliser	603	65%	1964	Acceptable
Citadel Park	473	93%	2006	Not Rated
Dalhousie	532	90%	1970	Acceptable
Dr. E.W. Coffin	204	82%	1974	Acceptable
Edgemont	631	99%	1990	Acceptable
F.E. Osborne	780	85%	1967	Acceptable
H.D. Cartwright	534	78%	1971	Acceptable
Hamptons, The	209	81%	1999	Good
Hawkwood	614	80%	1992	Good
Jerry Potts	391	Leased	1971	Acceptable
Marion Carson	504	95%	1968	Acceptable
Montgomery	742	48%	1953	Poor
Parkdale	718	Admin	1954	Acceptable
Ranchlands	585	64%	1980	Acceptable
Scenic Acres	175	105%	2005	Not Rated
Silver Springs	309	61%	1976	Acceptable
Simon Fraser	663	103%	1964	Marginal
Sir William Van Horne	965	46%	1967	Acceptable
Sir Winston Churchill	2,015	100%	1968	Acceptable
Terrace Road	301	45%	1952	Acceptable
Thomas B. Riley	664	56%	1967	Acceptable

Condition Rating

Good

Meets all present requirements; no deficiencies.

Acceptable

Meets present requirements, has minor deficiencies.
Average operating/maintenance costs.

Marginal

Meets minimum requirements; has significant deficiencies.
May have above average operating maintenance costs.

Poor

Does not meet requirements, has significant deficiencies.
May have high operating/maintenance costs.

Critical

Unsafe; high risk of injury or critical system failure.

Not Rated

Not Rated by RECAPP.

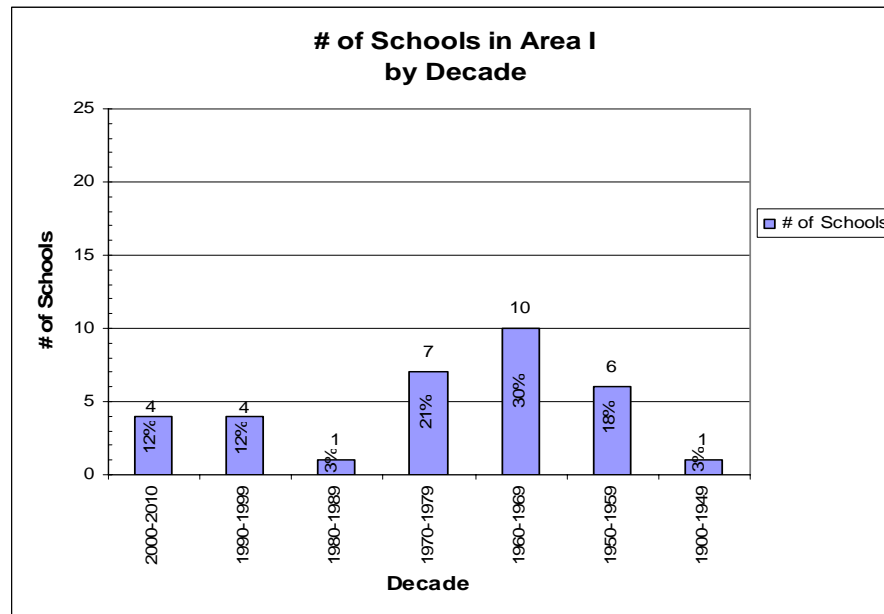
Area I				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Tom Baines	714	116%	1996	Good
Tuscany	612	101%	2006	Not Rated
University	759	45%	1967	Acceptable
Varsity Acres	580	87%	1965	Acceptable
W.O. Mitchell	505	51%	1977	Good
West Dalhousie	373	88%	1976	Good



Bowness High School

1.5 Modernization Needs

There are currently 33 facilities in Area I, 17 of these facilities are 40 years old or older.



Bowness High School and Thomas B. Riley School have been identified for major modernizations in the School Capital Plan (2011-2014).

Priority	School	Project Description	Cost (2009 prices)
2	Bowness	Upgrades to facility site, building envelope, interior spaces, mechanical, and electrical systems, barrier free	\$29 million
5	Thomas B. Riley	Upgrades to interior spaces, mechanical and electrical systems	\$14 million

1.6 Modular Units

As part of the Three-Year Modular Accommodation Strategy the following are planned to be undertaken for Area I schools:

- Demolish three portables at Dalhousie School and replace with four new modular units.
- Demolish three portables at Ranchlands School without replacement.
- Demolish two portables at H.D. Cartwright School without replacement.

Future new modular units, modular moves, and demolitions in this Area will be on an as required basis.



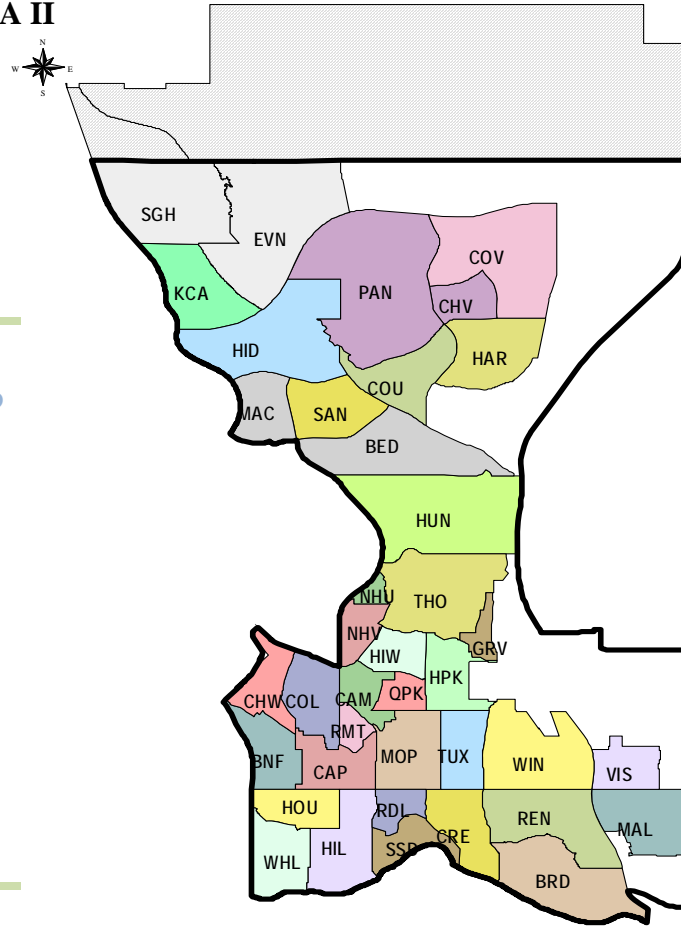
Arbour Lake School

AREA II

Change in Population April 2008 to April 2009 (+/- 100)

Panorama Hills +2,156
Evanston +848
Hillhurst +741
Coventry Hills +628
Kincora +485
Country Hills Village +346
Sage Hill +189
Crescent Heights +131
Capitol Hill +120
Vista Heights +110

Bridgeland/Riverside -101
Mount Pleasant -124
Highland Park -125



2.1 Population

Area II is comprised of 39 residential communities located in the northern area of the City. Within Area II, many communities closest to the City core are experiencing slow or declining growth, whereas the new and developing areas are experiencing high growth rates.

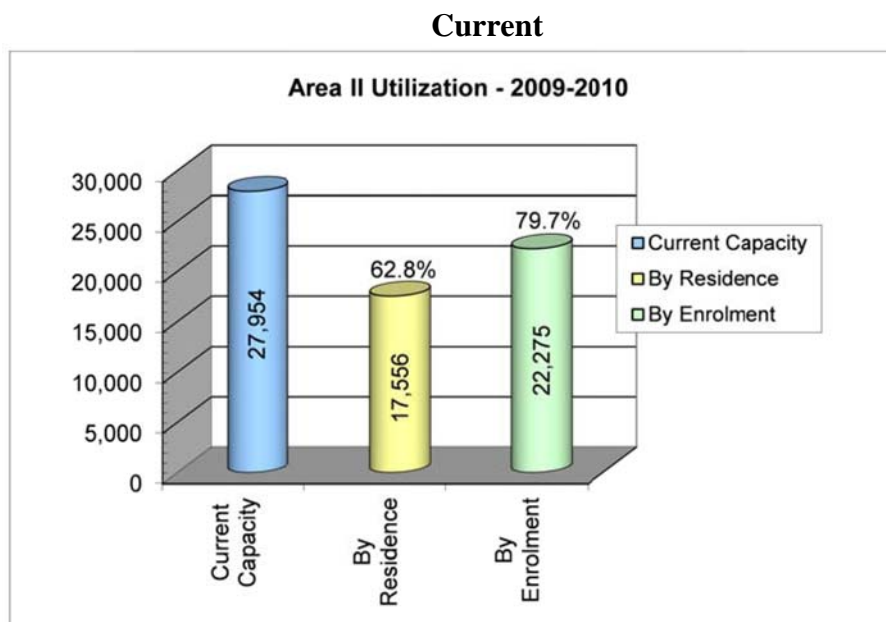
The new and developing communities are expected to increase approximately 19,800-23,700 new residents over the next five years.

New and Developing Community	2009 Population	Projected Population	Occupied Housing Units	Projected Housing Units	% Build-Out Based On Housing Units
Country Hills	3,684	4,600	1,412	1,420	99%
Coventry Hills/Country Hills Village	17,899	16,600	6,389	6,890	93%
Evanston	4,599	19,350	1,476	6,980	21%
Kincora	3,385	6,950	1,075	2,350	46%
Panorama Hills	16,444	24,950	5,092	8,630	59%
Sage Hill	267	19,050	97	7,740	1%
Total	46,278	91,500	9,152	34,010	

2.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” identifies the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” identifies the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2009 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1. In Area II, there are 266,649 square metres of operating school space accommodating 22,275 full-time equivalent students.



**Projected Capacity
Includes:**

Additional Capacity
Approved

Coventry Hills 5-9
(900)

Panorama Hills 5-9
(900)

Additional Capacity
Not Approved

Evanston k-4 (600)

Kincora k-4 (600)

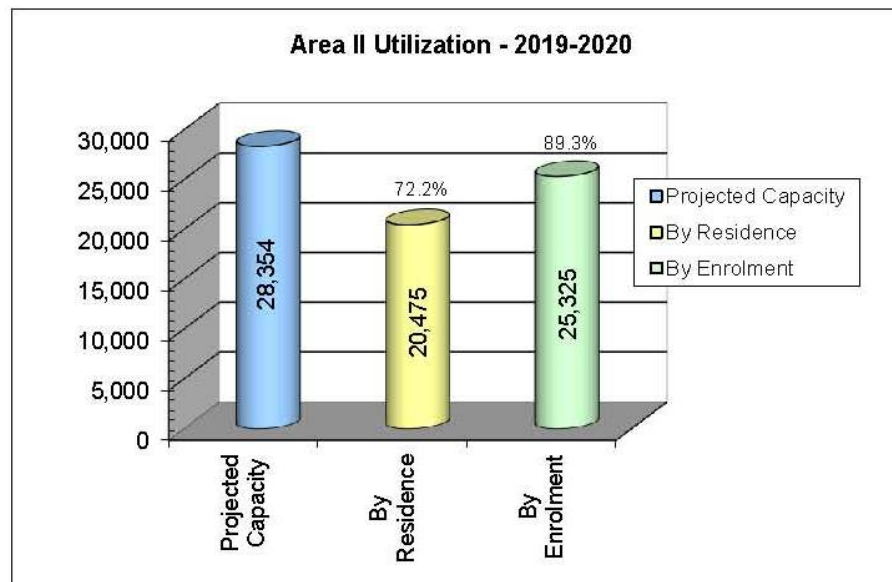
Panorama Hills (2)
k-4 (600)

Evanston 5-9 (900)

City of Calgary population growth in Area II is projected to increase between 35,300-41,200 people capturing 18.8% of the total growth in the new and developing areas over the next decade.

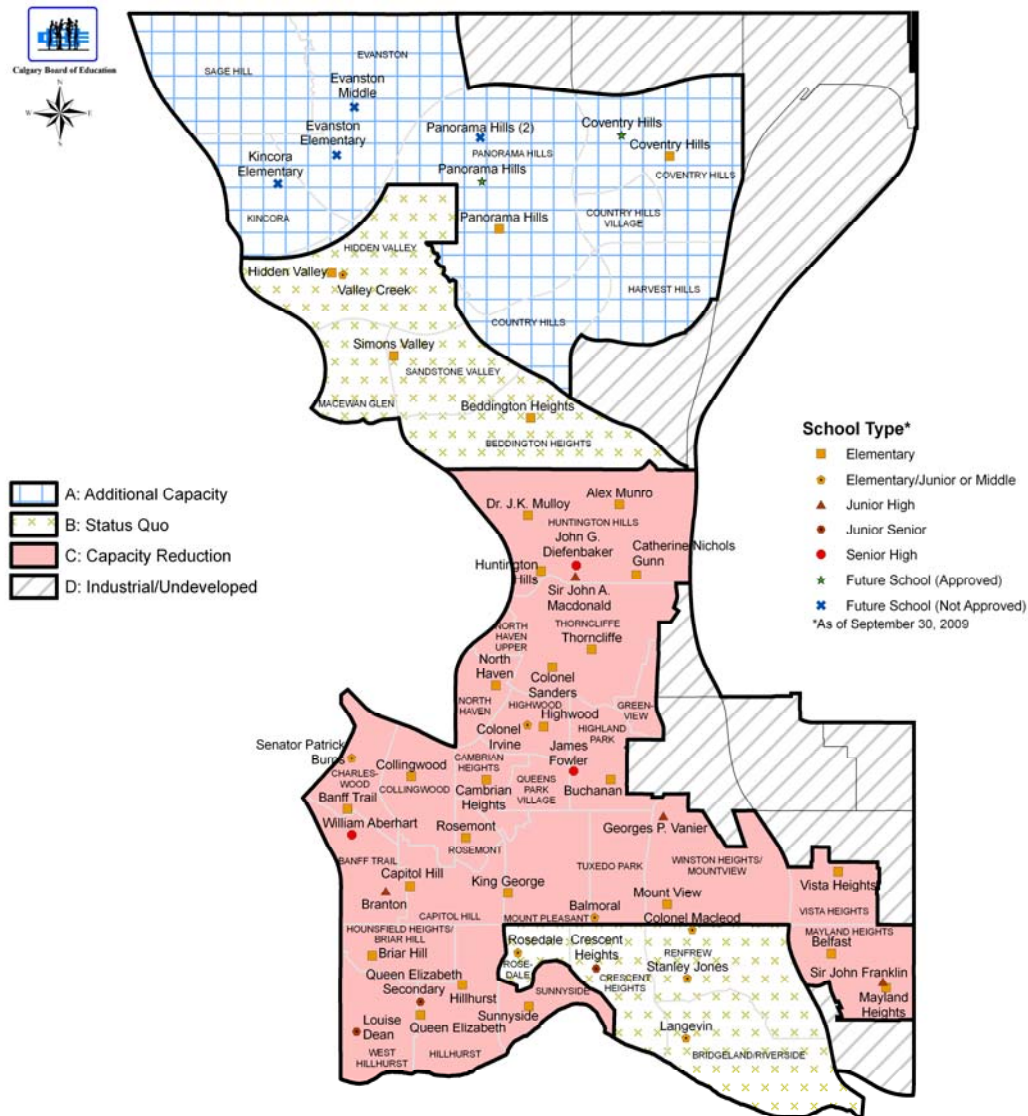
The graph below represents the projected utilization rate for the 2019-2020 school year. Projected capacity includes new schools in the new and developing communities and assumes closures in communities with excess capacity (see section 2.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected



2.3 Capacity

Areas have been divided into four categories – A: additional capacity, B: status quo, C: capacity reduction, D: industrial/undeveloped. Residential districts with excess capacity have been identified using CBE’s planning principles recognizing the need to maintain schools in mature neighbourhoods. Communities with potential excess capacity are analyzed in detail following the map.



Category	Current Provincial Capacity	Additional Capacity Approved	Additional Capacity Not Approved	Potential Capacity Reduction	Future Capacity (2019-20)
A	1,115	1,800	2,700		5,615
B	6,768				6,768
C	20,071			(4,100)	15,971
TOTAL	27,954	1,800	2,700	(4,100)	28,354

Potential capacity reduction is over the time period 2010-2019

System Student
Accommodation
Planning Criteria

*balance
among equity,
access,
excellence and
choice*

*minimum
disruption*

*learning
continuum*

*schools and
programs in
the right
places*

There are three elementary schools in the residential districts of Mayland Heights and Vista Heights. Two schools will be needed to accommodate kindergarten to grade six regular program students over the long term.

There are four elementary schools in the residential districts of Rosemont, Capitol Hill, North Haven and Cambrian Heights that accommodate regular program students. Two schools will be needed to accommodate kindergarten to grade six regular program students over the long term.

There are four elementary schools in the residential districts of Hillhurst, West Hillhurst, Briar Hill and Sunnyside that accommodate regular program students. Three schools will be needed to accommodate kindergarten to grade six regular program students over the long term.

There are four elementary schools in the residential district of Huntington Hills that accommodate regular program students. Two schools will be needed to accommodate kindergarten to grade six regular program students over the long term.

There are three junior high schools offering French Immersion programming in Area II and none in Area I. There may be an opportunity to accommodate Area I junior high students in an Area I school which would result in excess capacity in Area II schools.

There are five high schools in Area II. When the northwest high school opens in Area I and the northeast high school opens in Area III, there will be excess capacity in Area II high schools.

Area II Alternative Programs with Enrolment of 100+ Students

Science - Langevin

Traditional Learning Centres - Thorncliffe, Colonel Sanders, Highwood, Balmoral, Crescent Heights

French Immersion – Banff Trail, Hidden Valley, Highwood, King George,

Mayland Heights, Valley Creek, Georges P. Vanier, Branton, William Aberhart

Spanish Bilingual – Collingwood, Senator Patrick Burns, William Aberhart

Arts Centred Learning – Sir John Franklin, James Fowler

Expansion of existing alternative programs and new alternative programs will be considered on an annual basis.

Area II Specialized Programs with Enrolment of 50+ Students

Louise Dean

Children's Village

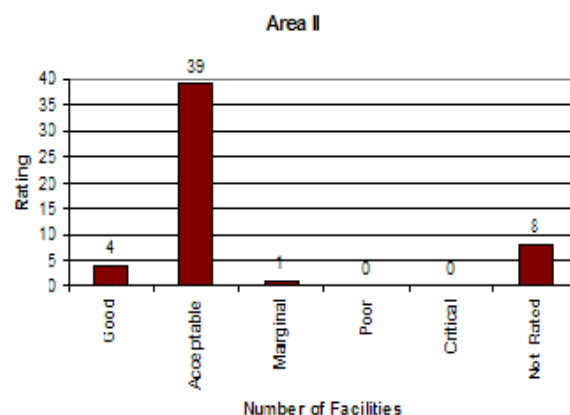
Christine Meikle

2.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area II are shown in the chart.

Area II				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Alex Munro	410	74%	1971	Acceptable
Balmoral Bungalow	56	Admin	1913	Not Rated
Balmoral	641	90%	1913	Acceptable
Banff Trail	406	75%	1959	Acceptable
Beddington Heights	545	66%	1980	Acceptable
Belfast	251	85%	1960	Acceptable
Branton	764	94%	1956	Acceptable
Briar Hill	301	63%	1954	Acceptable
Buchanan	303	52%	1950	Acceptable
Cambrian Heights	383	100%	1957	Acceptable
Capitol Hill	302	65%	1950	Acceptable
Catherine Nichols Gunn	413	97%	1972	Acceptable
Christine Meikle	188	126%	1957	Acceptable
Collingwood	552	65%	1959	Acceptable
Colonel Irvine	903	72%	1956	Acceptable
Colonel Macleod	686	69%	1956	Acceptable
Colonel Sanders	301	129%	1955	Acceptable
Coventry Hills	637	81%	2005	Not Rated
Crescent Heights	2,150	76%	1928	Acceptable
Dr. J.K. Mulloy	501	59%	1969	Acceptable
Georges P. Vanier	685	59%	1960	Marginal
Greenview	607	Leased	1961	Acceptable
Hidden Valley	383	118%	2003	Not Rated
Highwood	350	90%	1966	Acceptable
Hillhurst	404	47%	1912	Acceptable
Huntington Hills	319	64%	1968	Acceptable
James Fowler	1,980	79%	1962	Acceptable
John G. Diefenbaker	1,300	113%	1971	Acceptable



Condition Rating

Good

Meets all present requirements; no deficiencies.

Acceptable

Meets present requirements, has minor deficiencies.
Average operating/maintenance costs.

Marginal

Meets minimum requirements; has significant deficiencies.
May have above average operating maintenance costs.

Poor

Does not meet requirements, has significant deficiencies.
May have high operating/maintenance costs.

Critical

Unsafe; high risk of injury or critical system failure.

Not Rated

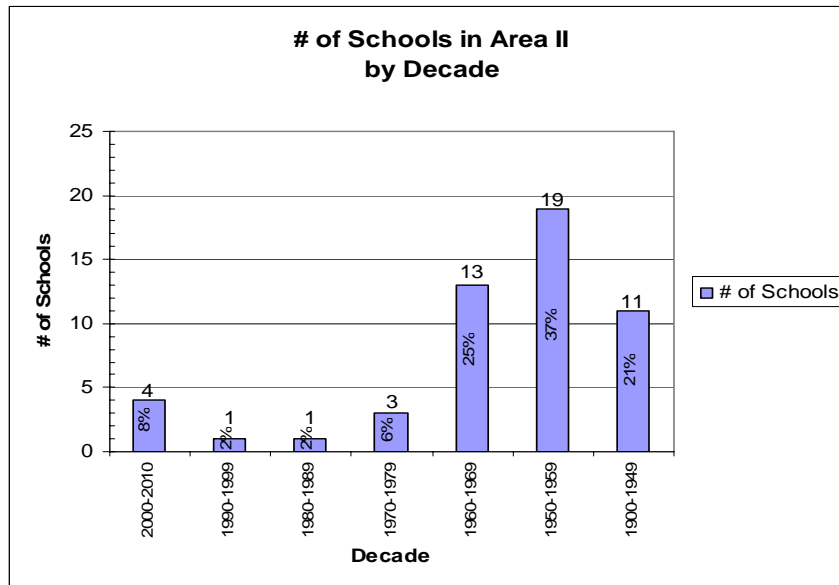
Not Rated by RECAPP.

Ten-Year System Student Accommodation and Facilities Strategy (2010-2019)

Area II				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
King George	656	72%	1912	Good
Langevin	666	86%	1955	Acceptable
Louise Dean	210	105%	1954	Acceptable
Mayland Heights	517	80%	1967	Acceptable
Mount View	209	67%	1946	Acceptable
North Haven	411	73%	1964	Acceptable
Panorama Hills	478	60%	2009	Not Rated
Queen Elizabeth	372	47%	1930	Good
Queen Elizabeth High	1,405	85%	1957	Good
Renfrew	324	38%	1954	Not Rated
Riverside Bungalow	55	Admin	1913	Not Rated
Rosedale	216	113%	1955	Good
Rosemont	269	48%	1959	Acceptable
Senator Patrick Burns	955	53%	1961	Acceptable
Simons Valley	610	84%	1991	Acceptable
Sir John A. Macdonald	905	90%	1966	Acceptable
Sir John Franklin	640	55%	1965	Acceptable
Stanley Jones	616	71%	1913	Acceptable
Sunnyside	255	50%	1919	Acceptable
Thornciffe	232	91%	1957	Acceptable
Tuxedo Park	475	Admin	1912	Not Rated
Valley Creek	896	90%	2003	Not Rated
Vista Heights	214	69%	1964	Acceptable
William Aberhart	1,601	93%	1957	Acceptable

2.5 Modernization Needs

There are 52 facilities in Area II, 43 of these facilities are 40 years old or older.



Balmoral School

In Area II, the following modernization projects have been identified in the School Capital Plan (2011-2014):

Priority	School	Project Description	Cost (2009 prices)
8	Senator Patrick Burns	Upgrades to building envelope, interior spaces, mechanical and electrical systems, barrier-free (elevator)	\$14 million
12	James Fowler	Upgrades to interior spaces, mechanical and electrical systems upgrades, hazardous material abatement	\$29 million
16	Dr. J.K. Mulloy	Upgrades to facility site, building envelope, interior spaces, mechanical, and electrical systems, security and safety elements of facility, barrier free items	\$7.5 million
17	Christine Meikle	Upgrades to interior spaces specially focused on barrier free usability	\$7.5 million
19	Sir John A. Macdonald	Upgrades to facility site, building envelope, interior spaces, mechanical, and electrical systems, hazardous material abatement	\$14 million

2.6 Modular Units

As part of the Three-Year Modular Accommodation Strategy (2010-2013), the following are planned to be undertaken for Area II schools:

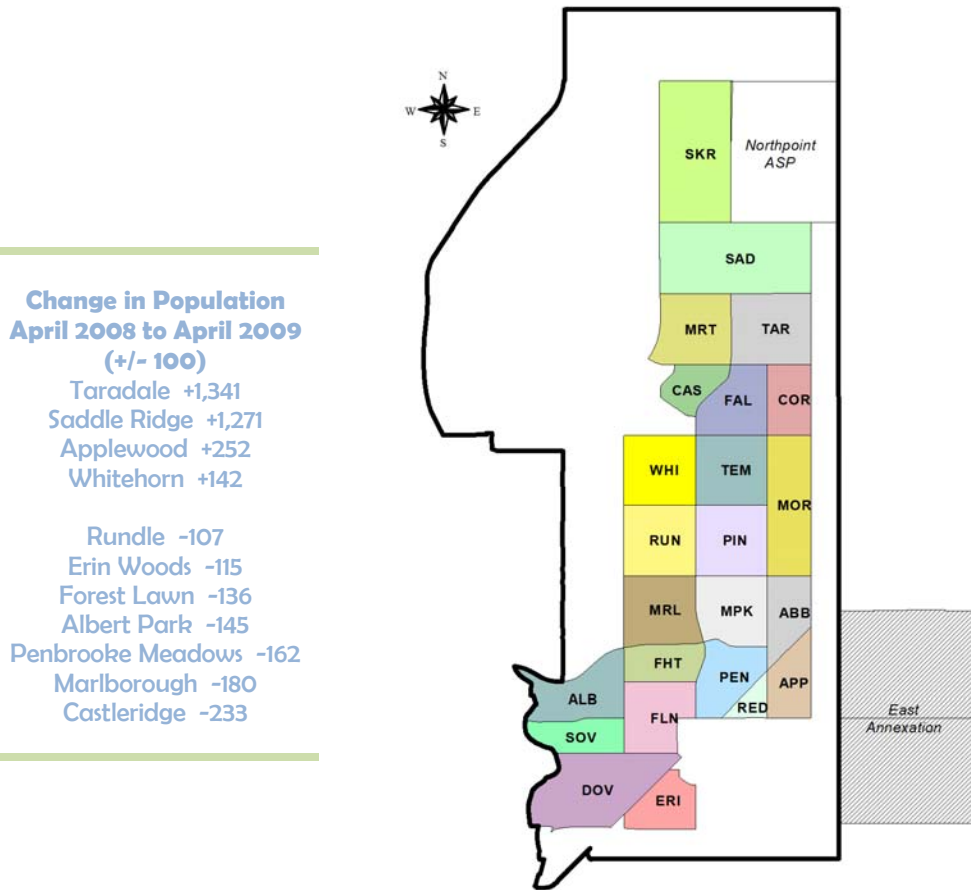
- Demolish four portables at John G. Diefenbaker High School and replace with four new modular units.

Future new modular units, modular moves, and demolitions in this Area will be on an as required basis.



Panorama Hills School

AREA III



3.1 Population

Area III is comprised of 24 residential communities located in the northeast and east area of the City. Within Area III, many of the established communities are experiencing slow or declining growth, whereas the new and developing areas are experiencing high growth rates.

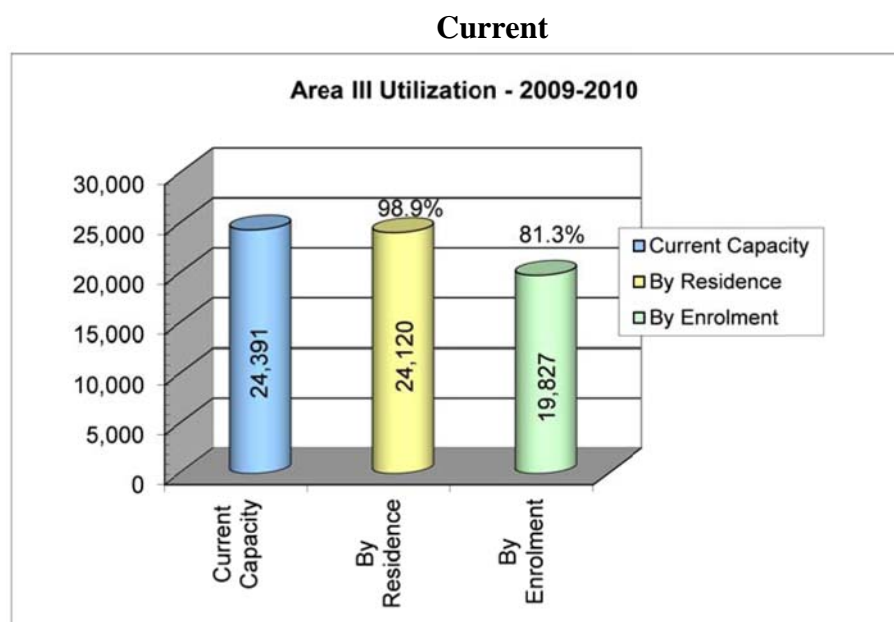
The new and developing communities are expected to increase 13,700-15,000 residents over the next five years.

New and Developing Community	2009 Population	Projected Population	Occupied Housing Units	Projected Housing Units	% Build-Out Based On Housing Units
East Annexation	0	3,700	0	1,215	0%
Northpoint – Other	0	21,750	0	7,250	0%
Saddle Ridge	12,255	23,050	3,116	7,890	40%
Skyview Ranch	26	29,150	11	11,730	0%
Taradale	14,515	15,250	3,886	4,490	87%
Total	26,796	92,900	7,013	32,575	

3.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” identifies the number of students residing in an Area expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” identifies the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

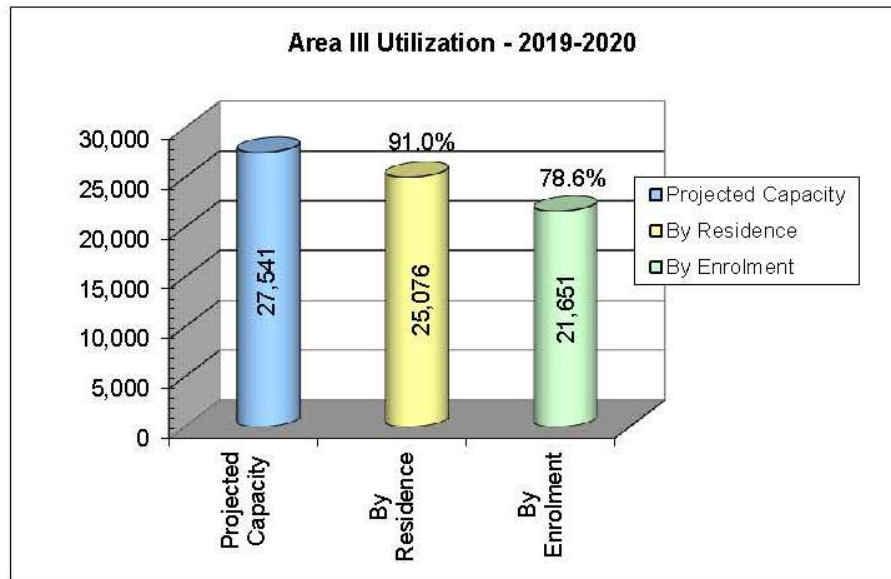
The graph below represents the utilization rate as of September 30, 2009 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment which makes allowance for kindergarten at full-time equivalent and special education students at 3:1. In Area III, there are 215,470 square metres of operating school space accommodating 19,827 full-time equivalent students.



City of Calgary population growth in Area III is projected to increase between 28,900 and 32,200 people capturing 15.0% of the total growth in new and developing areas over the next decade.

The graph below represents the projected utilization rate for the 2019-2020 school year. Projected capacity includes new schools in the new and developing communities and assumes closures in communities with excess capacity (see section 3.3). Projection by enrolment assumes current attendance patterns which are subject to annual review and update.

Projected



Projected Capacity Includes:

Additional Capacity Approved

Saddle Ridge k-3 (550)

Taradale 5-9 (900)

Additional Capacity Not Approved

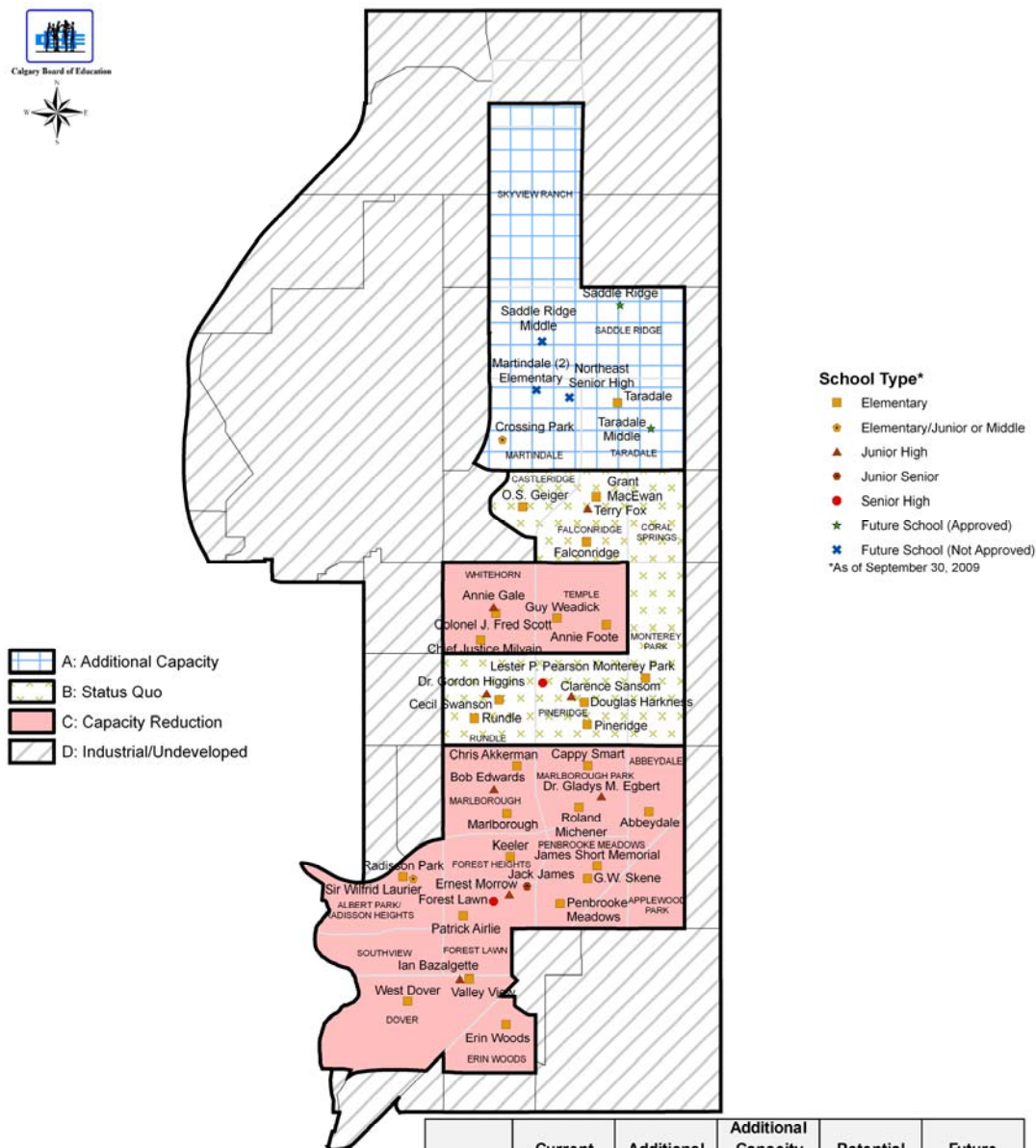
Saddle Ridge 5-9 (900)

Northeast High 10-12
(1800)

Martindale (2) k-4
(600)

3.3 Capacity

Areas have been divided into four categories – A: additional capacity, B: status quo, C: capacity reduction, D: industrial/undeveloped. Residential districts with excess capacity have been identified using CBE’s planning principles recognizing the need to maintain schools in mature neighbourhoods. Communities with potential excess capacity are analyzed in detail following the map.



Potential capacity reduction is over the time period 2010-2019

System Student
Accommodation
Planning Criteria

*balance among
equity, access,
excellence and
choice*

*minimum
disruption*

*learning
continuum*

*schools and
programs in
the right
places*

There are two elementary schools in the residential districts of Forest Lawn and Forest Heights that accommodate kindergarten to grade six students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

There are three elementary schools in the residential district of Penbrooke Meadows that accommodate kindergarten to grade six students. Two schools are needed to accommodate kindergarten to grade six regular program students over the long term.

There are two elementary schools in the residential district of Whitehorn that accommodate kindergarten to grade six students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

There are two elementary schools in the residential district of Temple that accommodate kindergarten to grade six students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

Area III Alternative Programs with Enrolment of 100+ Students

Traditional Learning Centres – Chris Akkerman, Sir Wilfrid Laurier
French Immersion – Bob Edwards, Lester B. Pearson

Expansion of existing alternative programs and new alternative programs will be considered on an annual basis.

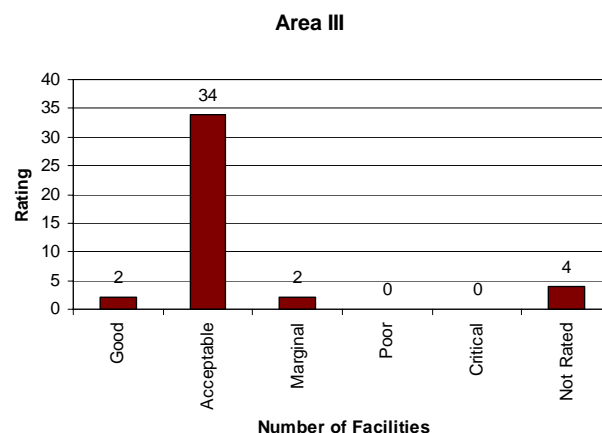
Area III Specialized Programs with Enrolment of 50+ Students

Discovering Choices II

3.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area III are shown in the chart.



Area III				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Abbeydale	450	87%	1980	Acceptable
Annie Foote	473	68%	1980	Acceptable
Annie Gale	747	85%	1983	Acceptable
Bob Edwards	564	90%	1971	Acceptable
Cappy Smart	402	62%	1978	Acceptable
Cecil Swanson	423	80%	1980	Acceptable
Chief Justice Milvain	492	80%	1981	Acceptable
Chris Akkerman	414	132%	1973	Acceptable
Clarence Sansom	747	80%	1982	Acceptable
Colonel J. Fred Scott	446	98%	1976	Acceptable
Crossing Park	1,029	107%	2002	Not Rated
Douglas Harkness	352	68%	1976	Acceptable
Dr. Gladys M. Egbert	695	62%	1976	Acceptable
Dr. Gordon Higgins	614	79%	1976	Acceptable
Erin Woods	479	85%	1982	Acceptable
Ernest Morrow	964	68%	1963	Acceptable
Falconridge	546	96%	1980	Acceptable
Forest Lawn	2,216	77%	1968	Acceptable
G.W. Skene	417	61%	1978	Acceptable
Grant MacEwan	575	89%	1988	Acceptable
Guy Weadick	418	71%	1973	Acceptable
Harold W. Riley	310	Admin	1972	Acceptable
Ian Bazalgette*	662	63%	1960	Marginal
Jack James	885	87%	1980	Acceptable
James Short Memorial	423	80%	1972	Acceptable
Keeler	344	89%	1962	Acceptable
Lester B. Pearson	1,715	90%	1989	Acceptable
Marlborough	494	91%	1968	Acceptable

Condition Rating

Good

Meets all present requirements; no deficiencies.

Acceptable

Meets present requirements, has minor deficiencies.
Average operating/maintenance costs.

Marginal

Meets minimum requirements; has significant deficiencies.
May have above average operating maintenance costs.

Poor

Does not meet requirements, has significant deficiencies.
May have high operating/maintenance costs.

Critical

Unsafe; high risk of injury or critical system failure.

Not Rated

Not Rated by RECAPP.

Area III				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Monterey Park	626	98%	2003	Not Rated
Mountain View	421	Leased	1958	Acceptable
O.S. Geiger	483	93%	1983	Acceptable
Patrick Airle	246	90%	1957	Acceptable
Penbrooke Meadows	376	63%	1971	Acceptable
Pineridge	432	68%	1978	Good
Radisson Park	400	74%	2006	Not Rated
Roland Michener	372	60%	1976	Acceptable
Rundle	482	88%	1978	Acceptable
Sir Wilfrid Laurier	593	71%	1966	Acceptable
Taradale	640	110%	2009	Not Rated
Terry Fox	743	105%	1994	Good
Valley View	633	49%	1959	Marginal
West Dover	412	80%	1971	Acceptable

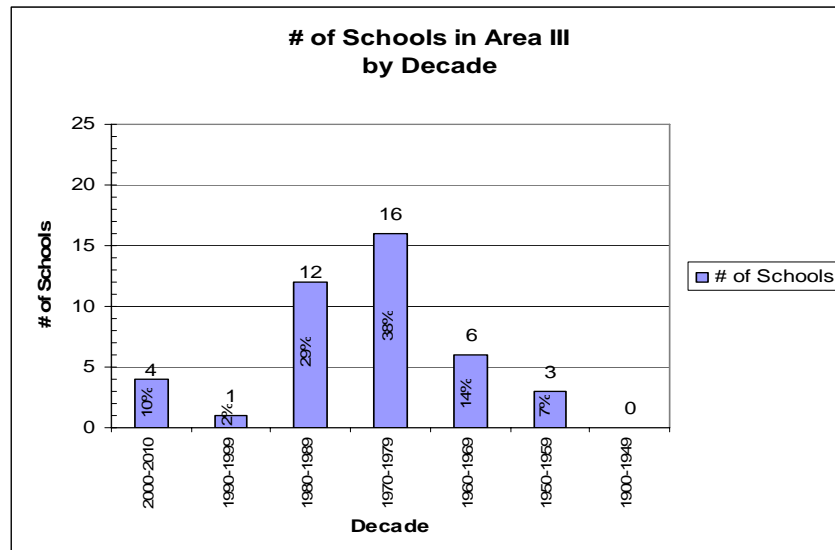
*School was modernized after RECAPP rating was established



Forest Lawn High School

3.5 Modernization Needs

There are 42 facilities in Area III, 9 of these facilities are 40 years old or older.



In Area III, three schools have been identified for modernization:

Priority	School	Project Description	Cost (2009 prices)
4	Jack James	Upgrades to interior spaces, mechanical and electrical systems, and hazardous material abatement	\$29 million
13	Ernest Morrow	Upgrades to facility site, interior spaces, mechanical and electrical systems	\$14 million
15	Sir Wilfrid Laurier	Upgrades to interior spaces, mechanical, and electrical systems, CTS spaces, security and safety elements of facility	\$14 million

3.6 Modular Units

As part of the Three-Year Modular Accommodation Strategy, the following are planned to be undertaken for Area III schools:

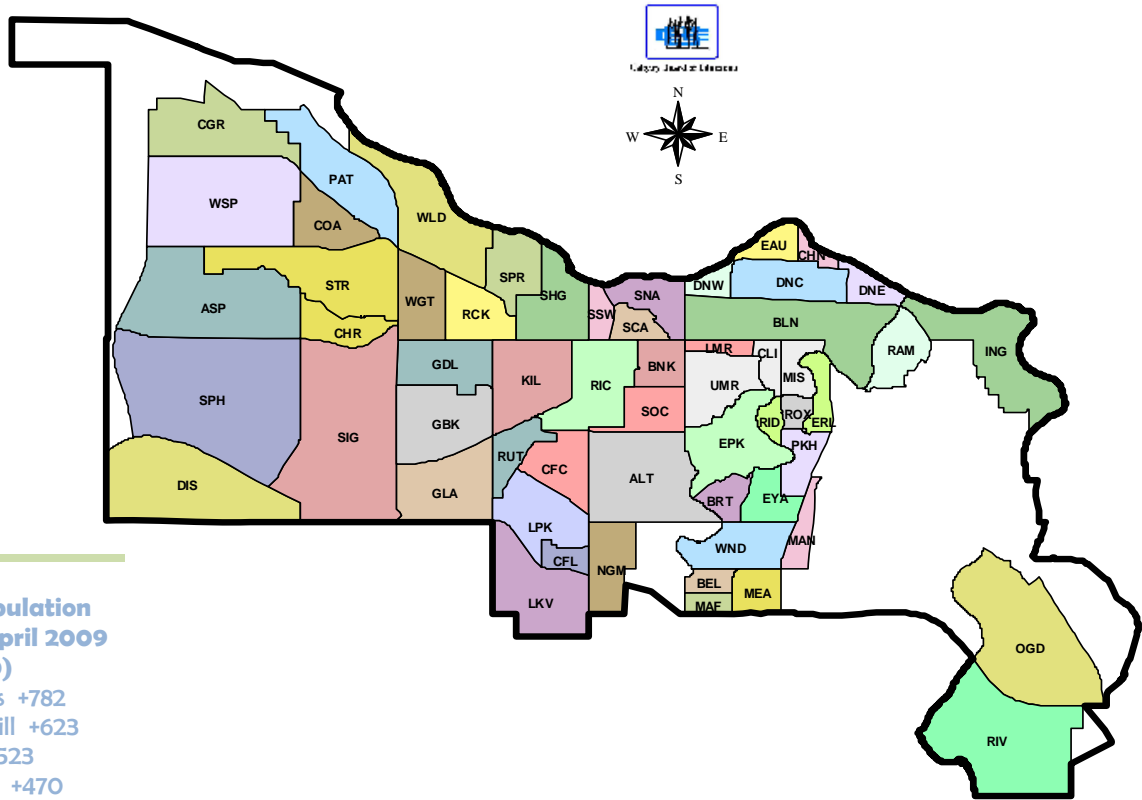
- Demolish four relocatables at Abbeydale School and replace with two existing relocatable units.
- Demolish two portables at Roland Michener School without replacement.

Future new modular units, modular moves, and demolitions in this Area will be on an as required basis.



Taradale School

AREA IV



Change in Population April 2008 to April 2009 (+/- 100)

Aspen Woods	+782
Springbank Hill	+623
Beltline	+523
West Springs	+470
Cougar Ridge	+292
Spruce Cliff	+247
CFB Lincoln Park	+188
Discovery Ridge	+179
Killarney/Glengarry	+149
Downtown East Village	+132
Altadore	+129
Sunalta	+125
Mission	+113
Bankview	-120
Glenbrook	-141
Downtown Core	-168
Downtown West	-346

4.1 Population

Area IV is comprised of 58 communities located in the southwest and southeast part of the City. Within Area IV, many communities closest to the City core are experiencing slow or declining growth, whereas the new and developing areas are experiencing high growth rates.

The new and developing communities are expected to increase approximately 8,600-9,500 residents over the next five years.

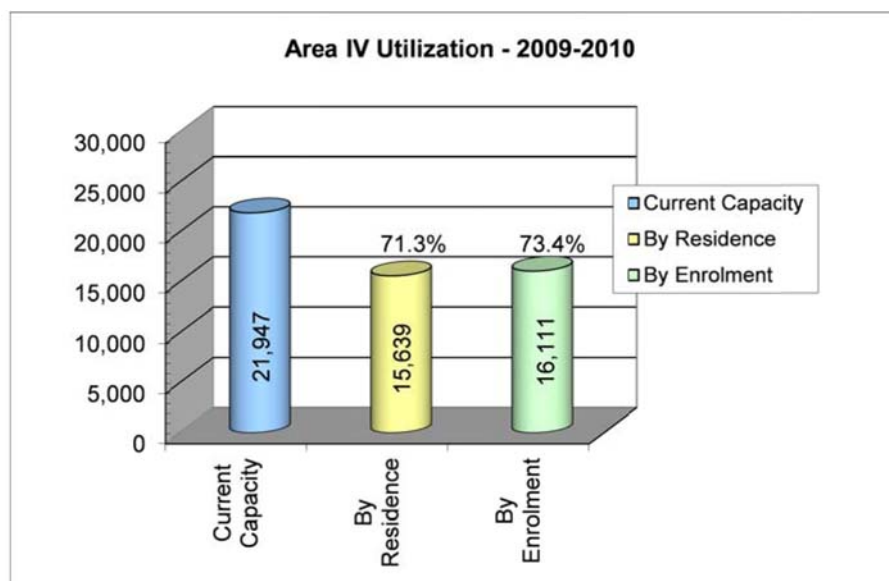
New and Developing Community	2009 Population	Projected Population	Occupied Housing Units	Build-Out Housing Units	% Build-Out Based On Housing Units
Aspen Woods	2,830	9,900	901	3,700	24%
Cougar Ridge	5,525	7,500	1,836	2,640	70%
Discovery Ridge	4,286	5,500	1,586	1,860	85%
Springbank Hill	7,875	13,700	2,646	4,870	54%
West Springs	6,654	12,650	2,188	4,480	49%
Total	27,170	49,250	9,157	17,550	

4.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” identifies the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” identifies the number of students attending schools in an Area, expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

The graph below represents the utilization rate as of September 30, 2009 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment, which makes allowance for kindergarten at full-time equivalent and special education students at 3:1. In Area IV, there are 199,999 square metres of operating school space accommodating 16,111 full time equivalent students.

Current



**Projected Capacity
Includes:**

Additional Capacity
Approved

West Springs k-6 (550)

Ernest Manning High
10-12 (1800)

Additional Capacity
Not Approved

Cougar Ridge k-4 (600)

West Springs/Cougar
Ridge 5-9 (900)

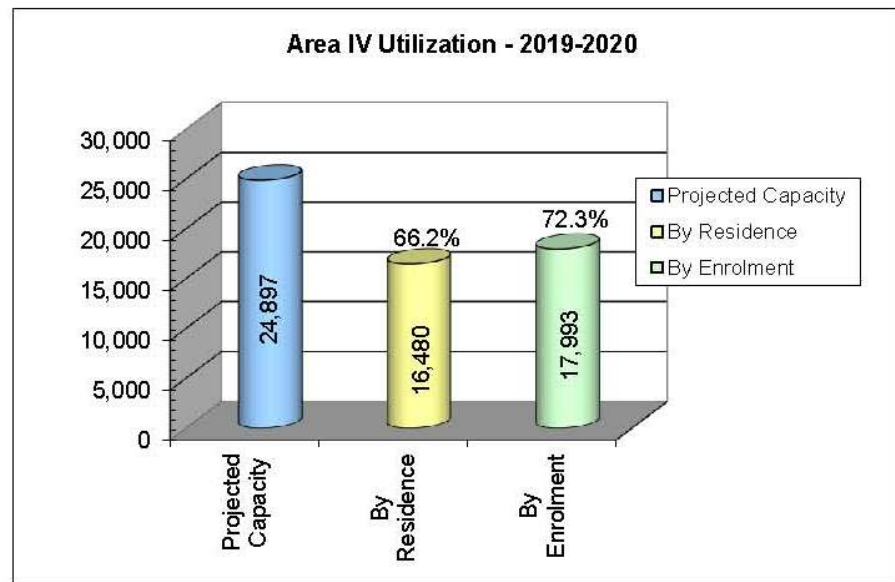
Springbank Hill k-4
(600)

Springbank Hill/
Discovery Ridge 5-9
(900)

City of Calgary population growth in Area IV is projected to increase between 15,300 and 18,200 people capturing 8.2% of the total growth in new and developing areas over the next decade.

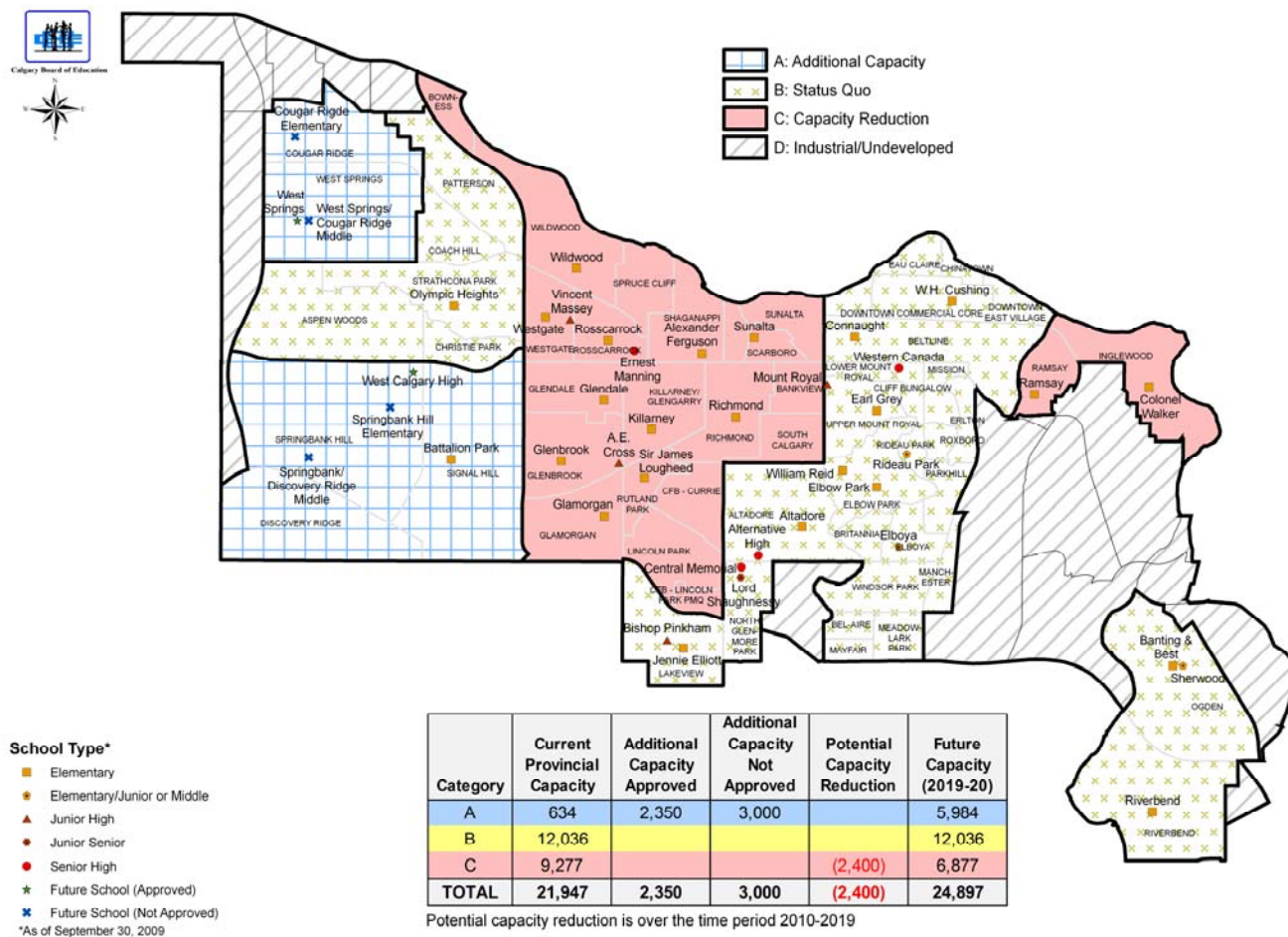
The graph below represents the projected utilization rate for the 2019-2020 school year. Projected capacity includes new schools in the new and developing communities and assumes closures in communities with excess capacity (see section 4.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected



4.3 Capacity

Areas have been divided into four categories – A: additional capacity, B: status quo, C: capacity reduction, D: industrial/undeveloped. Residential districts with excess capacity have been identified using CBE’s planning principles recognizing the need to maintain schools in mature neighbourhoods. Communities with potential excess capacity are analyzed in detail following the map.



System Student
Accommodation
Planning Criteria

*balance among
equity, access,
excellence and
choice*

*minimum
disruption*

*learning
continuum*

*schools and
programs in the
right places*

Within Area IV (south of the Bow River, west of Crowchild Trail, east of Sarcee Trail and north of Glenmore Trail) there are five schools that accommodate kindergarten to grade six regular program students. Three schools are needed to accommodate kindergarten to grade six regular program students over the long term even with the increased density of the Canada Lands redevelopment.

There are two elementary schools in the residential districts of Bankview, Richmond, South Calgary and Sunalta that accommodate kindergarten to grade six regular program students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

There are two elementary schools in the residential districts of Inglewood and Ramsay that accommodate kindergarten to grade six regular program students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

Area IV Alternative Programs with Enrolment of 100+ Students

Traditional Learning Centre – Glamorgan

French Immersion – William Reid, Westgate, Elboya, Bishop Pinkham, Western Canada

Spanish Bilingual – Westgate

Montessori – Killarney

Piitoayis Family School – Colonel Walker

Juno Beach Academy of Canadian Studies – Lord Shaughnessy

National Sport Academy - Central Memorial

Expansion of existing alternative programs and new alternative programs will be considered on an annual basis.

Area IV Specialized Programs with Enrolment of 50+ Students

National Sport School

Home Education

Discovering Choices

Westbrook Outreach

Dr. Oakley

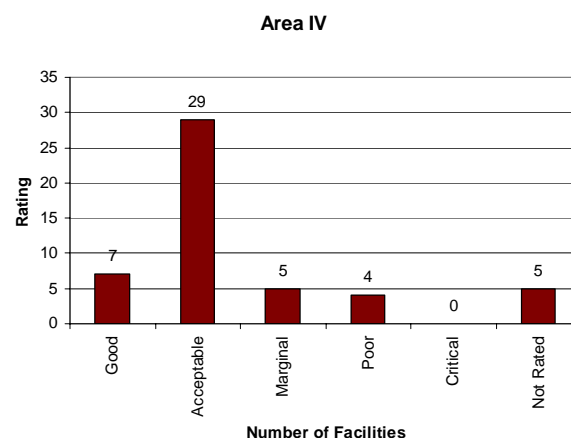
Emily Follensbee

4.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools in Area IV are shown in the chart.

Area IV				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
A.E. Cross	1,066	58%	1964	Good
Alexander Ferguson	227	91%	1956	Acceptable
Altadore	301	88%	1952	Acceptable
Alternative	170	125%	1956	Acceptable
Banting and Best	304	78%	1980	Good
Battalion Park	634	101%	2007	Not Rated
Bel-Aire	131	Leased	1965	Good
Bishop Pinkham	797	60%	1964	Acceptable
Central Memorial	1,795	98%	1968	Acceptable
Clem Gardner	738	Leased	1965	Good
Colonel Walker	783	30%	1912	Acceptable
Connaught*	593	31%	1911	Good
Dr. Carl Safran	470	Admin	1908	Not Rated
Dr. Oakley	679	20%	1959	Acceptable
Earl Grey	274	68%	1952	Acceptable
Elbow Park	248	85%	1919	Acceptable
Elboya	442	114%	1953	Marginal
Emily Follensbee	375	54%	1964	Acceptable
Erlton	40	Admin	1961	Not Rated
Ernest Manning	1,771	72%	1964	Marginal
Glamorgan	655	49%	1958	Good
Glenbrook	500	51%	1959	Acceptable
Glendale	305	85%	1956	Acceptable
Glenmeadows	317	Leased	1959	Acceptable
Jennie Elliott	649	77%	1962	Acceptable
Killarney	324	53%	1954	Acceptable
King Edward	923	Closed	1910	Not Rated
Knob Hill	253	Leased	1959	Marginal



Condition Rating

Good

Meets all present requirements; no deficiencies.

Acceptable

Meets present requirements, has minor deficiencies.
Average operating/maintenance costs.

Marginal

Meets minimum requirements; has significant deficiencies.
May have above average operating maintenance costs.

Poor

Does not meet requirements, has significant deficiencies.
May have high operating/maintenance costs.

Critical

Unsafe; high risk of injury or critical system failure.

Not Rated

Not Rated by RECAPP.

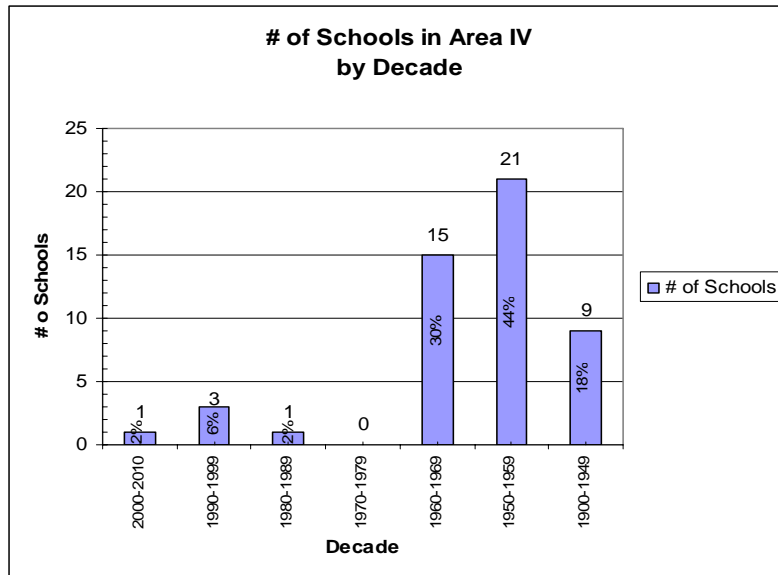
Ten-Year System Student Accommodation and Facilities Strategy (2010-2019)

Area IV				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Lakeview	450	Leased	1961	Poor
Lord Shaughnessy	970	21%	1966	Acceptable
Mount Royal	438	67%	1952	Acceptable
Ogden	619	Leased	1961	Good
Olympic Heights	630	107%	1991	Acceptable
Ramsay	302	29%	1913	Acceptable
Richmond	303	49%	1950	Poor
Rideau Park	442	117%	1930	Acceptable
Riverbend	548	69%	1995	Acceptable
Rosscarrock	394	39%	1960	Acceptable
Sherwood	993	54%	1956	Marginal
Sir James Loughheed	227	44%	1957	Acceptable
Spruce Cliff	276	Leased	1963	Poor
Sunalta	605	59%	1922	Acceptable
Vincent Massey	930	71%	1955	Poor
Viscount Bennett	1821	Leased/Admin	1954	Acceptable
W.H. Cushing Workplace	125	70%	1996	Not Rated
Western Canada	2,180	98%	1928	Acceptable
Westgate	675	83%	1960	Acceptable
Wildwood	552	91%	1956	Acceptable
William Reid	224	92%	1954	Acceptable
Windsor Park	198	Leased/Admin	1956	Good

*School was modernized after RECAPP rating was established

4.5 Modernization Needs

There are currently 50 facilities in Area IV, 45 of these facilities are 40 years old or older.



Colonel Walker School

In Area IV, four schools have been identified for replacement or modernization in the School Capital Plan (2011-2014).

Priority	School	Project Description	Cost (2009 prices)
1	Lord Shaughnessy	Upgrades to interior spaces, mechanical and electrical systems, hazardous material abatement	\$6 million
11	Altadore	Upgrades to interior spaces, mechanical and electrical systems, barrier-free	\$14 million
14	Sherwood	Upgrades to facility site, building envelope, interior spaces, mechanical, and electrical systems, CTS equipment	\$14 million
18	A.E. Cross	Upgrades to building envelope, interior spaces, mechanical, and electrical systems, hazardous material abatement, barrier free items	\$14 million

4.6 Modular Units

Future new modular units, modular moves, and demolitions in this Area will be on an as required basis.



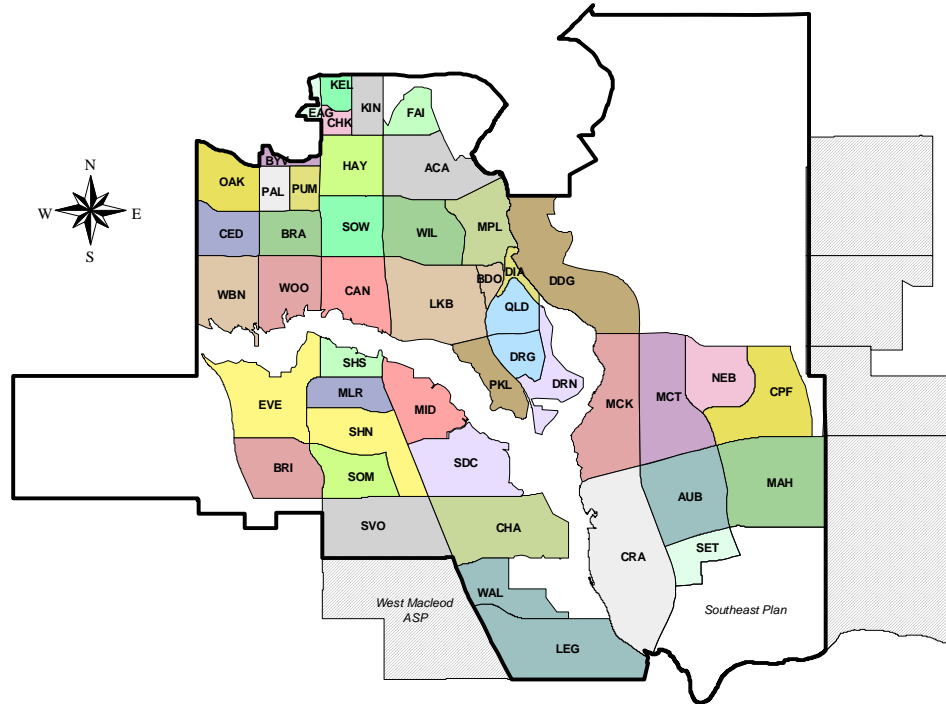
Battalion Park School

AREA V

Change in Population April 2008 to April 2009 (+/- 100)

Silverado +1,312
Cranston +1,262
New Brighton +1,200
Auburn Bay +1,142
Evergreen +1,125
Bridlewood +1,022
McKenzie Towne +950
Copperfield +937
Chaparral +886
Haysboro +400
Millrise +363
Lake Bonavista +279

Pump Hill -101
Deer Run -103
Acadia -123
McKenzie Lake -164



5.1 Population

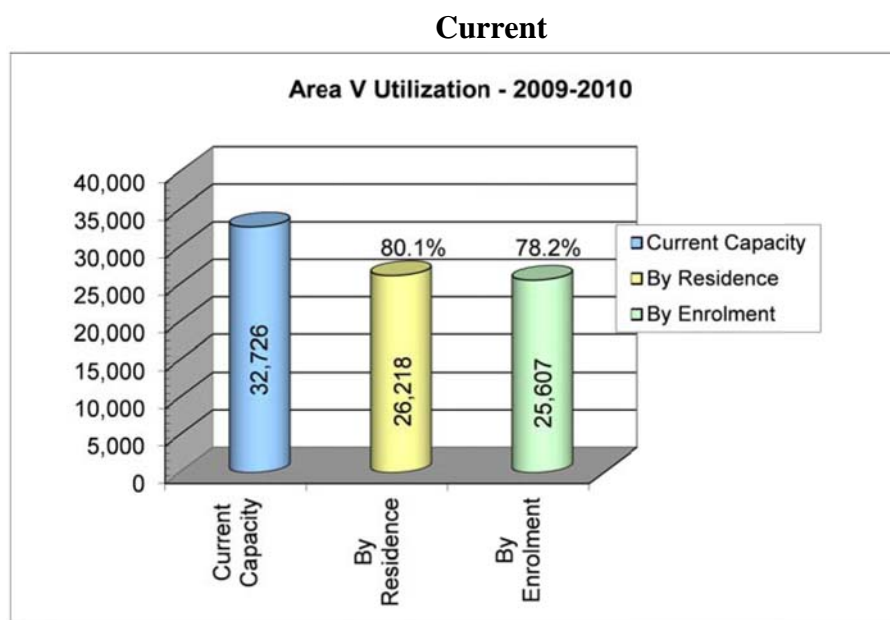
Area V is comprised of 47 residential communities located in the southwest and southeast part of the City. Many of the established communities are experiencing slow or declining growth, whereas the new and developing areas in the south and southeast are experiencing high growth rates. The new and developing communities are expected to increase 52,800-58,400 residents over the next five years.

New and Developing Community	2009 Population	Projected Population	Occupied Housing Units	Build-Out Housing Units	% Build-Out Based On Housing Units
Auburn Bay	3,466	18,950	1,150	6,860	17%
Bridlewood	10,989	11,700	3,825	4,280	89%
Chaparral	10,537	12,500	3,273	4,240	77%
Copperfield	5,609	12,850	2,046	4,400	47%
Cranston	9,140	21,500	3,288	8,230	40%
Evergreen	18,148	20,850	6,251	7,470	84%
Legacy	0	17,500	0	5,740	0%
Mahogany	11	31,900	4	12,140	0%
McKenzie Towne	14,068	17,500	5,574	7,190	78%
New Brighton	5,142	12,850	1,762	4,180	42%
Seton	0	2,350	0	1,200	0%
Silverado	2,620	16,950	928	6,150	15%
Southeast Policy Plan – Other	0	41,100	0	13,480	0%
Walden	0	17,500	1	3,510	0%
West Macleod ASP	0	28,000	0	9,180	0%
Total	79,730	242,900	28,102	98,250	

5.2 Utilization

A summary of Area utilization by enrolment and residence follows. Area utilization by “residence” identifies the number of students residing in an Area, expressed as a percentage of the total capacity (enrolment includes students attending unique settings and outreach programs). Area utilization by “enrolment” identifies the number of students attending schools in an Area expressed as a percentage of the total capacity (enrolment includes students outside of CBE’s boundary).

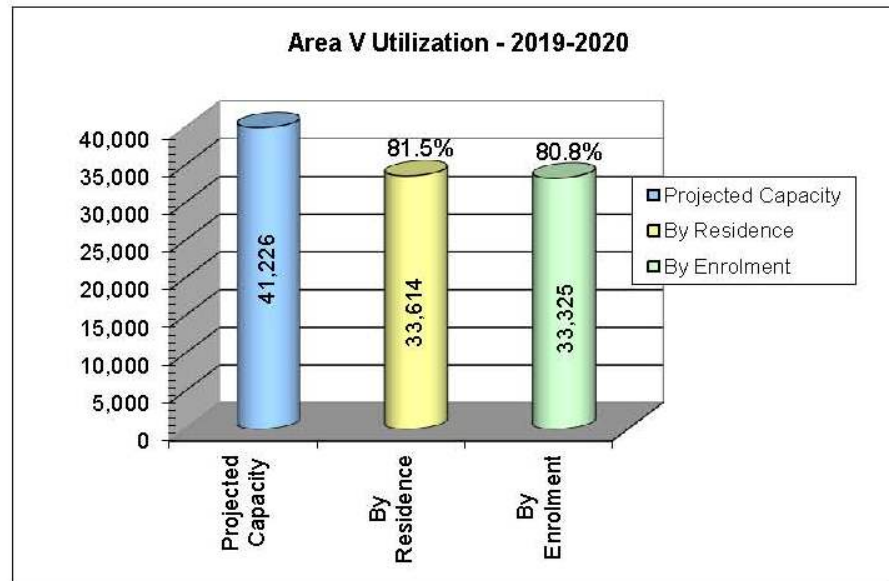
The graph below represents the utilization rate as of September 30, 2009 using the provincial formula. The provincial formula is based on square metres of space, exemptions for full-time leases and administrative use, and weighted enrolment which makes allowance for kindergarten at full-time equivalent and special education students at 3:1. In Area V, there are 284,452 square metres of operating school space accommodating 25,607 full-time equivalent students.



City of Calgary population growth in Area V is projected to increase between 95,400 and 105,000 people capturing 49.3% of the growth in new and developing areas over the next decade.

The graph below represents the projected utilization rate for the 2019-2020 school year. Projected capacity includes new schools in the new and developing communities and assumes closures in communities with excess capacity (see section 5.3). Projection by enrolment assumes current attendance patterns, which are subject to annual review and update.

Projected



Projected Capacity Includes:

Additional Capacity Approved

Bridlewood k-6 (600)

Cranston k-4 (550)

Evergreen k-4 (550)

Additional Capacity Not Approved

Copperfield k-4 (600)

New Brighton k-4 (600)

Copperfield/New Brighton 5-9 (900)

Cranston 5-9 (900)

Evergreen 5-9 (900)

McKenzie Towne 5-9 (900)

Centennial High School (Additional Wing) 10-12 (400)

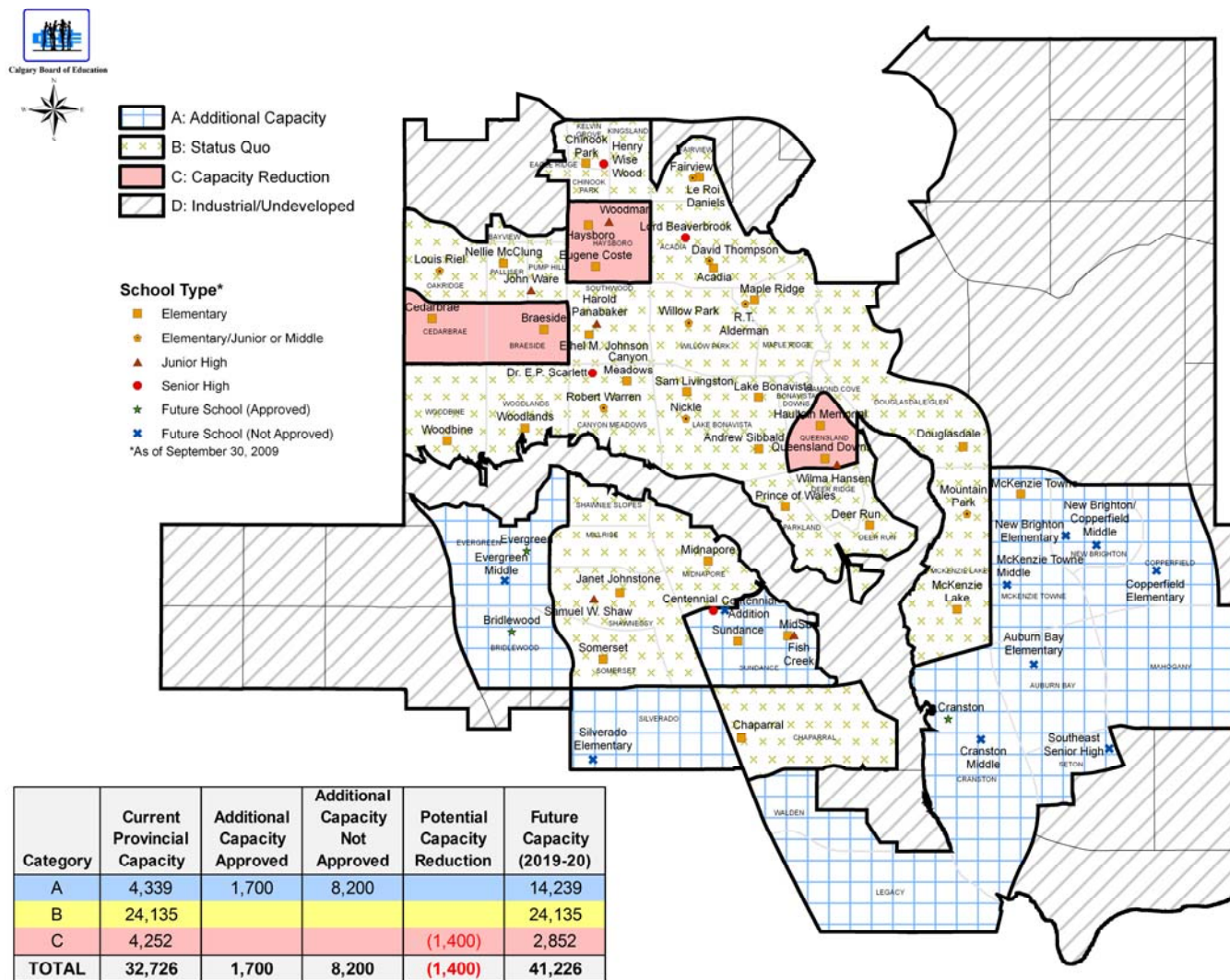
Auburn Bay k-4 (600)

SE High School 10-12 (1800)

Silverado k-4 (600)

5.3 Capacity

Areas have been divided into four categories – A: additional capacity, B: status quo, C: capacity reduction, D: industrial/undeveloped. Residential districts with excess capacity have been identified using CBE’s planning principles recognizing the need to maintain schools in mature neighbourhoods.



Potential capacity reduction is over the time period 2010-2019

System Student
Accommodation
Planning Criteria

*balance among
equity, access,
excellence and
choice*

*minimum
disruption*

*learning
continuum*

*schools and
programs in the
right places*

There are two elementary schools in the residential district of Haysboro. On March 2, 2010, the Board of Trustees approved the closure of Eugene Coste School effective June 30, 2010. The provincial capacity of Eugene Coste School is 647 student spaces.

There are three elementary schools in the residential districts of Diamond Cove, Deer Ridge, Deer Run and Queensland. On February 2, 2010, the Board of Trustees approved the closure of Queensland Downs School effective June 30, 2010. The provincial capacity of Queensland Downs School is 344 student spaces.

There are two elementary schools in the residential districts of Braeside and Cedarbrae that accommodate regular program students. One school is needed to accommodate kindergarten to grade six regular program students over the long term.

Area V Alternative Programs with Enrolment of 100+ Students

Traditional Learning Centres – Le Roi Daniels, Fairview, Henry Wise Wood

French Immersion – Chinook Park, Sam Livingston, Sundance, Janet Johnstone, Fairview, Harold Panabaker, Dr. E.P. Scarlett

Spanish Bilingual – Canyon Meadows, Robert Warren

Montessori – Lake Bonavista

Science – Louis Riel

Arts-Centred Learning – Willow Park, Lord Beaverbrook

Expansion of existing alternative programs and new alternative programs will be considered on an annual basis.

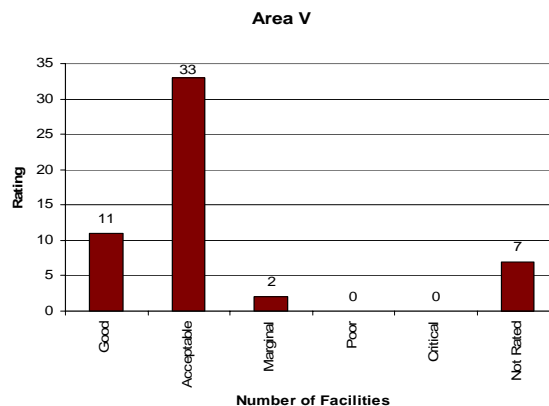
Area V Specialized Programs with Enrolment of 50+ Students

William Roper Hull

5.4 Facility Condition Assessment

Renewal Capital Asset Planning Process (RECAPP)

The Province undertakes a rolling condition assessment of CBE schools on a five-year-basis as part of the RECAPP. The RECAPP audits evaluate the architectural, mechanical, electrical, and other components of facilities. A summary listing of the RECAPP overall condition rating of schools is shown in this graph.



Area V				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Acadia	554	77%	1963	Good
Alice M. Curtis	407	Leased	1964	Acceptable
Andrew Davison	483	Leased	1961	Marginal
Andrew Sibbald	410	101%	1971	Good
Braeside	543	42%	1968	Acceptable
Canyon Meadows	479	80%	1971	Good
Cedarbrae	314	56%	1976	Acceptable
Centennial	1,807	98%	2004	Not Rated
Chaparral	506	92%	2006	Not Rated
Chinook Park	630	73%	1960	Acceptable
David Thompson	937	75%	1962	Acceptable
Deer Run	453	55%	1981	Good
Douglasdale	525	70%	2006	Not Rated
Dr. E.P. Scarlett	1,760	95%	1969	Acceptable
Dr. Norman Bethune	415	Closed	1972	Acceptable
Ethel M. Johnson	446	90%	1966	Acceptable
Eugene Coste	647	56%	1959	Acceptable
Fairview	1,140	62%	1960	Acceptable
Fish Creek	614	98%	1992	Acceptable
Fred Seymour	331	Leased	1969	Acceptable
Harold Panabaker	595	76%	1964	Acceptable
Haultain Memorial	332	97%	1980	Acceptable
Haysboro	320	35%	1959	Good
Henry Wise Wood	1,946	77%	1961	Marginal
Janet Johnstone	473	79%	1982	Acceptable
John Ware	516	78%	1968	Acceptable

Condition Rating

Good

Meets all present requirements; no deficiencies.

Acceptable

Meets present requirements, has minor deficiencies. Average operating/maintenance costs.

Marginal

Meets minimum requirements; has significant deficiencies. May have above average operating maintenance costs.

Poor

Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs.

Critical

Unsafe; high risk of injury or critical system failure.

Not Rated

Not Rated by RECAPP.

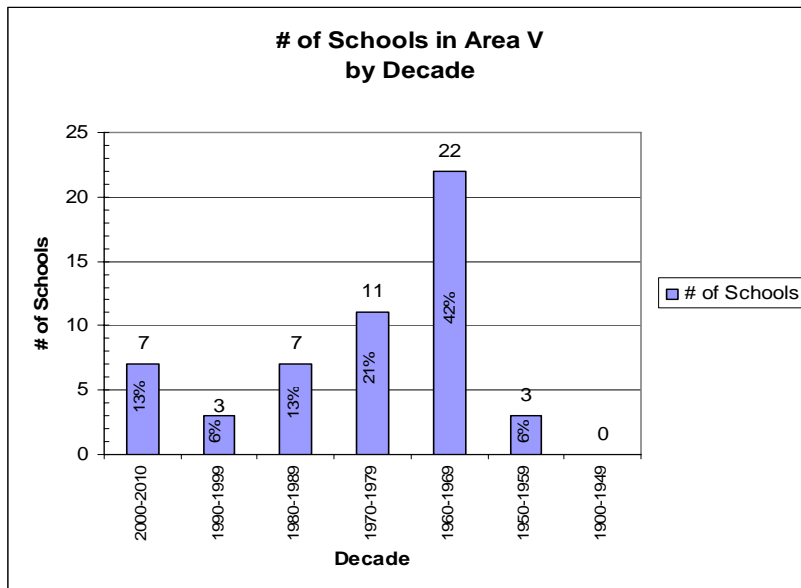
Ten-Year System Student Accommodation and Facilities Strategy (2010-2019)

Area V				
School	2009 Capacity	2009-2010 Utilization	Year Built	RECAPP Rating
Kingsland	610	Admin	1958	Acceptable
Lake Bonavista	308	86%	1969	Acceptable
Le Roi Daniels	371	90%	1963	Acceptable
Lord Beaverbrook	2,415	89%	1966	Acceptable
Louis Riel	936	59%	1971	Acceptable
Maple Ridge	400	56%	1967	Acceptable
McKenzie Lake	608	91%	1995	Acceptable
McKenzie Towne	602	42%	2009	Not Rated
Midnapore	543	102%	1978	Acceptable
MidSun	843	97%	1998	Good
Mountain Park	954	90%	2006	Not Rated
Nellie McClung	452	85%	1969	Acceptable
Nickle	779	82%	1970	Acceptable
Prince of Wales	384	90%	1976	Acceptable
Queensland Downs	344	50%	1976	Acceptable
R.T. Alderman	843	69%	1966	Acceptable
Robert Warren*	493	69%	1974	Acceptable
Sam Livingston	528	92%	1972	Good
Samuel W. Shaw	731	74%	2009	Not Rated
Somerset	395	79%	2003	Not Rated
Southwood	525	Leased	1962	Acceptable
Sundance	473	106%	1982	Good
Willow Park	766	81%	1965	Acceptable
Wilma Hansen	747	66%	1983	Good
Woodbine	460	72%	1981	Good
Woodlands	409	70%	1980	Good
Woodman	1,018	67%	1960	Acceptable

*School was modernized after RECAPP rating was established

5.5 Modernization Needs

There are currently 53 facilities in Area V, 25 of these facilities are 40 years old or older.



Henry Wise Wood High School

In Area V, seven schools have been identified for modernization in the School Capital Plan (2011-2014).

Priority	School	Project Description	Cost (2009 prices)
3	Lord Beaverbrook	Upgrades to interior spaces, mechanical and electrical systems, hazardous material abatement	\$29 million
6	Robert Warren	Upgrades to building envelope, interior spaces, and mechanical and electrical systems	\$4.5 million
7	Nickle	Upgrades to interior spaces, mechanical and electrical systems, barrier-free (elevator)	\$14 million
9	Fairview	Upgrades to building envelope, interior spaces, mechanical and electrical systems	\$14 million
10	Louis Riel	Upgrades to building envelope, interior spaces, mechanical and electrical systems	\$14 million
20	Henry Wise Wood	Upgrades to facility site, building envelope, interior spaces, mechanical, and electrical systems, hazardous material abatement, barrier free items	\$29 million
21	Woodman	Upgrades to interior spaces, mechanical, and electrical systems, hazardous material abatement, barrier free items	\$14 million



Cranston School

5.6 Modular Units

As part of the Three-Year Modular Accommodation Strategy, the following are planned to be undertaken for Area V schools:

- Demolish two portable units at Dr. Norman Bethune School without replacement.
- Demolish two portables units at Midnapore School without replacement.
- Add six new modular units at McKenzie Towne School.
- Add four existing units from other schools to David Thompson School.

Future new modular units, modular moves, and demolitions in this Area will be on an as required basis.

Municipal Community Code Definitions

ABB	Abbeydale	FAL	Falconridge	REN	Renfrew
ACA	Acadia	FHT	Forest Heights	RIC-E	Richmond-E
ALB	Albert Park/Radisson Hts	FLN	Forest Lawn	RIC-W	Richmond-W
ALT	Altadore	GLA	Glamorgan	RID	Rideau Park
APP	Applewood Park	GBK	Glenbrook	RIV	Riverbend
ARB	Arbour Lake	GDL	Glendale	ROC	Rocky Ridge
ASP	Aspen Woods	GRV-N	Greenview-N	RDL	Rosedale
AUB	Auburn Bay	GRV-S	Greenview-S	RMT	Rosemont
BNF	Banff Trail	GRE	Greenwood/Greenbriar	RCK	Rosscarrock
BNK	Bankview	HAM	Hamptons	ROX	Roxboro
BYV	Bayview	HAR	Harvest Hills	ROY	Royal Oak
BED	Beddington Hts	HAW	Hawkwood	RUN	Rundle
BEL	Bel-Aire	HAY	Haysboro	RUT	Rutland Park
BLN	Beltline	HID	Hidden Valley	SAD	Saddle Ridge
BDO	Bonavista Downs	HPK	Highland Park	SRI	Saddle Ridge Industrial
BOW-N	Bowness-N	HIW	Highwood	SGH	Sage Hill
BOW-S	Bowness-S	HIL	Hillhurst	SAN	Sandstone Valley
BRA	Braeside	HOU	Hnsfld Hts/Briar Hill	SCA	Scarboro
BRE	Brentwood	HUN	Huntington Hills	SSW	Scarboro/ Sunalta West
BRD	Bridgeland/Riverside	ING	Inglewood	SCE	Scenic Acres
BRI	Bridlewood	KEL	Kelvin Grove	SET	Seton
BRT	Britannia	KIL	Killarney/Glengarry	SHG	Shaganappi
CAM	Cambrian Hts	KCA	Kincora	SHS	Shawnee Slopes
CAN	Canyon Meadows	KIN	Kingsland	SHN	Shawnessy
CAP	Capitol Hill	LKB	Lake Bonavista	SHW	Sherwood
CAS	Castleridge	LKV	Lakeview	SIG	Signal Hill
CED	Cedarbrae	LPK	Lincoln Park	SIL	Silver Springs
CFC	CFB – Currie	LMR	Lower Mount Royal	SVO	Silverado
CFL	CFB - Lincoln Park PMQ	LYX	Lynx Ridge	SKR	Skyview Ranch
CHA	Chaparral	MAC	MacEwan Glen	SOM	Somerset
CHW-N	Charleswood-N	MAH	Mahogany	SOC	South Calgary
CHW-S	Charleswood-S	MAN	Manchester	SMC	South Macleod ASP
CHN	Chinatown	MPL	Maple Ridge	SOV	Southview
CHK	Chinook Park	MRL	Marlborough	SOW	Southwood
CHR	Christie Park	MPK	Marlborough Park	SPH	Springbank Hill
CIT	Citadel	MRT	Martindale	SPR	Spruce Cliff
CLI	Cliff Bungalow	MAF	Mayfair	STA	St. Andrews Hts
COA	Coach Hill	MAL	Mayland Heights	STR	Strathcona Park
COL	Collingwood	MCK	McKenzie Lake	SNA	Sunalta
CPF	Copperfield	MCT	McKenzie Towne	SDC	Sundance
COR	Coral Springs	MEA	Meadowlark Park	SSD	Sunnyside
CGR	Cougar Ridge	MID	Midnapore	TAR	Taradale
CHV	Country Hills Village	MLR	Millrise	TEM	Temple
COU-N	Country Hills-N	MIS	Mission	THO-N	Thorncliffe-N
COU-S	Country Hills-S	MOR	Monterey Park	THO-S	Thorncliffe-S
COV	Coventry Hills	MON	Montgomery	TUS	Tuscany
CRA	Cranston	MOP	Mount Pleasant	TUX	Tuxedo Park
CRE	Crescent Hts	NEB	New Brighton	UNI	University Heights
CRM	Crestmont	NOL	Nolan Hill	UOC	University of Calgary
DAL	Dalhousie	NGM-N	North Glenmore Park-N	UMR	Upper Mount Royal
DRG	Deer Ridge	NGM-S	North Glenmore Park-S	VAL	Valley Ridge
DRN	Deer Run	NHV	North Haven	VAR	Varsity
DIA	Diamond Cove	NHU	North Haven Upper	VIS	Vista Heights
DIS	Discovery Ridge	OAK	Oakridge	WAL	Walden
DDG	Douglasdale/Glen	OGD	Ogden	WHL-E	West Hillhurst-E
DOV	Dover	PAL	Palliser	WHL-W	West Hillhurst-W
DNC	Downtown Commercial Core	PAN	Panorama Hills	WSP	West Springs
DNE	Downtown East Village	PKD	Parkdale	WGT	Westgate
DNW	Downtown West End	PKH	Parkhill	WHI	Whitehorn
EAG	Eagle Ridge	PKL	Parkland	WLD	Wildwood
EMC	East Macleod (ASP)	PAT	Patterson	WIL	Willow Park
EAU	Eau Claire	PEN	Penbrooke Meadows	WND	Windsor Park
EDG	Edgemont	PIN	Pineridge	WIN	Winston Hts/Mntview
EPK	Elbow Park	POI	Point McKay	WBN	Woodbine
EYA	Elboya	PUM	Pump Hill	WOO	Woodlands
ERI	Erin Woods	QPK	Queen's Park Village		
ERL	Erlton	QLD	Queensland		
EVN	Evanston	RAM	Ramsay		
EVE	Evergreen	RAN	Ranchlands		
FAI	Fairview	RED	Red Carpet		

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
November 30, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: 2010-2011 School Enrolment Report

Purpose: Information and for the Record

Governance Policy References: EL- 3: Information, Counsel and Support to the Board of Trustees
EL-14: Student Accommodation
EL-14E: Student Accommodation Information Requirements

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

Resource Persons: Calvin Davies, Director, Community Engagement & Operational Planning
Karen Barry, System Principal, Community Engagement & Operational Planning
Ingrid Schmidt, Senior Planner, Community Engagement & Operational Planning
Anne Trombley, Planning Analyst, Community Engagement & Operational Planning
Conor McGreish, Planning Analyst, Community Engagement & Operational Planning
Joshua Crough, Community Planning Technician, Community Engagement & Operational Planning
Wanda Saxon, Planning Specialist, Capital & Urban Planning, Capital Planning & Development Services
Sherri Lambourne, Manager, Leasing & Property Management, Capital Planning & Development Services

I. RECOMMENDATION

It is recommended:

THAT the 2010-2011 School Enrolment Report be received as information and for the record.

II. ISSUE

Executive Limitation (EL) 14: Student Accommodation requires Administration to present to the Board of Trustees a School Enrolment Report, on or before the last public board meeting in November of each year. This report must comply with EL-14E: Student Accommodation Information Requirements.

III. BACKGROUND

EL-14E states in part: Accordingly, the Chief Superintendent shall:

- (e) provide a School Enrolment Report to the Board of Trustees on before the last public board meeting in November of each year which includes the following information, grouped by Area:
 - (i) the number of students enrolled in each school, by grade and program, including alternative programs, special education programs and system classes, and the number of out-of attendance area students enrolled in each school as of September 30th in the current school year;
 - (ii) provincial capacity of the school, including the number of relocatables and portables;
 - (iii) the utilization rate of each school building not including lease exemptions;
 - (iv) the utilization rate including lease exemptions as of September 1st of the current year for each school building;
 - (v) the amount of surplus space available for leasing but not yet leased; and
 - (vi) a list of the leases and amount of space leased, for each building.

IV. ANALYSIS

Calgary's Population

The population in Calgary grew from 1,065,455 in April 2009 to 1,071,515 in April 2010. This represents an increase of 0.57% or 6,060 people. This is the lowest percentage of growth experienced since 1984.

Natural increase (births minus deaths) was the only source of growth in the City from 2009 to 2010. Natural increase was 10,214 persons and net migration was a decrease of 4,154 people. Net migration is the difference between the number of persons moving into Calgary and the number moving away. The last time Calgary experienced a negative net migration was 1992.

Population and housing statistics are monitored on an annual basis for all residential districts. There are approximately 200 residential districts in Calgary that have been grouped into three categories - new, established and inner city.

The table below demonstrates that most of the population growth continues to occur in the new communities and established communities continue to lose population.

Population Change in Calgary

April to April	New	Established	Inner City	Total
2007 to 2008	25,688	-3,268	530	22,950
2008 to 2009	22,096	-970	1,437	22,563
2009 to 2010	13,688	-6,406	-1,222	6,060

Between April 2009 and April 2010, Panorama Hills in Area II was the only community that had a population increase of more than 1,000 persons. In previous years, ten or more new communities experienced a population increase of more than 1,000 persons.

Calgary Board of Education Enrolment

On September 30, 2010, 223 schools reported enrolment. Enrolment was 99,491, Kindergarten to grade 12 and 3,426 at CBe-learn and Chinook Learning Services for a total enrolment of 102,917. Enrolment at CBe-learn and Chinook Learning Services includes students who are 20 years old or older on September 1st who are not eligible for funding. On September 30, 2010, this represented 1,106 students.

The following table compares September 30, 2010 student enrolment to September 30, 2009 by division:

	September 30, 2010	September 30, 2009	Difference 2010 - 2009
<i>Pre-Kindergarten</i>	38	22	16
<i>Kindergarten</i>	7,459	7,180	279
<i>Grades 1-3</i>	22,443	21,741	702
<i>Grades 4-6</i>	20,436	20,742	-306
<i>Grades 7-9</i>	21,693	22,111	-418
<i>Grades 10-12</i>	25,667	25,721	-54
<i>Unique Settings</i>	709	711	-2
<i>Outreach Programs</i>	1,046	1,016	30
SUB-TOTAL	99,491	99,244	247
<i>CBe-learn</i>	637	685	-48
<i>Chinook Learning Services</i>	2,789	2,447	342
SUB-TOTAL	3,426	3,132	294
TOTAL	102,917	102,376	541

Kindergarten and grade one registrations indicate strong enrolment into the future. Based on City of Calgary's census data, CBE's market share for Kindergarten was 58% and 64% for grade one. The average over the last five years is 59% and 63%. Seventeen schools offer a full day Kindergarten program for the 2010-2011 school year with enrolment of 774 students on September 30, 2010, and 38 pre-Kindergarten students at two schools.

For reporting purposes, CBE's Administration applies the following definition for an alternative program: *"With the exception of special education classes, an alternative program is a collection of courses intended to be long term and sustainable and which, when taken collectively, form a cohesive body of courses consistently delivered and which emphasize a particular language, culture, or subject-matter, or use a particular teaching philosophy."* Enrolment for alternative programs that fall under this category are reported in Attachment I(b).

Enrolment in French Immersion, Spanish Bilingual, German Bilingual and Chinese (Mandarin) Bilingual programs was 9,752 students at 35 schools. Enrolment increased by 381 students over last year.

Enrolment reported at other alternative programs - Alice Jamieson Girls' Academy, Arts-Centred Learning, Juno Beach Academy of Canadian Studies, Medicine Wheel, Montessori, Piitoayis Family School, Science Schools and Traditional Learning Centres - was 7,444 students at 26 schools. Enrolment increased by 633 students over last year.

The following table provides a summary of changes in Kindergarten to grade 12 enrolments, including unique settings and Outreach Programs, out of attendance area students and school capacity utilization rates from September 30, 2009 to September 30, 2010 by Area. The number of out of attendance students is determined by analyzing each school and reporting the results in Attachment I (a).

	Enrolment			Out of Attendance (GR1-12)			Utilization Rates with Exemptions		
	2009	2010	Change	2009	2010	Change	2009	2010	Change
Area I	15,834	15,567	-267	1,415	1,158	-257	82.17%	78.89%	-3.28%
Area II	22,015	22,221	206	2,577	2,650	73	79.70%	80.89%	1.19%
Area III	19,557	19,717	160	1,402	1,429	27	82.63%	81.85%	-0.78%
Area IV	16,667	16,530	-137	2,196	2,176	-20	73.47%	74.17%	0.70%
Area V	25,171	25,456	285	2,010	2,143	133	79.63%	76.74%	-2.89%
Total	99,244	99,491	247	9,600	9,556	-44	79.54%	78.54%	-1.00%

*Enrolment excludes CBe-learn and Chinook Learning Services.
Enrolment includes Unique Settings and Outreach Programs.*

V. CONCLUSION

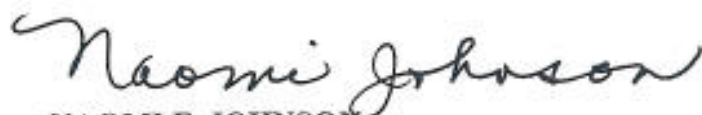
Enrolment increased by 247 students, excluding CBe-learn and Chinook Learning Services, and 541 students including CBe-learn and Chinook Learning Services from September 30, 2009 to September 30, 2010.

Enrolment increased at Kindergarten and grades 1-3, and declined at grades 4-6, grades 7-9 and grades 10-12.

Over 14,000 births to Calgary mothers were reported for the fourth consecutive year, which should result in strong enrolment into the future.

Attachments I through VI provide the detailed information requested by the Board of Trustees in EL-14E (e) (i) through (vi) grouped by Area.

This report is provided in compliance with EL-14: Student Accommodation and related exhibit EL-14E.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I (a):	Enrolment by Area, school and program; number of out-of-attendance area students and system special education classes
Attachment I (b):	Alternative program enrolment by school and grade
Attachment II:	System special education enrolment by school and grade
Attachment III:	School capacity and utilization
Attachment IV:	Surplus space available for lease
Attachment V:	Lease of space by Area and school
Attachment VI:	2010/2011 Lease of Surplus School Facilities

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment I(a)

ALBERTA BOARD OF EDUCATION																	Enrolment by	
ENROLMENT - SEPTEMBER 30, 2010																	Out-of-Attendance (Grades 1-12)	System SpEd Classes
SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12		
AREA I																		
ARBOUR LAKE		622							151	155	151	172	193				18	2
BELVEDERE PARKWAY		242		29	36	43	32	29	36	35							28	
BOWCROFT		161		22	25	26	24	17	22	23							15	
BOWCROFT	German Bilingual	146		25	19	22	21	25	17	17							0	
BOWNESS		1,317												451	430	436	137	
BRENTWOOD	Traditional Learning	514		114	101	113	103	83									0	
BRENTWOOD	System Classes	11			3	1	1	2	1	3							0	2
CAPTAIN JOHN PALLISER		235		9	12	14	17	36	78	69							25	2
CAPTAIN JOHN PALLISER	Montessori	160		32	49	43	16	12	8								1	
CITADEL PARK		480		80	91	104	111	94									6	
DALHOUSIE		84							22	22							3	
DALHOUSIE	Spanish Bilingual	499		124	130	107	76	49									10	
DRE W COFFIN		190		22	27	26	21	39	32	39							115	
EDGE MONT		663		63	74	94	99	97	110	126							3	
F E OSBORNE		615									189	206	220				33	
H D CARTWRIGHT		342									90	119	133				16	3
HAMPTONS (THE)		168		36	40	49	41										16	
HAWKWOOD		469		43	64	63	62	59	86	92							63	1
MARION CARSON		459		31	43	36	45	50	146	148							42	
MONTGOMERY		201									45	69	87				23	3
RANCHLANDS		341		33	34	39	39	56	69	71							23	5
ROYAL OAK		394		117	78	68	78	53									1	
SCENIC ACRES		152		27	32	30	30	33									17	
SILVER SPRINGS		173		20	31	25	16	27	24	30							46	
SIMON FRASER		673							59	53	161	194	206				26	
SIR WILLIAM VAN HORNE		212												24	71	117	0	3
SIR WINSTON CHURCHILL		2,032												655	651	726	218	1
TERRACE ROAD		109		7	20	10	17	16	18	21							14	1
THOMAS B RILEY		158									63	61	74				27	2
THOMAS B RILEY	German Bilingual	11									11						0	
THOMAS B RILEY	Traditional Learning	179							49	53	39	38					0	
TOM BAINES		800									250	271	279				6	
TUSCANY		730		186	149	150	127	118									6	
UNIVERSITY		321		50	50	61	42	44	38	36							86	2
VARSAITY ACRES	French Immersion	635		75	93	83	88	69	68	59							9	
W O MITCHELL		202		18	25	33	24	26	33	43							66	

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment 1(a)

SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Out-of-Attendance (Grades 1-12)	System SpEd Classes
WEST DALHOUSIE		378		31	51	48	62	61	68	57							58	
Area I Totals		15,203	-	1,199	1,277	1,292	1,192	1,086	1,137	1,143	999	1,130	1,102	1,130	1,152	1,279	1,158	27
AREA II																		
ALEX MUNRO		303		32	47	42	46	56	41	39							52	1
BALMORAL	Traditional Learning	581							137	129	149	166					23	
BANFF TRAIL	French Immersion	353		46	62	46	48	42	56	53							36	1
BEDDINGTON HEIGHTS		346		46	60	59	57	52	70								20	
BELFAST		220		37	30	24	30	36	31	32							145	
BRANTON	French Immersion	674									251	225	188				37	
BRIAR HILL		193			49	37	35	29	26	26							73	1
BUCHANAN		132		15	18	15	18	22	20	24							25	2
CAMBRIAN HEIGHTS		383		57	57	51	45	54	59	60							39	1
CAPITOL HILL		199		30	28	21	39	29	20	22							39	3
CATHERINE N GUNN		368		54	54	58	53	51	35	53							101	
COLLINGWOOD	Spanish Bilingual	423		89	81	95	76	82									12	
COLONEL IRVINE		541							61	143	173	164					51	1
COLONEL MACLEOD		456							66	80	111	105	93				14	1
COLONEL SANDERS	Traditional Learning	363			71	106	101	105									0	
COVENTRY HILLS		675		143	134	104	98	96									4	
CRESCENT HEIGHTS		1,471												465	524	402	402	2
CRESCENT HEIGHTS	Traditional Learning	217											150	57	10		0	
DR J K MULDOY		161							65	78							3	
DR J K MULDOY	Traditional Learning	292		69	64	57	45	47									10	
GEORGES P VANIER		186									50	59	77				28	3
GEORGES P VANIER	French Immersion	227									99	75	53				9	
HIDDEN VALLEY		329		68	85	101	75										1	
HIDDEN VALLEY	French Immersion	139		32	36	38	33										0	
HIGHWOOD	French Immersion	114		18	13	13	19	19	10	22							4	
HILLHURST		204		31	36	24	28	30	28	27							73	2
HUNTINGTON HILLS		199		21	22	27	27	27	30	45							36	3
JAMES FOWLER		1,227												348	416	482	177	2
JAMES FOWLER	Arts Centred Learning	180												71	53	56	0	
JOHN G DIEFENBAKER		1,455												473	492	490	135	
KING GEORGE	French Immersion	310		44	53	52	37	39	50	35							29	
KING GEORGE	Mandarin Bilingual	237		45	62	41	31	18	26	14							0	
LANDEVIN	System Classes	12									4	5	3				0	1
LANDEVIN	Mandarin	20									8	3	9				0	

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment 1(a)

SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Out-of-Attendance (Grades 1-12)	System SpEd Classes
LANDEVIN	Science	550		38	46	46	60	61	68	61	80	76	53				7	
LOUISE DEAN		138												27	46	65	0	
WAYLAND HEIGHTS		52			10	11	2	7	19	3							9	
WAYLAND HEIGHTS	French Immersion	247		45	49	35	30	35	22	31							2	
MOUNT VIEW		120		18	17	22	18	14	12	19							37	1
NORTH HAVEN		245		28	35	30	37	40	39	36							22	1
PANORAMA HILLS		504		123	132	87	87	75									8	
QUEEN ELIZABETH		163		22	27	37	31	26	21	29							21	2
QUEEN ELIZABETH JR/SR		1,135									163	167	152	205	228	220	209	24
ROSDALE		268		22	21	26	25	28	30	23	28	32	23				67	
ROSEMONT		112		19	15	13	16	13	21	15							30	
SENATOR PATRICK BURNS		150									43	51	59				49	
SENATOR PATRICK BURNS	Spanish Bilingual	380							112	103	78	45	42				3	
SWONS VALLEY		510		67	67	64	79	74	83	76							51	1
SIR JOHN A MACDONALD		727									216	236	275				78	2
SIR JOHN FRANKLIN	Arts Centred Learning	287							29	27	93	64	74				6	
SIR JOHN FRANKLIN	System Classes	38								1	14	11	12				0	4
STANLEY JONES		121		11	24	32	16	12	20	6							31	3
STANLEY JONES	Alice Jamieson	287						25	48	52	58	50	54				0	
SUNNYSIDE		153		21	21	25	28	27	20	19							64	
THORNCLIFFE		137		14	14	19	22	24	26	18							33	
THORNCLIFFE	Traditional Learning	146		96	50												0	
VALLEY CREEK		670						84	104	103	118	120	131				14	
VALLEY CREEK	French Immersion	117						29	27	28	20	13					0	
VISTA HEIGHTS		141		19	24	15	24	25	12	22							12	
WILLIAM ABERHART		780												233	259	288	367	3
WILLIAM ABERHART	French Immersion	704												279	188	237	8	
WILLIAM ABERHART	Spanish Bilingual	28												18	10		0	
Area II Totals		22,070	-	1,422	1,605	1,493	1,408	1,643	1,504	1,670	1,736	1,677	1,809	2,177	2,228	2,300	2,690	65
AREA III																		
ABBEYDALE		346		39	49	43	55	49	54	57							23	
ANNE FOOTE		343		49	45	46	51	59	50	43							51	2
ANNE GALE		578									176	196	206				91	1
BOB EDWARDS		325									104	86	123				35	
BOB EDWARDS	French Immersion	140									40	55	45				2	
CAPPY SMART		210		32	28	27	41	20	28	34							14	3
CECIL SWANSON		318		40	47	38	52	36	53	50							17	2

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment (a)

SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Out-of-Attendance (Grades 1-12)	System SpEd Classes
CHIEF JUSTICE MILVAIN		457		55	64	59	55	58	52	70							58	
CHRIS AKERMAN	Traditional Learning	571		59	178	144	75	75									0	
CLARENCE SANSON		551									185	178	187				62	1
COLONEL J F SCOTT		459		60	83	78	73	84	64	45							16	
CROSSING PARK		1,122		112	112	111	113	112	112	112	114	115	109				31	
DOUGLAS HARKNESS		259		39	29	40	41	38	40	32							14	
DR GLADYS WIEBERT		268									114	128	116				36	4
DR GORDON HIGGINS		476									138	169	169				41	4
ERIN WOODS		395		61	59	60	69	38	59	49							4	
ERNEST MORROW		533									187	154	152				77	4
FALCONRIDGE		880		66	88	76	53	72	62	62							37	
FOREST LAWN		1,576												500	510	506	191	5
G W SKENE		214						77	61	78							9	1
GRANT MACEWAN		478		74	65	54	75	88	75	67							44	
GUY WEADICK		264		36	37	31	39	38	47	38							3	2
IAN BAZALGETTE		361									112	124	125				22	2
JACK JAMES		529												151	169	209	35	2
JAMES SHORT MEMORIAL		313	23	67	78	72	73										4	5
KEELER		276		42	31	41	35	35	38	53							29	3
LESTER B PEARSON		1,424												498	443	483	115	1
LESTER B PEARSON	French Immersion	118												51	32	35	1	
MARLBOROUGH		416		38	34	25	41	94	97	87							6	
MONTEREY PARK		606		94	78	88	77	87	89	95							28	
O S GEIGER		437		69	54	63	76	47	60	68							17	
PATRICK AIRLIE		194		36	22	32	25	22	27	39							33	1
FENBROOKE MEADOWS		231		33	29	36	42	32	29	30							16	
FINERIDGE		236		33	35	34	39	24	43	28							22	3
RADISSON PARK		279		66	53	54	50	56									27	
ROLAND MICHENER		216		40	38	25	29	21	32	31							35	2
RUNDLE		411		69	61	44	60	53	70	54							33	
SADDLE RIDGE		381		129	98	66	88										0	
SIR WILFRID LAURIER		219							42	40	44	50	43				39	2
SIR WILFRID LAURIER	Traditional Learning	171							78	60	33						0	
TARADALE		732		106	122	133	109	103	86	73							22	
TERRY FOX		743									251	242	250				48	
VALLEY VIEW		305		40	40	37	53	39	40	56							22	2
WEST DOVER	Medicine Wheel	6		6													0	

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment (a)

SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Out-of-Attendance (Grades 1-12)	System SpEd Classes
WEST DOVER		288		49	63	41	35	41	29	29							28	
Area III Totals		19,323	23	1,719	1,699	1,596	1,629	1,499	1,517	1,467	1,499	1,509	1,565	1,200	1,154	1,293	1,429	52
AREA IV																		
A.E. CROSS		605									199	207	200				68	4
ALEXANDER FERGUSON		257		50	40	34	32	40	27	34							94	
ALTADORE		264		39	49	49	46	20	36	25							47	2
ALTERNATIVE HIGH		141												27	21	93	0	
BANTING AND BEST		238		40	44	67	50	37									20	
BATTALION PARK		684		97	110	107	112	85	95	77							5	
BISHOP PINCHAM		174									45	68	61				24	1
BISHOP PINCHAM	French Immersion	269									100	90	79				13	
CENTRAL MEMORIAL		1,754												607	552	595	564	1
COLONEL WALKER		103		28	9	16	11	19	11	9							13	
CONNAUGHT		233		49	32	24	33	31	32	32							34	
EARL GREY		196		27	31	33	22	30	29	24							65	1
ELBOW PARK		222		36	29	42	36	25	26	28							30	
ELBOYA		374		17	32	38	23	35	58	36	42	42	50				66	5
ELBOYA	French Immersion	150							22	23	48	54	43				31	
ERNEST MANNING		926												293	347	266	63	4
GLAMORGAN	Traditional Learning	438		60	93	76	70	68	49	42							8	
GLENBROOK		232		39	23	30	31	32	38	39							17	
GLENDALE		261		24	25	39	30	29	32	31							103	
HOME EDUCATION	Windsor Park	186			19	14	17	20	24	13	20	10	16	5	8	20	0	
JENNE ELLIOTT		500		78	64	102	62	73	48	73							9	1
KILLARNEY	Montessori	183		46	46	27	24	24	11	5							5	
MOUNT ROYAL		256									80	74	102				52	1
NATIONAL SPORT SCHOOL	Ernest Manning	151											23	45	27	56	0	
OLYMPIC HEIGHTS		709		95	99	108	109	96	104	98							26	
PITOUAY'S FAMILY SCHOOL	Colonel Walker	144		23	26	19	29	21	15	18							0	
RAMSAY		92		13	13	11	19	12	11	13							10	
RICHMOND		129		23	26	19	29	15	13	13							22	2
RIDEAU PARK		458		16	23	21	30	35	33	32	80	90	98				123	
RIVERBEND		346		33	54	62	51	64	34	48							21	
ROSSCARROCK		163		25	17	26	21	26	18	20							41	1
SHERWOOD		366							30	38	105	100	93				16	2
SIR JAMES LOUGHEED		71			14	12	16	10	8	11							9	
SUNALTA		327		43	53	48	50	46	40	47							134	2

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment 8(a)

SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Out-of-Attendance (Grades 1-12)	System SpEd Classes
VINCENT MASSEY		656									226	169	241				61	1
W H CUSHING WORKPLACE		94		35	25	18	16										0	
WEST SPRINGS		227		73	53	27	27	32	15								6	
WESTERN CANADA		1,538												476	461	602	322	
WESTERN CANADA	French Immersion	493												151	169	173	19	
WESTGATE	French Immersion	370		56	55	70	49	60	42	38							2	
WESTGATE	Spanish Bilingual	352		56	60	55	32	28	21								2	
WILDWOOD		415		52	65	64	57	48	50	79							28	1
WILLIAM REID	French Immersion	197		38	53	43	31	32									3	
Area IV Totals		15,816	-	1,211	1,294	1,292	1,147	1,075	972	946	945	524	1,006	1,604	1,545	1,625	2,176	29
AREA V																		
ACADIA		345		65	75	75	61	69									9	
ANDREW SIBBALD		215		39	50	38	40	48									7	
BRAESIDE		209		34	32	18	32	32	30	31							12	2
BRIDLEWOOD		446		108	68	75	57	50	45	43							0	
CANYON MEADOWS	Spanish Bilingual	453		101	113	106	89	58									9	
CEDARBRAE		190		34	24	35	27	26	17	27							21	
CENTENNIAL		1,704												594	555	555	180	3
CHAPARRAL		489		87	96	115	90	101									2	
CHINOOK PARK		224		24	31	34	37	33	30	35							34	2
CHINOOK PARK	French Immersion	222		38	45	42	36	19	22	19							17	
CRANSTON		305		91	62	57	58	37									7	
DAVID THOMPSON		665							121	115	119	153	151				31	
DEER RUN		318	15	43	41	53	37	35	55	39							9	
DOUGLASDALE		354		58	70	69	67	84	5	1							20	3
DR E P SCARLETT		1,336												423	462	451	344	2
DR E P SCARLETT	French Immersion	249												100	90	59	8	
ETHEL M JOHNSON		377		47	36	45	54	55	72	68							29	6
EVERGREEN		322		54	75	53	53	47									3	
FAIRVIEW		58									12	22	24				0	
FAIRVIEW	French Immersion	409							65	62	109	91	82				27	
FAIRVIEW	Traditional Learning	275							73	63	80	59					5	
FISH CREEK		574		33	59	53	56	56	158	159							2	
HAROLD PANABAKER		165									38	59	68				36	2
HAROLD PANABAKER	French Immersion	155									49	61	45				1	
HAULTAIN MEMORIAL		226		32	34	27	35	38	32	33							32	
HAYSBORO		143		25	15	29	20	22	15	23							16	

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment I(a)

SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Out of Attendance (Grades 1-12)	System SpEd Classes
HENRY WISE WOOD		1,367												420	453	494	335	7
HENRY WISE WOOD	Traditional Learning	84											55	23	6		0	
JANET JOHNSTONE		295		67	57	59	49	63									22	
JANET JOHNSTONE	French Immersion	82		33	19	20	10										2	
JOHN WARE		369									105	114	150				55	12
JUNO BEACH ACADEMY	Dr Norman Bethune	164									17	22	20	38	28	39	0	
LAKE BONAVISTA		82		11	20	19	17	15									19	
LAKE BONAVISTA	Montessori	205		33	57	36	30	24	16	9							1	
LE ROI DANIELS	Traditional Learning	390		74	80	87	79	70									3	
LORD BEAVERBROOK		1,789												595	619	585	116	2
LORD BEAVERBROOK	Arts Centred Learning	163												51	50	62	0	
LOUIS RIEL		310		10	20	11	20	15	20	22	56	78	58				58	1
LOUIS RIEL	Science	202		14	17	25	25	22	40	33	26						5	
MAPLE RIDGE		282		54	64	53	55	56									14	2
MCKENZIE LAKE		505		77	96	83	113	126									12	
MCKENZIE TOWNE		392		128	78	71	62	53									3	
MIDNAPORE		214		25	29	31	29	28	31	40							18	
MIDSUN		732									239	231	262				6	2
MOUNTAIN PARK		843							192	189	156	157	149				14	
NELLIE MCCLUNG		493		38	44	60	53	55	88	62							93	6
NICKLE		578							98	107	120	118	135				81	4
PRINCE OF WALES		331		49	54	39	56	58	49	35							145	
R. T. ALDERMAN		430							35	53	127	117	98				29	3
ROBERT WARREN		103									31	30	42				23	
ROBERT WARREN	Spanish Bilingual	176							57	54	32	21	12				1	
SAM LIVINGSTON	French Immersion	504		115	113	110	98	68									6	
SAMUEL W. SHAW		792							115	130	166	152	130				35	2
SOMERSET		345		77	70	74	69	55									28	
SUNDANCE		965		23	13	24	24	27	23	31							13	
SUNDANCE	French Immersion	317		49	57	28	38	49	41	55							8	
WILLOW PARK	Arts Centred Learning	632							87	117	159	146	132				3	
WILMA HANSEN		444									142	143	159				19	2
WOODBINE		333		43	59	52	60	35	43	41							49	
WOODLANDS		277		47	45	37	41	33	35	39							22	1
WOODMAN		676							44	56	203	175	198				51	
Area V Totals		25,322	15	1,911	1,919	1,853	1,783	1,663	1,754	1,800	1,977	1,955	1,970	2,234	2,263	2,245	2,143	64

CALGARY BOARD OF EDUCATION
ENROLMENT - SEPTEMBER 30, 2010

Attachment (a)

ALGARY BOARD OF EDUCATION ENROLMENT - SEPTEMBER 30, 2010																	Out-of-Attendance (Grades 1-12)	System SpEd Classes
SCHOOLS	Programs	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12		
OUTREACH PROGRAMS																		
DISCOVERING CHOICES	Downtown (Area IV)	330												5	48	277		
DISCOVERING CHOICES II	Marlborough (Area III)	394												15	76	303		
START OUTREACH	Bowness (Area I)	159												5	15	139		
WESTBROOK OUTREACH	Westbrook (Area IV)	163												1	7	155		
TOTAL OUTREACH		1,046	-	-	-	-	-	-	-	-	-	-	-	26	146	874		
UNIQUE SETTINGS																		
AADAC	Area I	17											2	3	5	7		
CHILDREN'S VILLAGE	Area II	47		4	5	6	11	6	4	11								
CHRISTINE MERLE	Area II	80									5	14	16	19	15	11		
DR GORDON TOWNSEND	Area IV	16		1	1			5	2		1	1		2	2	1		
DR OAKLEY	Area IV	134					4	23	36	35	19	11	4					
EMILY FOLLENSBEE	Area IV	71		2	12	5	3	5	6	9	12	8	9					
NEXUS/TRUST TREATMENT	Area II	24										1	3	1	14	5		
WEST VIEW SECONDARY	Area I	93											6	28	26	31		
WILLIAM ROPER HULL	Area V	134				1	3	11	11	5	16	14	19	25	18	11		
WOOD'S HOMES	Area I	68					1		1	1	5	6	24	19	8	3		
YOUNG ADULT PROGRAM	Area I	25										3	1	6	6	9		
TOTAL UNIQUE SETTINGS		709	-	7	16	12	22	50	62	81	58	58	86	103	94	78		
CBEL-LEARN		627									3	6	14	36	66	492		
CHINOOK LEARNING SERVICES		2,789												9	90	2,690		
CBEL-LEARN and CHINOOK LEARNING SERVICES*		3,426	-	-	-	-	-	-	-	-	3	6	14	45	176	3,182		
*Includes 1,106 students 20 years old and older																		
TOTAL ENROLMENT		102,917	38	7,495	7,802	7,532	7,901	8,776	8,946	8,887	7,217	7,259	7,442	8,519	8,796	13,076	9,556	237

Alternative Programs and Schools	Grades													Total
	0	1	2	3	4	5	6	7	8	9	10	11	12	
Alice Jamieson Girls' Academy					25	48	52	58	50	54				287
Arts-Centred Learning						116	144	243	210	206	122	103	118	1,262
James Fowler High School											71	53	56	180
Lord Beaverbrook High School											51	50	62	163
Sir John Franklin School						29	27	93	64	74				287
Willow Park School						87	117	150	146	132				632
French Immersion	589	649	580	517	461	425	425	726	663	536	581	479	504	7,135
Banff Trail School	46	62	46	48	42	56	53							353
Bishop Pinkham School								100	90	79				269
Bob Edwards School								40	55	45				140
Branton School								261	225	188				674
Chinook Park School	38	46	42	36	19	22	19							222
Dr E P Scarlett High School											100	90	59	249
Elboya School						22	23	48	53	44				190
Fairview School						65	62	109	91	82				409
Georges P Vanier School								99	75	53				227
Harold Panabaker School								49	61	45				155
Hidden Valley School	32	36	38	33										139
Highwood School	18	13	13	19	19	10	22							114
Janet Johnstone School	33	19	20	10										82
King George School	44	53	52	37	39	50	35							310
Lester B Pearson High School											51	32	35	118
Mayland Heights School	45	49	35	30	35	22	31							247
Sam Livingston School	115	113	110	98	68									504
Sundance School	49	57	28	38	49	41	55							317
Valley Creek School					29	27	28	20	13					117
Varsity Acres School	75	93	83	88	69	68	59							535
Western Canada High School											151	169	173	493

Alternative Programs and Schools	Grades												Total	
	0	1	2	3	4	5	6	7	8	9	10	11		12
French Immersion (continued)														
Westgate School	56	55	70	49	60	42	38							370
William Aberhart High School											279	188	237	704
William Reid School	38	53	43	31	32									197
German Bilingual	25	19	22	21	25	17	17	11						157
Bowcroft School	25	19	22	21	25	17	17							146
Thomas B Riley School								11						11
Juno Beach Academy								17	22	20	38	28	39	164
Mandarin Bilingual	45	62	41	31	18	26	14	8	3	9				257
King George School	45	62	41	31	18	26	14							237
Langevin School								8	3	9				20
Medicine Wheel	6													6
Montessori	111	152	106	70	60	35	14							548
Captain John Palliser School	32	49	43	16	12	8								160
Killarney School	46	46	27	24	24	11	5							183
Lake Bonavista School	33	57	36	30	24	16	9							205
Piitoayis Aboriginal Family School	23	28	19	20	21	15	18							144
Science School	52	63	71	85	83	109	94	106	76	53				792
Langevin School	38	46	46	60	61	69	61	80	76	53				590
Louis Riel School	14	17	25	25	22	40	33	26						202

ATTACHMENT I(b)

Alternative Programs and Schools	Grades													Total
	0	1	2	3	4	5	6	7	8	9	10	11	12	
Spanish Bilingual	370	384	363	264	217	190	157	110	66	54	18	10		2,203
Canyon Meadows School	101	113	106	80	58									458
Collingwood School	89	81	95	76	82									423
Dalhousie School	124	130	107	76	49									486
Robert Warren School						57	54	32	21	12				176
Senator Patrick Burns School						112	103	78	45	42				380
Westgate School	56	60	55	32	28	21								252
William Aberhart High School											18	10		28
Traditional Learning Centre	512	637	593	473	428	386	347	301	263	205	80	16		4,241
Balmoral School						137	129	149	166					581
Brentwood School	114	101	113	103	83									514
Chris Akkerman School	99	178	144	75	75									571
Colonel Sanders		71	106	101	105									383
Crescent Heights High School										150	57	10		217
Dr J K Mulloy School	69	64	67	45	47									292
Fairview School						73	63	80	59					275
Glamorgan School	60	93	76	70	48	49	42							438
Henry Wise Wood High School										55	23	6		84
Le Roi Daniels School	74	80	87	79	70									390
Sir Wilfrid Laurier School						78	60	33						171
Thomas B Riley School						49	53	39	38					179
Thorncliffe School	96	50												146
Totals	1,733	1,994	1,795	1,481	1,338	1,367	1,282	1,580	1,353	1,137	839	636	661	17,196

ATTACHMENT II

Special Education Enrolment
(excluding Unique Settings)

Special Education Enrolment (excluding Unique Settings)		Grades														Total
		0	1	2	3	4	5	6	7	8	9	10	11	12		
ACCESS									13	19	13	16	22	16	99	
Attitude, Community, Competence, Elements of Academic Curriculum, Social Skills	Crescent Heights High School											5	6	1	12	
	Ernest Manning High School											2	5	3	10	
	H D Cartwright School								1	6	2				9	
	Henry Wise Wood High School											2	3	5	10	
	Langevin School								4	5	3				12	
	Lester B Pearson High School											4	6	3	13	
	MidSun School								2	3					5	
	Mount Royal School								5	2	2				9	
	Sir John Franklin School								1	3	6				10	
	William Aberhart High School											3	2	4	9	
ALP									6	8	7	15	6	9	51	
Adapted Learning Program	Lord Beaverbrook High School											10	2		12	
	MidSun School								3	3	3				9	
	Thomas B Riley School								3	5	4				12	
	William Aberhart High School											5	4	9	18	
AIM (Transition Mental Health)									8	8	6				22	
ASD Cluster			2	2	1		3	5	4	4	2				23	
Autistic Spectrum Disorder	R T Alderman School						1	3	4	4	2				14	
	Sunalta School		2	2	1		2	2							9	

ATTACHMENT II

Special Education Enrolment
(excluding Unique Settings)

Special Education Enrolment (excluding Unique Settings)		Grades													Total
		0	1	2	3	4	5	6	7	8	9	10	11	12	
Bridges		6	8	16	18	12	27	16	26	15	3	2		149	
	Annie Foote School	1	2	4										7	
	Braeside School	3		3	5	2	1							14	
	Capitol Hill School	2	1	4										7	
	Colonel Macleod School							3	5					8	
	Crescent Heights High School										3	2		5	
	Dr Gladys McKelvie Egbert School							6	11	1				18	
	G W Skene School				2		5							7	
	Guy Weadick School				2	2	3							7	
	H D Cartwright School							2	3	2				7	
	Hawkwood School				1		4							5	
	Ian Bazalgette School							4	5	6				15	
	James Short Memorial School		3	3										6	
	Nickle School								1	5				6	
	North Haven School				2	4	2							8	
	Patrick Airlie School				2	1	4							7	
	Richmond School				3	2	2							7	
	Sunalta School		2	2										4	
	Valley View School				1	1	6							8	
	Vincent Massey School							1	1	1				3	
Connections		14	3	14	1									32	
	Alex Munro School	3												3	
	Guy Weadick School	3	1	2										6	
	Maple Ridge School	1	2	5										8	
	Ranchlands School			2	1									3	
	Wildwood School	2		3										5	
	Woodlands School	5		2										7	

ATTACHMENT II

Special Education Enrolment
(excluding Unique Settings)

Special Education Enrolment (excluding Unique Settings)		Grades													Total
		0	1	2	3	4	5	6	7	8	9	10	11	12	
CSSI		16	13	11	18	9	8	6	4	1	4			90	
Communications, Sensory and Social Interaction	Bishop Pinkham School							1	4	1				6	
	Brentwood School	3	1	1	2	1	3							11	
	Chinook Park School	3		1	7		2							13	
	Douglasdale School	3	5	2	3	5	1							19	
	Dr E P Scarlett High School										4			4	
	Pineridge School	6	5		3	2	1							17	
	Sir John Franklin School						1	5						6	
	University School	1	2	7	3	1								14	
DHH (Deaf and Hard of Hearing)		7	4	6	8	5	4	4	7	5	3	5	6	64	
DHH-Amer Sign Lang/Eng(Secondary)	Queen Elizabeth High School							4		1				5	
DHH-Aural/Oral (Secondary)	Queen Elizabeth High School								1					1	
DHH-QE Jr/Sr	Queen Elizabeth High School								6	4	3	1	3	17	
DHH-K&E	Sir William Van Horne High School											4	3	7	
DHH-Total Comm (Elem)	Queen Elizabeth School	6		4	6	2	3							21	
DHH-Aural/Oral (Elem)	Stanley Jones School	1	4	2	2	3	1							13	
Early Development Centre		38												38	
	Deer Run School	15												15	
	James Short Memorial School	23												23	
Early Learning Opportunity	Maple Ridge School	4	2	1										7	
Elem MH Programs - Transitions						4	6							10	
Mental Health Transitions	Nellie McClung School					3	3							6	
	Simons Valley School					1	3							4	
Jr High MH Programs - Transitions/AIM	R T Alderman School							5	7	2				14	

ATTACHMENT II

Special Education Enrolment
(excluding Unique Settings)

Special Education Enrolment (excluding Unique Settings)		Grades													Total
		0	1	2	3	4	5	6	7	8	9	10	11	12	
GATE						51	93	91	114	140	177	70	87	71	894
<i>Gifted and Talented Education</i>	Annie Foote School					4	3	3							10
	Dr Gordon Higgins School									10	17				27
	Elboya School						15	10	14	14	18				71
	Henry Wise Wood High School											30	50	41	121
	Hillhurst School					10	17	18							45
	John Ware School								49	51	80				180
	Nellie McClung School					25	37	41							103
	Queen Elizabeth High School								51	65	62	40	37	30	285
	Ranchlands School					12	21	19							52
L&L						17	44	51	78	84	78				352
<i>Learning and Literacy</i>	A E Cross School								8	10	8				26
	Arbour Lake School								8	11	8				27
	Banff Trail School					1	8	2							11
	Captain John Palliser School						6	9							15
	Earl Grey School					5	3	6							14
	Ernest Morrow School								10	11	9				30
	Ethel M Johnson School					6	12	9							27
	Georges P Vanier School								9	9	10				28
	Harold Panabaker School								9	11	8				28
	Huntington Hills School					4	4	10							18
	Keeler School					1	11	15							27
	Louis Riel School									9	10				19
	Montgomery School								7	7	5				19
	Nickle School								9	7	10				26
	Sir John A Macdonald School								10						10
	Sir Wilfrid Laurier School								8	9	10				27

SCHOOL ENROLMENT REPORT

ii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
AREA I						
ARBOUR LAKE	909	842	8	93%	93%	909
BELVEDERE PARKWAY	615	255	-	41%	41%	615
BOWCROFT	498	300	-	60%	63%	477
BOWNESS	1,525	1,391	-	91%	91%	1,525
BRENTWOOD	645	492	-	76%	76%	645
CAPTAIN JOHN PALLISER	603	411	-	68%	71%	582
CITADEL	456	456	6	100%	100%	456
DALHOUSIE	532	470	3	88%	88%	532
DR E W COFFIN	204	185	1	91%	91%	204
EDGEMONT	631	654	14	104%	104%	631
F E OSBORNE	780	639	2	82%	82%	780
H D CARTWRIGHT	496	382	2	77%	77%	496
HAMPTONS	209	153	4	73%	73%	209
HAWKWOOD	614	492	-	80%	80%	614
MARION CARSON	504	494	3	98%	98%	504
MONTGOMERY	741	229	-	31%	31%	731
RANCHLANDS	545	355	8	65%	65%	545
ROYAL OAK	552	342	10	62%	62%	552
SCENIC ACRES	175	145	8	83%	83%	175
SILVER SPRINGS	309	165	1	53%	53%	309
SIMON FRASER	664	697	6	105%	105%	664
SIR WILLIAM VAN HORNE	965	356	-	37%	37%	957
SIR WINSTON CHURCHILL	2,015	2,106	6	105%	105%	2,015
TERRACE ROAD	302	120	-	40%	41%	293
THOMAS B RILEY	664	426	-	64%	64%	664
TOM BAINES	714	824	1	115%	115%	714
TUSCANY	612	651	14	106%	106%	612
UNIVERSITY	758	344	-	45%	46%	747
VARSITY ACRES	580	502	3	87%	87%	580
W O MITCHELL	505	217	8	43%	44%	497
WEST DALHOUSIE	373	373	6	100%	100%	373
AREA I TOTAL	19,695	15,468	114	78%	79%	19,607
AREA II						
ALEX MUNRO	410	303	-	74%	74%	410
BALMORAL	641	581	-	91%	91%	641
BANFF TRAIL	406	334	-	82%	82%	406
BEDDINGTON HEIGHTS	545	334	8	61%	61%	545
BELFAST	251	210	1	84%	84%	251
BRANTON	764	682	6	89%	89%	764
BRIAR HILL	301	207	-	69%	82%	251
BUCHANAN	303	155	-	51%	55%	267

SCHOOL ENROLMENT REPORT

iii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
CAMBRIAN HEIGHTS	383	391	-	102%	122%	320
CAPITOL HILL	302	232	-	77%	77%	302
CATHERINE N GUNN	413	394	-	95%	95%	413
COLLINGWOOD	552	379	-	69%	69%	552
COLONEL IRVINE	903	581	-	64%	64%	903
COLONEL MACLEOD	686	498	4	73%	73%	686
COLONEL SANDERS	301	383	-	127%	127%	301
COVENTRY HILLS	637	530	11	83%	83%	637
CRESCENT HEIGHTS	2,150	1,764	-	82%	82%	2,150
DR J K MULLOY	501	423	-	84%	84%	501
G P VANIER	685	441	-	64%	64%	685
HIDDEN VALLEY	383	430	10	112%	112%	383
HIGHWOOD	350	107	-	31%	31%	350
HILLHURST	404	191	-	47%	47%	404
HUNTINGTON HILLS	319	209	-	66%	66%	319
JAMES FOWLER	1,980	1,493	-	75%	75%	1,980
JOHN G DIEFENBAKER	1,300	1,497	4	115%	115%	1,300
KING GEORGE	656	507	-	77%	80%	630
LANGVIN	666	633	-	95%	95%	666
LOUISE DEAN	210	232	-	110%	124%	187
MAYLAND HEIGHTS	517	289	-	56%	57%	503
MOUNT VIEW	209	123	-	59%	59%	209
NORTH HAVEN	411	263	-	64%	64%	411
PANORAMA HILLS	558	465	8	83%	83%	558
QUEEN ELIZABETH	372	224	-	60%	66%	339
QUEEN ELIZABETH JR/SR	1,405	1,206	-	86%	86%	1,405
ROSEDALE	216	259	2	120%	120%	216
ROSEMONT	269	111	-	41%	41%	269
SENATOR PATRICK BURNS	955	534	-	56%	56%	955
SIMONS VALLEY	610	511	12	84%	84%	610
SIR JOHN A MACDONALD	905	781	4	86%	86%	905
SIR JOHN FRANKLIN	640	409	-	64%	64%	640
STANLEY JONES	616	439	-	71%	71%	616
SUNNYSIDE	255	147	-	58%	58%	255
THORNCIFFE	232	246	-	106%	106%	232
VALLEY CREEK	896	827	12	92%	92%	896
VISTA HEIGHTS	214	159	-	74%	77%	206
WILLIAM ABERHART	1,599	1,560	4	98%	98%	1,599
AREA II TOTAL	28,281	22,673	86	80%	81%	28,028
AREA III						
ABBEYDALE	450	339	8	75%	78%	435
ANNIE FOOTE	473	347	9	73%	73%	473

SCHOOL ENROLMENT REPORT

ii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
ANNIE GALE	747	606	8	81%	81%	747
BOB EDWARDS	564	477	-	85%	85%	564
CAPPY SMART	402	228	4	57%	57%	402
CECIL SWANSON	423	350	6	83%	83%	423
CHIEF JUSTICE MILVAIN	492	422	10	86%	86%	492
CHRIS AKKERMAN	414	522	6	126%	126%	414
CLARENCE SANSOM	747	587	8	79%	79%	747
COLONEL J F SCOTT	446	451	8	101%	101%	446
CROSSING PARK	1,029	1,090	15	106%	106%	1,029
DOUGLAS HARKNESS	352	271	2	77%	77%	352
DR G M EGBERT	695	440	4	63%	63%	695
DR GORDON HIGGINS	614	516	8	84%	84%	614
ERIN WOODS	479	385	8	80%	80%	479
ERNEST MORROW	964	651	-	68%	68%	964
FALCONRIDGE	546	476	12	87%	87%	546
FOREST LAWN	2,216	1,748	-	79%	79%	2,216
G W SKENE	415	244	2	59%	59%	415
GRANT MACEWAN	575	494	12	86%	86%	575
GUY WEADICK	418	262	6	63%	63%	418
IAN BAZALGETTE	662	431	3	65%	65%	662
JACK JAMES	885	789	-	89%	89%	885
JAMES SHORT MEMORIAL	423	339	1	80%	80%	423
KEELER	344	310	-	90%	96%	328
LESTER B PEARSON	1,715	1,598	-	93%	93%	1,715
MARLBOROUGH	494	417	2	84%	84%	494
MONTEREY PARK	626	581	17	93%	93%	626
O S GEIGER	483	415	9	86%	86%	483
PATRICK AIRLIE	246	228	2	93%	93%	246
PENBROOKE MEADOWS	376	245	-	65%	65%	376
PINERIDGE	432	282	6	65%	65%	432
RADISSON PARK	400	305	-	76%	76%	400
ROLAND MICHENER	330	224	1	68%	68%	330
RUNDLE	482	452	10	94%	94%	482
SADDLE RIDGE	552	327	10	59%	59%	552
SIR WILFRID LAURIER	593	414	-	70%	70%	593
TARADALE	633	691	10	109%	109%	633
TERRY FOX	743	775	-	104%	104%	743
VALLEY VIEW	633	359	-	57%	57%	633
WEST DOVER	411	285	-	69%	69%	411
AREA III TOTAL	24,924	20,374	207	82%	82%	24,893
AREA IV						
A E CROSS	1,066	646	-	61%	61%	1,066

SCHOOL ENROLMENT REPORT

ii. Capacity of the school, including the number of relocatables and portables.

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SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
ALEXANDER FERGUSON	227	236	-	104%	104%	227
ALTADORE	301	285	-	95%	95%	301
ALTERNATIVE HIGH	170	231	-	136%	136%	170
BANTING AND BEST	304	252	2	83%	83%	304
BATTALION PARK	634	652	13	103%	103%	634
BISHOP PINKHAM	797	461	-	58%	58%	797
CENTRAL MEMORIAL	1,795	1,862	-	104%	104%	1,795
COLONEL WALKER	783	261	1	33%	33%	783
CONNAUGHT	593	239	-	40%	40%	593
EARL GREY	274	191	-	70%	72%	264
ELBOW PARK	248	212	2	85%	85%	248
ELBOYA	442	568	-	129%	129%	442
ERNEST MANNING	1,771	1,175	-	66%	70%	1,680
GLAMORGAN	654	408	-	62%	62%	654
GLENBROOK	500	233	-	47%	48%	482
GLENDALE	305	191	-	63%	63%	305
JENNIE ELLIOTT	650	495	-	76%	78%	638
KILLARNEY	325	164	-	50%	52%	313
MOUNT ROYAL	438	282	-	64%	64%	438
OLYMPIC HEIGHTS	638	672	14	105%	105%	638
RAMSAY	302	92	-	30%	37%	247
RICHMOND	304	136	-	45%	49%	276
RIDEAU PARK	442	470	-	106%	106%	442
RIVERBEND	548	352	6	64%	64%	548
ROSSCARROCK	394	169	-	43%	57%	296
SHERWOOD	993	470	-	47%	47%	993
SIR JAMES LOUGHEED	227	83	-	37%	37%	227
SUNALTA	599	351	-	59%	62%	569
VINCENT MASSEY	930	680	-	73%	73%	930
W H CUSHING WORKPLACE	125	79	-	63%	71%	112
WEST SPRINGS	552	193	10	35%	35%	552
WESTERN CANADA	2,180	2,065	-	95%	95%	2,180
WESTGATE	674	565	-	84%	84%	674
WILDWOOD	551	415	-	75%	75%	551
WILLIAM REID	224	178	2	79%	79%	224
AREA IV TOTAL	21,960	16,016	50	73%	74%	21,593
AREA V						
ACADIA	554	331	-	60%	60%	554
ANDREW SIBBALD	410	208	-	51%	51%	410
BRAESIDE	543	236	-	43%	43%	543
BRIDLEWOOD	592	406	12	69%	69%	592
CANYON MEADOWS	479	412	-	86%	86%	479

SCHOOL ENROLMENT REPORT

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SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
CEDARBRAE	314	179	-	57%	57%	314
CENTENNIAL	1,807	1,856	-	103%	103%	1,807
CHAPARRAL	496	466	8	94%	94%	496
CHINOOK PARK	630	451	-	72%	72%	630
CRANSTON	552	266	10	48%	48%	552
DAVID THOMPSON	937	681	-	73%	73%	937
DEER RUN	453	313	6	69%	69%	453
DOUGLASDALE	525	373	11	71%	71%	525
DR E P SCARLETT	1,760	1,655	-	94%	94%	1,760
ETHEL M JOHNSON	446	422	-	95%	95%	446
EVERGREEN	552	281	10	51%	51%	552
FAIRVIEW	1,140	748	-	66%	66%	1,140
FISH CREEK	614	594	-	97%	97%	614
HAROLD PANABAKER	595	334	4	56%	56%	595
HAULTAIN MEMORIAL	332	230	-	69%	69%	332
HAYSBORO	320	151	-	47%	49%	307
HENRY WISE WOOD	1,946	1,543	-	79%	79%	1,946
JANET JOHNSTONE	473	341	8	72%	72%	473
JOHN WARE	516	381	1	74%	74%	516
JUNO BEACH @ Dr. Norman Bethune	311	180	-	58%	58%	311
LAKE BONAVISTA	309	271	-	88%	88%	309
LE ROI DANIELS	372	353	-	95%	95%	372
LORD BEAVERBROOK	2,415	2,110	-	87%	87%	2,415
LOUIS RIEL	936	520	-	56%	56%	936
MAPLE RIDGE	400	291	-	73%	73%	400
MCKENZIE LAKE	608	491	2	81%	81%	608
MCKENZIE TOWNE	607	348	-	57%	57%	607
MIDNAPORE	506	216	12	43%	43%	506
MIDSUN	843	780	-	93%	93%	843
MOUNTAIN PARK	937	869	16	95%	95%	937
NELLIE McCLUNG	452	405	-	90%	90%	452
NICKLE	779	644	3	83%	83%	779
PRINCE OF WALES	384	325	4	85%	85%	384
R T ALDERMAN	843	504	1	60%	60%	843
ROBERT WARREN	467	291	4	62%	62%	467
SAM LIVINGSTON	528	449	7	85%	85%	528
SAMUEL W. SHAW	861	776	12	90%	90%	861
SOMERSET	395	319	4	81%	81%	395
SUNDANCE	473	468	8	99%	99%	473
WILLOW PARK	766	664	-	87%	87%	766
WILMA HANSEN	747	494	8	66%	66%	747
WOODBINE	480	326	7	71%	71%	480

SCHOOL ENROLMENT REPORT

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WOODLANDS	409	270	4	66%	66%	409
WOODMAN	1,018	694	-	68%	68%	1,018
AREA V TOTALS	33,812	25,936	162	77%	77%	33,799
TOTALS	128,672	100,467	619	78%	79%	127,920

School Enrolment Report

vi. The amount of surplus space available for lease but not yet leased.

Surplus space available for lease is interpreted to mean classrooms in excess of a school's needs. The table below summarizes the number of potential excess classrooms by area. Excess classrooms were defined as follows:

- All schools with a utilization rate of 85% or more, based on rated room capacity, were considered to be full and have no excess classrooms.
- In the remaining schools, classrooms between actual utilization and 85% utilization were considered to be potential excess classrooms.

Area	Number of Schools with potential excess classrooms	Potential Excess Classrooms
Area I	22	105
Area II	28	91
Area III	24	80
Area IV	24	101
Area V	33	144
CBE Total	131	521

The above table does not include space in closed schools, as these buildings are in use or approved for disposition.

2010/2011 Lease of Space by Area

(Includes Full-Time and Part-Time Leases)

AREA	SCHOOL	TENANT	SQUARE METERS
1	Belvedere-Parkway Bungalow	Bowness Montgomery Day Care Association	338.2
1	Bowcroft School **NEW	Families Matter Society of Calgary	170.5
1	Captain John Palliser School	Captain John Palliser Out-of-School Care	74.3
1	Captain John Palliser School	Pre-Kindergarten Educational Services	161.4
1	Dr. E.W. Coffin School	Millennium Kidz N Kare Ltd.	129.4
1	Montgomery School	CBE Retired Employees Association	101.7
1	Parkdale School	Calgary Educational Partnership Foundation	246.7
1	Parkdale School	Boys and Girls Clubs of Calgary	158.9
1	Sir William Van Home High	G.R.I.T. Calgary Society	83.9
1	Terrace Road School	University Heights Nursery School Association	72.6
1	University School	Calgary Science Network	80.5
1	University School	Summit Kids	107.1
1	W.O. Mitchell School **NEW	Summit Kids	67.4
1	West Dalhousie School	YMCA Calgary	447.8
2	Banff Trail School	Ranchlands Children Come First Association	148.4
2	Belfast School	Belfast Student Care	134.4
2	Briar Hill School	Hounsfield Heights - Briar Hill Community Kindergarten	81.2
2	Briar Hill School	Hounsfield Heights - Briar Hill Parent-Child Co-op Playschool	81.4
2	Briar Hill School	Society of Briar Hill Children's Programs	294.8
2	Buchanan School	Ranchlands Children Come First Association	77.9
2	Cambrian Heights School	Alberta Health Services	373.0
2	Cambrian Heights School	Ranchlands Children Come First Association	58.9
2	Cambrian Heights School	Renfrew Educational Services	172.0
2	Capitol Hill School	Adventurers School Age Care Ltd.	159.3
2	Colonel Sanders School	Northmount Student Care	131.0
2	Coventry Hills School	YMCA Calgary	438.4
2	Huntington Hills School	Huntington Hills Community Association	56.1
2	King George School	Pleasant Heights After School Care Association	223.4
2	Louise Dean School	Catholic Family Service of Calgary	392.4
2	Mayland Heights School **NEW	Millie's Child Environments Limited	109.3
2	Mount View School	Churchill Park Family Care Society	89.5
2	Panorama Hills School	Pleasant Heights After School Care Association	88.0
2	Queen Elizabeth School	Adventurers School Age Care Ltd.	288.0
2	Rosemont School	Rosemont Community Childcare	167.2
2	Sunnyside School	Pre-Kindergarten Educational Services	106.8
2	Sunnyside School	Sunnyside Out-of-School Care	108.7
2	Valley Creek School	YMCA Calgary	305.6
2	Vista Heights School	Pre-Kindergarten Educational Services	75.3

AREA	SCHOOL	TENANT	SQUARE METERS
3	Abbeydale School	Ben Call Robe Society	128.5
3	Keeler School	Families Matter Society of Calgary	141.8
3	West Dover School	Metis Calgary Family Services	72.0
4	Alex Ferguson School	Alex Ferguson Elementary School Society	66.7
4	Altadore School	Peter Pan Daycare Inc.	110.9
4	Connaught School	Churchill Park Family Care Society	68.3
4	Dr. Oakley School	The CanLearn Society for Persons with Learning Difficulties	996.3
4	Earl Grey School **NEW	Earl Grey Out of School Care	81.0
4	Earl Grey School	Thumbelina Nursery School Society	86.2
4	Elboya School	Pre-Kindergarten Educational Services	71.4
4	Ernest Manning High	Alberta Computers for Schools	288.0
4	Glenbrook School	Glenbrook Community Preschool	151.2
4	Jennie Elliott School	Jennie Elliott Student Care	91.9
4	Killarney School	Kidzinc School Care Society of Alberta	95.7
4	Killarney School	Montessori Casa (Montessori Preschool)	146.7
4	Ramsay School	Janus Academy Society	463.9
4	Richmond School	Richmond Child Care Association	247.4
4	Rideau Park School	Calgary Catholic Immigration Society	137.0
4	Riverbend School	YMCA Calgary	67.8
4	Rossarock School	Creative Discoveries Nursery School	103.0
4	Rossarock School	Kidzinc School Care Society of Alberta	88.3
4	Sunalta School	Scarboro Community Playschool	120.1
4	Sunalta School	Sunalta Student Care	105.2
4	W.H. Cushing Workplace School	Society of Briar Hill Children's Programs	81.8
4	Wildwood School	Kidzinc School Care Society of Alberta	58.9
4	Windsor Park School	REACH Services	865.9
5	Chinook Park School	YMCA Calgary	131.5
5	Douglasdale School	A Step Ahead - Child Development Services	90.5
5	Haysboro School **NEW	YMCA Calgary	57.4
5	Lake Bonavista School	The Adventures	76.8
5	Lake Bonavista School	Montessori Casa (Montessori Preschool)	83.7
5	Maple Ridge School	Club Ed.	89.1
5	Nellie McClung School	YMCA Calgary	77.3
5	Prince of Wales School **NEW	Topp Kids Child Care Centre	112.0
5	Sam Livingston School	The Adventures	69.2
5	Sundance School	Children Can Succeed Inc.	224.1
5	Woodbine School	Pre-Kindergarten Educational Services	80.3

** New lease in the school

Total Square Meters Leased:

Area I:	2,240.4
Area II:	4,161.0
Area III:	342.3
Area IV:	4,595.6
Area V:	1,091.9
GRAND TOTAL	12,431.2

Prepared by Leasing & Property Development

2010/2011 Lease of Surplus School Facilities

AREA	SCHOOL	TENANT	SQUARE METERS
1	Jerry Potts School	Greater Southern Public Francophone Education Region No. 4	2,915.1
2	Greenview School	Foundations for the Future Charter Academy	4,669.4
3	Mountain View School	Almadina Charter School	3,846.0
4	Clem Gardner School	Calgary Science Charter School	7,107.0
4	Glenmeadows School	Calgary Arts Academy Charter School	2,874.9
4	Knob Hill School	Calgary Arts Academy Charter School	2,270.6
4	Lakeview School	Calgary Girls' Charter School	3,594.0
4	Ogden School	Foundations for the Future Charter Academy	4,887.8
4	Spruce Cliff School	Calgary Quest School (Private)	2,387.7
4	Viscount Bennett School	Westmount Charter School (half of facility)	10,301.4
5	Alice M. Curtis School	Foundations for the Future Charter Academy	3,441.5
5	Andrew Davison School	Foundations for the Future Charter Academy	4,309.0
5	Bel Aire School	Calgary Girls' Charter School	1,252.0
5	Fred Seymour School	Greater Southern Catholic Francophone Education Region No. 4	3,007.6
5	Southwood School	Foundations for the Future Charter Academy	4,192.0

Total Square Meters Leased:	Area I:	2,915.1
	Area II:	4,669.4
	Area III:	3,846.0
	Area IV:	33,423.4
	Area V:	16,202.1
	GRAND TOTAL	61,056.0

Prepared by Leasing & Property Development

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
November 30, 2010

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **imagineCALGARY Partnership Update**

Purpose: Information

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

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

Resource Persons: Ross Jaques, System Principal, Facilities & Environmental Services
Olena Olafson, Community Services Coordinator, Energy & Environmental Services
Roy Strum, Curriculum Consultant, Energy & Environmental Services

I. RECOMMENDATIONS

It is recommended:

THAT the Board of Trustees accepts this report for information and the record.

II. ISSUE

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees states, in part,

Accordingly, the Chief Superintendent shall not fail to:

1. provide the following information in timely, accurate and understandable manner:
 - m) an annual report, by November 30th, regarding how the Calgary Board of Education is currently contributing towards achieving the 30-year targets of imagineCALGARY and how the Calgary Board of

Education is actively involved in the working committees of the imagineCALGARY governance structure.

The purpose of this report is to outline this contribution.

III. BACKGROUND

The origin of the imagineCALGARY project was as a city-led initiative that engaged over 18,000 citizens to develop a 100 year vision and plan for a sustainable urban environment for Calgarians. The goal of the project is to ensure a prosperous economy, clean environment and high quality of life for the people who live in Calgary in the decades to come. The imagineCALGARY project led to an articulation of a vision statement that represents the collective values of the city community, and the expressed hopes for what this community will become in the next 100 years. One hundred and fourteen targets have been established in the plan to ensure long-term progress toward the stated vision. These targets are broken into 5 major sectors which include"

- a. Built Environment & Infrastructure Targets
- b. Economic System Targets
- c. Governance System Targets
- d. Natural Environment Targets
- e. Social System Targets

On June 21, 2006, the Board of Trustees agreed that the Calgary Board of Education would become an imagineCALGARY partner. In so doing, the Board of Trustees committed the Calgary Board of Education to continue to work towards the targets to report and share the progress that the organization has made. Support for the imagineCALGARY Charter (vision, goals and targets) allows the Calgary Board of Education to showcase and celebrate its existing success in shaping our city's future.

IV. ANALYSIS

Introduction

Addressing the diverse and complex needs of our students is the primary focus of any planning in the Calgary Board of Education. A cause and effect relationship between the work of the Calgary Board of Education and the achievement of imagineCALGARY targets is not the goal of either organization. It is very evident however that many of the targets outlined in the imagineCALGARY document are closely related to identified areas of focus of the Calgary Board of Education. This relationship positions the Calgary Board of Education, as a key partner in the achievement of the goals identified through the imagineCALGARY project. The Calgary Board of Education's focus on students and the corresponding corporate responsibilities necessarily frames the subset of Calgary Board of Education's substantial contribution to the imagineCALGARY initiative. This contribution is not only felt in the present tense but will unquestionably impact the future as

Calgary Board of Education students become part of the preferred outcome that imagineCALGARY envisions for the city of Calgary.

How the Calgary Board of Education is currently contributing towards achieving the 30-year targets of imagineCALGARY.

Attachment I of this report is designed to clearly illustrate, “**how the Calgary Board of Education is currently contributing to achieving the 30-year targets of imagineCALGARY**”. The attachment is designed in 4 columns. The first two columns are a reproduction of applicable sections of the Outcomes, Strategies to Achieve Outcomes and Actions to Achieve Strategies from the 2010-2013 Three Year Education Plan. Because it is the primary planning document of the Calgary Board of Education, using the Three-Year Education Plan clearly establishes a correlation of common direction between the CBE and many imagineCALGARY targets which are quoted in the third column. The fourth column on the table gives samples of how Calgary Board of Education work is connecting with imagineCALGARY 30 year targets. These samples are not meant to establish a one to one correlation with the imagineCALGARY targets. Rather, they are indicators of the daily work that goes on in schools and service units that, in some part, share common ground with imagineCALGARY. These samples are designed to be illustrative of the breadth of the work that goes on in Calgary Board of Education rather than the depth. The depth of the work is readily available in the Ends and Executive Limitations Annual Monitoring Reports, as well as information reports, Administrative Regulations, Capital and Operating Budgets.

It is worthy of note, that although connections are made to 44 of the 30 year imagineCALGARY targets the Calgary Board of Education also contributes to imagineCALGARY targets with shorter timelines. With few exceptions, Attachment II is silent on the 10, 15 and 20 year imagineCALGARY targets as they are beyond the scope of this policy provision.

How the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure.

In 2007, imagineCALGARY started a planned shift away from being a City of Calgary led initiative toward a community partner led initiative. As such, a new governance structure was established and was activated on January 1, 2008. The governance structure is comprised of 3 major committees, Steering Committee, Collaborative Action Committee, and Communications Committee. A CBE Board liaison report, submitted April 22, 2008, outlines the partnership work plans of each of these three committees.

Since the development of the new governance structure the Calgary Board of Education has had representation on the executives of all three major committees and as such have attended committees meetings when called to do so. Additionally, Calgary Board of Education employees have taken key roles in planning, facilitating and sometimes speaking at imagineCALGARY partnership events.

V. CONCLUSION

"*imagineCalgary* is the blueprint helping Calgarians create a sustainable future and exceptional quality of life for generations to come." (*imagineCALGARY* Website)
The (approximate) 100, 000 students enrolled with the Calgary Board of Education will clearly contribute to transforming that blueprint into a preferred future. With this reality in mind, long term planning and our daily support of students clearly blends the Calgary Board of Education into being a significant piece of the *imagineCalgary* landscape.

The Chief Superintendent is required to provide an annual report to the Board of Trustees, reflecting on the extent to which the Calgary Board of Education contributes to this *imagineCALGARY Partnership* and its 30 year targets. This report fulfills this obligation and demonstrates the breadth of the Calgary Board of Education's commitment to the citizens of our community.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: CBE Connections and Contributions to 30 Year *imagineCALGARY* Targets

Ends 1: Mega End

Outcome 1.1 The education system meets the needs of all Kindergarten to Grade 12 students and supports our society and the economy.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
a. Provide access to quality programs that are responsive to student needs, shifting student and community demographics, and community choice	<ul style="list-style-type: none"> Develop, implement and monitor standards of practice across all programs. Implement coherent service delivery frameworks to maximize responsiveness to schools and Areas. Engage staff and collective bargaining units to explore flexible delivery options and multiple work settings that develop multiple channels of learning and teaching that extend access and build flexibility to support success for each student. Redefine, in collaboration with Alberta Education, the conditions (legislative and regulatory) required to support the personalization of learning. Expand the concept of schooling; i.e., distributed learning. Conduct an annual Student Symposium with parent participation and community input. Focus on optimizing the learning environment to respond to changing learning conditions. 	Lifelong learning T1 By 2016, by the age of six years, 85 % of Calgary children exhibit school readiness, as reflected by physical well-being and appropriate motor development; emotional health and a positive approach to new experiences; age-appropriate social knowledge and competence; age appropriate language skills; and age –appropriate general knowledge and cognitive skills.	The CBE offers full and half-day preschool as well as full day and half-day kindergarten opportunities in various communities throughout the city.
		T2 By 2016, 95 percent of Calgary students succeed in elementary and junior high school, as measured by standardized achievement testing in grades three, six and nine.	CBE students in grades 3, 6 and 9 generally outperform other jurisdictions and the province on the annual Provincial Achievement Exams.
		Self-determination T5 By 2036, all publicly provided goods and services are affordable, accessible and priced in accordance with public benefits T3 By 2026, 90 per cent of Calgarians report that participation in creative activities is an important part of their lives	On an annual basis CBE Administration recommends student fees and fee levels are subsequently ratified by the Board of Trustees. Executive Limitation 18 and 18E speak specifically to being very attentive to students fees. CBE students at all levels are afforded opportunities for creative expression. Curricular, extra-curricular, and alternative programs provide opportunities for many different forms of creative expression

Ends 1: Mega End

Outcome 1.1 The education system meets the needs of all Kindergarten to Grade 12 students and supports our society and the economy.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
		Meaningful Work T2 By 2036, the high school graduation rate for individuals up to age 21 increases to 95 per cent, and 75 percent of adults aged 21 to 25 complete a post-secondary or vocational education program.	CBE's five year completion rate (2008) for High School is 74.7 per cent. The four year transition rate from high school to post-secondary is 39.9 per cent while six year transition rates are 60.3 per cent.
		Goods and Services T7 By 2036, all commercial buildings are accessible to people with disabilities. T4 By 2036, we are developing "complete communities" that, among other aspects, allow people to obtain daily goods and services within a reasonable walking distance from home.	CBE's Barrier Free Audit ranks every school within the jurisdiction in terms of its barrier free accessibility. A \$250,000 budget is in place to strategically improve the accessibility of CBE buildings. The Ten Year Accommodation and Facilities Strategy and the School Capital Plan, track and respond to growth profiles of the city that inform the appropriate placement of schools and school sites.
		Communications T4 By 2036, Calgary increases the number of facilities and spaces that encourage human interaction, and they are widely distributed throughout the city.	CBE currently operates in 242 buildings which are distributed broadly throughout the city. Most buildings are available to the public through the Rental Inventory which is operated by the City of Calgary, Parks and Recreation

Ends 1: Mega End

Outcome 1.3 The jurisdiction demonstrates effective working relationships.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
a. Develop a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, where all employees find meaning, increase skill development and personal satisfaction.	<ul style="list-style-type: none"> Build a culture of affirmation and respect. Build human resource capacity. Develop a framework for cultural competency. Identify and implement culturally responsive practices. Review existing protocols and make recommendations in response to internal complaints. Support the Working Relationships Commitment. 	Relationships T1 By 2036, 95 per cent of Calgarians of every age and ability report that they value and have mutually supportive relationships in several settings, such as at home, school and work and in the community	CBE operates with a Working Relationship Commitment document which is currently being reviewed. Several Administrative Regulations offer clear expectations of how all people are treated within the CBE.
		Meaningful Work T5 By 2036, 85 per cent of employees express a high degree of job satisfaction.	64.5 per cent of Facilities and Environmental Services employees reported that it was "a great place to work" in 2009.
b. Develop a comprehensive partnership framework built around optimizing learning opportunities for students.	<ul style="list-style-type: none"> Promote stakeholder relationships focused on student learning outcomes. Develop and implement a cohesive philosophy and guidelines governing all external relationships to support student learning outcomes. Develop a comprehensive internal and external engagement process to support implementation of the Career and Technology strategy. 	Lifelong Learning T3 By 2036, 95 percent of Calgary Youth complete high school by age 21 and complete some form of post-secondary education or training. Meaningful Work T3 By 2036, 95 per cent of entrants in the trades-related programs complete their programs and 98 per cent of graduates are employed in their fields of study within six months of graduation.	(Repeated from Meaningful Work T2 above) CBE's five year completion rate (2008) for High School is 74.7 per cent. The four year transition rate from high school to post-secondary is 39.9 per cent while six year transition rates are 60.3 per cent. The Career and Technology Centres will engage various trades related stakeholders which should advantage many CBE students as they seek post-secondary education and career opportunities. Last year, well over 300 students earned credits in the Registered Apprenticeship program and some of them worked with CBE tradesmen.

Ends 1: Mega End

Outcome 1.3 The jurisdiction demonstrates effective working relationships.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
		Sufficient Income T2 By 2036, all children of low-income families who are residents of Calgary have the opportunity to complete post-secondary education or appropriate training to enable them to fully participate in the economy	CBE Mega End reads "Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning."
		Sense of community T1 By 2010, 90 per cent of Calgarians agree that there is a strong sense of community in Calgary, and at least 80 per cent of Calgarians report high levels of satisfaction, sense of belonging, attachment and civic pride.	Current Pillar Surveys indicate 85 per cent of students, parents and teachers feel that CBE schools provide a safe and caring environment. A large majority of students, in response to Pillar Survey questions, responded that they were proud of their schools.
		Aesthetic Enjoyment T1 By 2036, 90 per cent of citizens report that Calgary is a beautiful city	Close to ¼ of CBE schools have outdoor classroom/ naturalization settings. More projects are planned every year
c. Create informed, positive school cultures through public relations, participation and communications.	<ul style="list-style-type: none"> Design and implement a public participation process with internal and external stakeholders being given opportunities to advise on decision-making processes. 	Conflict Resolution T4 By 2036, 100 per cent of personal conflicts among students, parents, administrators, support staff and elected representatives in the education system are resolved through collaborative means	<p>The CBE has worked to preempt many conflicts through utilizing the International Association for Public Participation (IAP2) framework to do extensive public engagement work with school communities. Dozens of CBE staff have earned certification with the association.</p> <p>Clear protocols are in place that guide all stakeholders in procedures to raise issues and have them resolved. The Human Resources Service unit also provides opportunities for mediation and conflict resolution</p>

Ends 1: Mega End

Outcome 1.4 The jurisdiction demonstrates leadership, innovation and continuous improvement..

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
b. Champion the CBE as the leader in public education and establish its image locally, provincially and globally.	<ul style="list-style-type: none"> Promote the CBE as a model of local and global environmental stewardship. 	Goods and Services T1 By 2036, over 50 per cent of Calgary businesses adopt a protocol for sustainable practices and report on it regularly.	Through programs like EcoLead, an environmental management program, CBE is currently mapping processes and setting targets to become increasingly sustainable. Each year a Sustainability Report and an Energy Conservation Action Plan is brought to Superintendent's team and the Board of Trustees.
		Self-determination T9 By 2008, and every year thereafter, groups/organizations/government report on how they have considered and adopted the imagineCALGARY targets and strategies that are relevant to them and in which they have been identified as having a role.	On an annual basis the CBE imagineCALGARY (iC) report is presented to the Board of Trustees. iC has highlighted the CBE report on their website for the past 3 years. iC is referenced directly in: A Framework to Advance Environmental Stewardship Within the CBE and the Five Year Implementation Plan 2007-2012. Collaboration with iC partners has been written into the major responsibilities section of Position Descriptions within FES as appropriate.

Ends 2: Academic Success

Outcome 2.1 Students demonstrate high standards in learner outcomes.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
a. Implement a learning model that establishes a system-wide focus on the relationships between the teacher, the student and the content: the instructional core.	Student <ul style="list-style-type: none"> Increase students' opportunities and abilities for self-direction and active agency in their learning. Engage students in the development of learner profiles and individual student learning plans. Increase student engagement in setting individual learning goals and assessing learning through portfolio practices, including e-portfolios. Increase student access to learning and resources by opening a network for student owned digital devices/ mobile learning devices. Teacher <ul style="list-style-type: none"> Refine and promote understanding of the Calgary Board of Education's personalized learning model for each student/all students. Expand the design of relevant, rigorous, and authentic learning tasks within disciplinary and interdisciplinary contexts. Develop practices, supports, and infrastructures that provide anytime, anywhere access to reliable, enabling, and inclusive learning technologies. Content <ul style="list-style-type: none"> Increase focus in all programs on providing tasks that demand high levels of intellectual engagement and that address all levels of Bloom's Taxonomy. Ensure multiple avenues for the creation, representation, and integration of essential understandings and specific learning outcomes through differentiated curriculum, digital learning environments, universal design for learning, and inquiry based learning practices. Develop and deliver curriculum which addresses culturally-different experiences and perspectives, unique student interests and talents, and the needs of all learning programs. 	Self-esteem T2 By 2036, 95 per cent of children aged six to 11 years, report a high sense of self-worth, and 80 per cent of Calgary adolescents, both male and female, describe themselves as productive or potentially productive members of society, able to change themselves or their lives through their own actions, having the personal power to effect change in the world and being optimistic about their future.	Ends 4: Personal Development, states that, "Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential". More specifically it speaks to students becoming confident and autonomous, adaptable, critical and creative thinkers, resilient, and making a difference based upon personal convictions. Annual monitoring reports are presented to the Board of Trustees for Ends 4.
		Creative self-expression T1 By 2016, 90 per cent of Calgarians report that they have opportunities to express their unique gifts and talents.	The mega strategy of personalized learning and a wide offering of program and extracurricular opportunities both within regular and alternative programs afford students many opportunities to develop and express their gifts and talents.
		Communications T2 By 2036, all Calgarians have easy access to current forms of communications technology and resources.	The CBE Digital Citizenship initiative, in addition to enabling many students to utilize their own wireless devices in schools, is examining future opportunities to incorporate new communications technologies to respond to and facilitate the changing learning environment. The student to computer ratio for CBE owned computers exceeds 1 to 3.5 and the one to one laptop program has ensured that all classroom teachers have a portable computer.
		Equity T4 By 2036, racism and discrimination is dealt with by having public and private sector institutions and organizations throughout the city introduce meaningful and effective policies and processes and measurable outcomes	AR 3045 Multiculturalism, is prescriptive about treatment and is focused on the community, school and the student. As well, CBE is undertaking very intentional work to distinguish itself as a 'Culturally Competent' organization.

Ends 2: Academic Success

Outcome 2.3 Key Learning Outcomes for First Nations, Métis and Inuit (FNMI) students improve.

<i>Strategies to Achieve Outcomes</i>	<i>Actions to Achieve Strategies</i>	<i>Corresponding imagineCANGARY Targets</i>	<i>Samples of CBE Contributions</i>
a. Identify and implement promising practices in Aboriginal Education.	<ul style="list-style-type: none"> • Conduct a review of Aboriginal Education. • Organize an FNMI student leadership conference on social justice issues, and conduct a post-conference review of outcomes. • Investigate replacing current Tuition Agreements with Enhancement Agreements. • Increase the knowledge and understanding of FNMI cultures by increasing the level of support to administrators, teachers, support staff, students and families. • Develop and implement a communication plan to engage FNMI parents, elders, community members and agencies with our Board at multiple levels. 	Equity T3 By 2020, all public institutions and systems create and implement an urban Aboriginal policy that recognizes the detrimental colonial history experienced by First Nations, Metis, and Inuit people; reduces barriers to public participation and governance, and supports economic, social and political advancements.	The CBE Aboriginal Education Team provides system leadership through the implementation and support of Aboriginal education programs and services.

Ends 3 Citizenship

Outcome 3.1 Students model the characteristics of active citizenship.

<i>Strategies to Achieve Outcomes</i>	<i>Actions to Achieve Strategies</i>	<i>Corresponding imagineCAGARY Targets</i>	<i>Samples of CBE Contributions</i>
a. Embed democratic participation, leadership, volunteerism and service in student learning.	<ul style="list-style-type: none"> Promote local initiatives in all schools. Organize a student leadership conference on social justice issues and conduct a post-conference review of outcomes. Develop performance and assessment criteria for student citizenship practices within the learning environment. 	<p>Sense of Community</p> <p>T2 By 2010, 80 per cent of citizens experience a high sense of community in their neighborhoods and affinity-related communities, as reflected by residents' reports of neighborhood participation and volunteering, sense of belonging, neighborliness and reciprocity, sense of efficacy, attachment, safety and voter turnout.</p> <p>T3 By 2010, at least 75 per cent of Calgarians report that they volunteer for the benefit of others who are outside their circles of family and friends.</p>	<p>Ends 3 Citizenship focuses on students being informed and involved members of the community. There are strong indications that students feel they can make a difference in the community.</p> <p>The CBE is supported by thousands of adults, most of whom are parents, who volunteer with schools in a vast number of ways (e.g. field trips, school council, classroom helpers etc.) Volunteering within the student body is evident in virtually all schools. (e.g. disaster relief efforts, environmental clubs, charity drives etc.)</p>
b. Embed global citizenship within student learning plans.	<ul style="list-style-type: none"> Promote authentic global initiatives and connect learning activities and outcomes to global issues. Implement the International Certificate system-wide in all high schools. 	<p>Meaning, purpose and connectedness</p> <p>T2 By 2036, 100 per cent of Calgarians report that they feel respected and supported in their pursuits of meaning, purpose in life and experiencing ongoing feelings of connectedness, and that they extend respect and support to others who meet this need in ways different from their own.</p>	<p>CBE students report that they have been encouraged to respect people who are different from them. Thousands of CBE students are enrolled in language and culture courses. More than 500 international students attend CBE schools and national and international travel remains popular with the CBE student body.</p>

Ends 3 Citizenship

Outcome 3.1 Students model the characteristics of active citizenship.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
c. Embed environmental literacy and stewardship in the culture of the school.	<ul style="list-style-type: none"> Engage staff and students in action projects that reduce their ecological footprint. Align EcoSites initiative with the Comprehensive Health program. Engage staff and students in the 50% waste reduction initiative. Engage staff and students in the 10% electricity reduction initiative. 	Transportation T1 By 2036, we reduce the annual private vehicle kilometers travelled per capita by 20 per cent. T4 By 2036, there is a 50 per cent reduction from 1990 levels in the pollution (greenhouse gases) associated with automobiles.	<p>Many CBE schools are currently engaged in idle-free campaigns and some schools are working on "walking school bus" initiatives which entail groups of students walking to school with one or more adults.</p> <p>Currently gas consumption is being reviewed for our fleet vehicles with an eye to produce greater efficiencies.</p> <p>New CBE schools are being fitted with car charging stations in anticipation of electric vehicles. They also have reserved parking for staff that choose to carpool.</p> <p>CBE staff have access to an internal carpool website where they can coordinate carpooling to and from work to alleviate the number of single driver vehicles on the road.</p> <p>Currently a "Telework" strategy is being devised for the CBE staff with a target start date of Q1 2011.</p> <p>Our student transportation providers are currently developing idle free policies for their fleets</p>
		Waste Management T1 By 2036, 85 percent of the waste generated in Calgary is diverted from landfills.	<p>As part of the 50% Waste Reduction Strategy, CBE recycles electronics, paper products, batteries, plastics, books, beverage containers, tires, aggregate, ink/toner cartridges, cell phones etc.</p>
		T2 By 2036, 75 per cent of construction waste materials are recovered for reuse and/or recycling.	<p>The contract for the recent demolition of Albert Park School required that the vendor recycle building materials such as steel and concrete.</p> <p>All new schools built within the last two years require construction waste to be diverted from land fill.</p>

Ends 3 Citizenship

Outcome 3.1 Students model the characteristics of active citizenship.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCARGARY Targets	Samples of CBE Contributions
		Economic Well Being T6 By 2036, alternative ways to measure economic well-being are commonly used to support sustainability principles in decision-making.	The Environment and Energy Services (EES) department's Implementation Plan outlines intention to use sustainable principles in all levels of governance in the CBE. CBE is presently exploring triple bottom line reporting and life cycle analysis in decision making for equipment and supplies purchases.
		Goods and services T3 By 2036, all Calgarians consume more responsibly.	The Energy and Environmental Services Strategic Framework and Implementation Plan and ARs 7001 (Purchase of Goods and Services) and 8006 (Environment) address issues of consumption and environmental and social responsibility. E.g. The CBE procures only Forestry Stewardship Council (FSC) certified paper.
		T5 By 2036, all new commercial buildings are designed to encourage the use of alternative forms of transportation (e.g. walking, cycling and transit) T6 By 2036, all new and retrofitted non-residential buildings are built to be within five percent of the highest energy and water-efficient design available out of all economically competitive products, as measured on a life cycle basis.	The new Education Centre has storage available for bicycles and plans going forward will include the promotion of carpooling, and the use of transit. CBE's new buildings are all built to Leadership in Energy and Environmental Design (LEED) silver certification standards and LEED protocols are used for all major capital projects.

Ends 3 Citizenship

Outcome 3.1 Students model the characteristics of active citizenship.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
		Equity T2 By 2010 all public institutions and organizations implement sustainability principles (Melbourne Principles) in decision-making and reporting, using tools such as triple bottom line.	EcoLead, currently being piloted in Facilities and Environmental Services, is an Environmental Management System initiative that utilizes the triple bottom line approach as a way to reframe CBE, processes and resource utilization.
		Health and Wellness T1 By 2036, all Calgarians live in a safe and clean natural environment, as measured by the quality of its air, water, soil and food sources, plus by the lack of exposure to toxic waste.	CBE's commitment to this is summarized in the vision statement contained in the Framework to Advance Environmental Stewardship. <i>The Calgary Board of Education is a model of local and global environmental stewardship.</i>
		Air T1 By 2036, energy consumption is reduced by 30 per cent based on 1999 use.	The 10% Electricity Reduction Initiative is currently part of the Three Year Education Plan. The plan contains 17 different initiatives.
		T2 By 2036, the use of low-impact renewable energy increases by 30 per cent as a percentage of total energy use	Several Schools have renewable energy projects which include wind turbines, solar hot water, solar air and photovoltaic panels.
		T4 By 2036, indoor air contaminants are reduced to zero percent.	CBE's removal of carpet, replacement of older filtration systems, use of low and lower emission products are some examples of response to indoor air contaminants. Several schools are involved in a program with Alberta Environment to develop air quality action projects many of which focus on idle free initiatives.
		T5 By 2036, Calgary's ecological footprint decreases to below the 2001 Canadian average of 7.25 hectares per capita.	The CBE has partnered with the U of C and the City of Calgary to produce an organizational footprint calculator. Schools and departments will use the calculator to target the measures they can take to decrease their footprint.

Ends 3 Citizenship

Outcome 3.1 Students model the characteristics of active citizenship.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding ImagineCAGARY Targets	Samples of CBE Contributions
		Land and Soil	
		T2 By 2036, sustainable urban food production increases to five per cent.	Food gardens at six CBE schools are supported and promoted by the Energy and Environmental Services department.
		T6 By 2036, Calgary's ecological footprint decreases to below the 2001 Canadian average of 7.25 hectares per capita.	Ecological Footprint Calculator - As above (T5 Air)
		Plants and Animals	
		T1 By 2036, native biological diversity increases to healthy levels, as measured through Habitat Suitability index indices and local key indicator species.	As part of the EcoSites program students learn about protecting biodiversity and ecosystems. The program has been piloted over the last two years and was formally launched in September 2010.
		T2 By 2036, the number and/or size of protected or restored habitats increases to a state of health and functionality	Many schools take on individual projects to enhance their school grounds, protect natural spaces, clean up the shores of the river, or to eradicate invasive species in the school yard. Many other schools are involved with the Robert Bateman <i>Get to Know Program</i> focusing on developing understanding of plants and animals in the urban context.
		Water	
		T1 By 2036, per capita water consumption is reduced by 40 per cent.	Programs are in place to increase the use of touchless and low flow fixtures and motion sensors to control flush valves in schools. Many schools have formal water conservation programs in place
		T4 By 2036, watershed health – as measured by loss of wetlands, water quality, non-compliance with pollution standards, in stream flow and groundwater levels – improves.	For the past 17 years thousands of CBE students have participated in the Riverwatch program which is a Bow River float trip focused on measuring human effects on water systems and steps to alter impact.

Ends 3 Citizenship

Outcome 3.1 Students model the characteristics of active citizenship.

<i>Strategies to Achieve Outcomes</i>	<i>Actions to Achieve Strategies</i>	<i>Corresponding imagineCAGARY Targets</i>	<i>Samples of CBE Contributions</i>
		Energy T1 By 2036, 30 per cent of Calgary's energy derives from low-impact renewable sources.	(also noted in the Air section) Several Schools have renewable energy projects which include wind turbines, solar hot water, solar air and photovoltaic panels.

Ends 4: Personal Development

Outcome 4.1 Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

<i>Strategies to Achieve Outcomes</i>	<i>Actions to Achieve Strategies</i>	<i>Corresponding imagineCAGARY Targets</i>	<i>Samples of CBE Contributions</i>
a. Implement district-wide resiliency and programming strategies for children and youth at risk of not succeeding in their learning.	<ul style="list-style-type: none"> Implement a cohesive plan to identify and utilize strength-based practices supporting at-risk learners. Use consistent assessment tools to assist in the diagnosis of student learning needs. Explore the potential of expanding access to full-day Kindergarten and investigate the potential for expanding access to pre-Kindergarten learning opportunities. 	Peace Safety and Security T3 By 2036, given that crime rates are driven primarily by the number of males in the population aged 15 to 24, the proportion of adolescents and young adults in conflict with the law decreases from 2006 levels of about one per cent to 0.01 per cent.	The CBE has a wide range of initiatives, programs, and partnerships that focus on prevention, and intervention for students at risk.
b. Embed personal development into student learning to impact the culture of the school	<ul style="list-style-type: none"> Develop and implement resiliency-focused models of practice. Implement the Comprehensive Health Strategy in all schools Kindergarten to Grade 12. Teach literacy across the curriculum using learning technology including adaptive and assistive technology. Develop performance and assessment criteria for student personal development practices within the learning environment. 	Health and Wellness T3 By 2036, 95 per cent of Calgarians receive sufficient information and supports to maintain and improve their health and foster their independence at all stages of life. T5 By 2036, the incidences of preventable illness, injury and premature death are significantly reduced.	The Teaming Up 4 Healthy Learners initiative supports CBE schools, in partnership with Alberta Health & Wellness and Alberta Health Services, Calgary Region, to set and address proactive, sustainable goals that impact all students regarding physical activity, healthy eating and positive social behaviour.

Ends 5: Character

Outcome 5.1 School environments are safe and caring.

Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding <i>ImagineCAlgary</i> Targets	Samples of CBE Contributions
a. Embed character development into student learning to impact the culture of the school.	<ul style="list-style-type: none"> Develop and implement practices that maintain a strong focus on safe, respectful and caring learning environments for all. 	Sense of Community T2 By 2010, 80 per cent of citizens experience a high sense of community in their neighborhoods and affinity-related communities, as reflected by residents' reports of neighborhood participation and volunteering, sense of belonging, neighborliness and reciprocity, sense of efficacy, attachment, safety and voter turnout.	CBE schools continue to be the hub of many Calgary communities. Naturalization projects are often cared for by volunteer parents particularly in the summer. Schools connect with external community environmental initiatives like the Commuter Challenge, Earth Day, Mayors Environment Expo etc.

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

PUBLIC AGENDA
November 30, 2010

To: BOARD OF TRUSTEES

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Report on the Financial Status of the Operating Budget as at August 31, 2010 and Unaudited Financial Results for the Year Ending August 31, 2010**

Purpose: Monitoring Information and for the Record

Governance Policy Reference: EL-10: Budgeting Process
EL-11: Financial Condition

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

Resources: Wayne T. Braun, Director, Corporate Financial Services
Jon R. Anderson, Manager, Budget and Corporate Reporting

I. RECOMMENDATIONS

It is recommended:

1. THAT information regarding all budget revisions made during the period June 1, 2010 to August 31, 2010 inclusive (identified in this report and in Attachment I), be received for monitoring information and for the record.
2. THAT the 2009/10 Budget Variance Report as at August 31, 2010 (identified in the Attachment II) be received for monitoring information and for the record.

II. ISSUE

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from budget policy, and shall not fail to inform the Board of Trustees in a timely manner of significant deviations or projected deviations in either the income or expenditures in the approved budget. The Chief Superintendent is also required to provide a report to the Board prior to November 30 regarding the actual use of operating and capital reserves in comparison to Board approval commitments, and this was provided on November 2, 2010 to the Board of Trustees through the fourth quarter

Capital Budget and Reserves Status Report as at August 31, 2010. In addition, at the same Board meeting, the Board of Trustees received and approved The Financial Status of Operating Reserves and Designated Funds as at August 31, 2010.

III. BACKGROUND

Each spring the Calgary Board of Education prepares its operating budget for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the approved and current operating budget to meet the monitoring requirements of EL-11: Financial Condition.

This report includes:

- The Statement of 2009/10 Annual Budgeted Revenue and Expenses with budget revisions and applicable transfers for the period ended August 31, 2010 (Attachment I).
- The 2009/10 Budget Variance Report (Attachment II).

IV. ANALYSIS

Statement of 2009/10 Annual Budgeted Revenue and Expense

A number of budget transfers were made during the fourth quarter of 2009/10, to reflect revenue and expenditure adjustments. Transfers generally reflect the updated plans of schools and service units.

During the fourth quarter, the following net budget revisions and transfers occurred.

	<u>(\$ millions)</u>
Net revenue transfers to partially offset changes in expenditures described below.	21.7
Net expenditure transfers related mainly to finalized enrolments, projects to be completed in 2010/11, changes in School Generated Funds to reflect changes in presentation in compliance with Generally Accepted Accounting Principles (GAAP).	(18.5)
Transfers regarding multi-year projects within service units and unspent decentralized allotments at schools.	(3.8)
Reduction in Capital Assets Acquired related mainly to changes in scope and delays in completion of Board funded capital projects.	6.2
Transfer from Capital Carryforward to partially offset the Capital Assets Acquired described above.	(5.6)
Net budgetary impact	<u><u>-</u></u>

2009/10 Budget Variance Report

The 2009/10 Budget Variance Report highlights variances between the current budget and actual revenue and expense. The principle components of the variances and the resulting small operating surplus are as follows:

	Favourable (Unfavourable) (\$ millions)
Revenues	
• Basic Provincial Instruction and Differential Grants mainly due to finalized enrolments.	1.3
• Other Provincial Educational Grants to reflect confirmed funding.	(1.6)
• School Generated Funds due to higher than planned activities at the school level.	2.7
• Other revenues mainly due to unrealized gain on investments and increased program, lease and other revenue earned.	4.1
	<u>6.5</u>
Expenses	
• Salaries and benefits: mainly due to non-certificated Service Unit gapping, partially offset by higher average teacher salary and benefits, use of substitute teachers and by use of temporary staff in Service Units.	1.8
• Supplies and services: mainly due to reduced spending for licensing and computer hardware, utilities, and other net favourable variances in Service Units.	5.3
• School funded activities: due to higher than planned activities at the school level.	(2.7)
• Amortization and Interest due to additional amortization of capital assets acquired in 2008/09 and increased interest paid on energy retrofit projects.	(0.7)
	<u>3.7</u>
Transfers from (to) Operating Reserves/Designated Funds	
• Reflects reserve transfers as approved in the Report of Financial Status of Operating Reserves report presented at the November 2, 2010 Public Meeting of the Board of Trustees.	(10.3)
Capital Assets Paid by Operating Funds	
• Capital assets acquired: comprised mainly of delays in completion of Board funded capitol projects.	3.7
• Transfer from Capital Carryforward: due to an approved unplanned change in the capital carryforward.	0.3
	<u>4.0</u>
Transfer from/to Capital Reserves	
• Results from actual expenditures less than originally approved capital reserve transfer.	(3.4)
Net Favourable Operating Variance	<u>0.5</u>

V. FINANCIAL IMPACT

Statement of 2009/10 Annual Budgeted Revenue and Expense

The Calgary Board of Education's budgeted net financial results do not change based on the budget revisions or transfers identified in Attachment I.

2009/10 Budget Variance Report

As at August 31, 2010, the Calgary Board of Education had a small favorable net variance of \$0.5 million on overall expenditures and revenues for the year ending August 31, 2010, including approved reserve provisions. On an approved modified expenditure budget of \$1.02 billion, this net variance, and resulting net operating surplus, represents approximately 0.05% of the CBE's overall operating budget for 2009/10.

VI. IMPLEMENTATION CONSEQUENCES

Superintendents' Team will be assessing the 2010/11 Operating Budget to determine if any changes in courses of action, as determined in the preparation and approval of the 2010/11 Operating Budget, are required as a result of the conclusion of the Calgary Board of Education's 2009/10 fiscal year.

VII. CONCLUSION

This report represents the fourth quarterly monitoring report to the Board of Trustees in connection with the 2009/10 Operating Budget for the Calgary Board of Education, as required by Executive Limitation 11: Financial Condition.



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

Attachment I: Statement of 2009/10 Annual Budgeted Revenue and Expense with Revisions and Transfers during the period from June 1, 2010 to August 31, 2010
Attachment II: 2009/10 Budget Variance Report as at August 31, 2010

CALGARY BOARD OF EDUCATION
STATEMENT OF 2009/10 ANNUAL BUDGETED REVENUE AND EXPENSE
WITH REVISIONS AND TRANSFERS DURING THE PERIOD
JUNE 1, 2010 TO AUGUST 31, 2010

Description	2009/10 Approved Budget Effective June 1, 2010 (\$000)	Revisions/ Transfers June 1, 2010 to August 31, 2010 (\$000)	2009/10 Current Annual Budget as at August 31, 2010 (\$000)
REVENUE			
Alberta Education grants			
Base provincial instruction	588,397	-	588,397
Differential cost funding and Transportation	224,125	-	224,125
Provincial priority targeted grants	66,766	(145)	66,621
Other provincial education grants	24,880	(1,724)	23,156
Infrastructure Maintenance Renewal (IMR) Support	18,196	(2,690)	15,506
Provincial Capital support	20,882	-	20,882
School Generated Funds (SGF)	7,529	27,443	34,972
Other revenue	51,089	(1,188)	49,901
Total revenue	<u>1,001,864</u>	<u>21,696</u>	<u>1,023,560</u>
EXPENSE			
Salaries and benefits	786,627	(3,119)	783,508
Supplies and services	175,959	(5,839)	170,120
Interest	2,807	-	2,807
School funded activities	7,529	27,443	34,972
Amortization of capital assets	33,710	-	33,710
Total expense	<u>1,006,632</u>	<u>18,485</u>	<u>1,025,117</u>
Excess (deficiency) of operating revenue over expense for the year	(4,768)	3,211	(1,557)
Transfer from/(to) operating reserves/designated funds	11,135	(3,804)	7,331
Add/(deduct) capital items paid by operating funds			
Capital assets acquired	(35,920)	6,180	(29,740)
Amortization reserve	15,193	-	15,193
Capital debt repayments	(689)	5	(684)
Transfer from (to) school purchased assets	1,454	-	1,454
Transfer from capital carryforward	7,074	(5,592)	1,482
Transfer from/(to) capital reserves			
Building and equipment reserves	6,521	-	6,521
Net operating surplus	<u>-</u>	<u>-</u>	<u>-</u>

CALGARY BOARD OF EDUCATION
2009/10 BUDGET VARIANCE REPORT
(As at August 31, 2010)

Description	2009/10 Actual Annual Revenue and Expense (\$000)	2009/10 Current Annual Budget, Effective August 31, 2010 (\$000)	2009/10 Annual Variance Favourable/ Unfavourable (\$000)
REVENUE			
Alberta Education grants:			
Base provincial instruction	588,839	588,397	442
Differential cost funding and Transportation	224,959	224,125	834
Provincial priority targeted grants	66,615	66,621	(6)
Other provincial education grants	21,564	23,156	(1,592)
Infrastructure Maintenance Renewal (IMR) Support	15,506	15,506	-
Provincial Capital support	20,908	20,882	27
School Generated Funds (SGF)	37,651	34,972	2,679
Other revenue	54,032	49,901	4,131
Total revenue	1,030,074	1,023,560	6,515
EXPENSE			
Salaries and benefits	781,723	783,508	1,785
Supplies and services	164,826	170,120	5,294
Interest	2,942	2,807	(135)
School funded activities	37,651	34,972	(2,679)
Amortization	34,296	33,710	(586)
Total expense	1,021,438	1,025,117	3,679
Excess of operating revenue over expense for the year	8,636	(1,557)	10,194
Transfer from (to) operating reserves/designated funds			
Transportation Fee Stabilization	1,665	580	1,085
Unrealized Investment Gains/Losses	(1,750)	-	(1,750)
Utility expense stabilization	(311)	1,910	(2,222)
Administrative Systems Renewal	-	894	(894)
General Instruction Reserve	-	2,358	(2,358)
System Transformation Reserve	(500)	-	(500)
Fiscal Stability Reserve	(1,129)	2,500	(3,629)
School decentralized budgets	(1,303)	(1,303)	-
Other designated funds	392	392	-
Unrestricted operating surplus for the year, before capital items	5,700	5,774	(74)
Add/(deduct) capital items paid by operating funds			
Capital assets acquired	(24,545)	(28,286)	3,741
Amortization reserve	15,208	15,193	15
Capital debt repayments	(684)	(684)	-
Transfer from capital carryforward	1,759	1,482	277
Subtotal	(8,262)	(12,295)	4,033
Transfer from/(to) capital reserves			
Building and equipment reserves	3,100	6,521	(3,421)
Net operating surplus (deficit)	538	-	538