



# REGULAR MEETING OF THE BOARD OF TRUSTEES

## PUBLIC AGENDA

**TUESDAY, NOVEMBER 2, 2010**

5:00 P.M. – 8:00 P.M.

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

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

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>3.1 Arbour Lake School</b>	D. Yee	15 min.
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (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 <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> 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	
	<b>5.4 <u>Stakeholder Reports</u></b> (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	
	<b>5.5 Trustee Inquiries</b>		
	<b>6.0 ACTION ITEMS</b>		
P. 6-68	<b>6.1 Capital Budget and Reserve Status Report as at August 31, 2010</b> <i>(THAT the Board of Trustees approves the recommendations in the report as attached)</i>	D. Meyers	15 min.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
P. 6-1	<b>6.3 CBE Submission for ASBA 2010 Public Engagement Award</b> <i>(THAT the Board of Trustees approves the submission as attached)</i>	Board	5 min.
	<b>7.0 MONITORING AND RESULTS</b>		
P. 7-1	<b>7.1 Summary of the 2009-2010 Provincial Achievement Tests and Diploma Exam Results</b> <i>(THAT the Board of Trustees receive the report for information)</i>	C. Faber	30 min.
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>8.1 EL – 13: Facilities and GP – 5: Board of Trustees’ Role Description</b> <b>- 2<sup>nd</sup> and 3<sup>rd</sup> Reading</b>		
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P. 9-26	9.1.1 Approval of Minutes		
P. 9-42	<ul style="list-style-type: none"> <li>Regular Meeting held October 5, 2010</li> <li>Organizational Meeting held October 26, 2010</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held, October 5, 2010 and the Organizational Meeting held October 26, 2010 as submitted.)</i>		
P. 9-16	9.1.2 Correspondence <i>(THAT the Board of Trustees receives the correspondence as submitted, for information and for the record.)</i>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-5	9.2.1 Chief Superintendent’s Monthly Update <i>(THAT the Board of Trustees receives the Chief Superintendent’s Monthly Update report as submitted, for information and for the record.)</i>		
P. 9-36	9.2.2 The Financial Status of Operating Reserves and Designated Funds as at August 30, 2010 <i>(THAT the Board of Trustees approves the recommendations in the report as attached)</i>		
P. 9-1	9.2.3 Impact Statement re: First Reading to Policy Changes for EL-13 and GP-5 <i>(THAT the Board of Trustees receives the report as submitted, for information and for the record.)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0 IN-CAMERA ISSUES</b>		
	<b>12.0 ADJOURNMENT</b>	Chair	



**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

**PUBLIC AGENDA**  
**November 2, 2010**

**To:** BOARD OF TRUSTEES

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Capital Budget and Reserves Status Report as at August 31, 2010**

**Purpose:** Approval, Monitoring Information and for the Record

**Governance Policy Reference:** EL-11: Financial Condition  
EL-12: Asset Protection

**Originator:** Deborah L. Meyers, Superintendent, Finance and Business Services and CFO

**Resource Persons:** Wayne T. Braun, Director, Corporate Financial Services  
Bob Coll, Capital Controller, Service Unit Financial Support Services  
Eugene Heeger, Director, Capital Planning and Development  
Robert Ashley, Manager, Architectural and Engineering Services  
Pauline Wong, Manager, Service Unit Financial Support Services

**I. RECOMMENDATIONS**

It is recommended:

1. THAT information regarding all budget revisions and transfers, as outlined in this report for the period June 1 to August 31, 2010 inclusive, be received for monitoring information and for the record.
2. THAT attachments I to IV, reflecting actual capital expenditures for the period June 1 to August 31, 2010 and actual expenditures for year ending August 31, 2010, be received for monitoring information and for the record.
3. THAT the net capital carry forward amounts of \$5,314,493 at August 31, 2010 and as identified in Attachment IV, be approved for the completion of the associated projects in 2010/2011.
4. THAT an amount of \$3,293,106 tied to completed projects as outlined in Attachment IV, be approved for withdrawal from the Capital Building Reserve Fund.

5. THAT an amount of \$19,879 in unused committed Capital Building Reserve Funds and tied to a completed project as outlined in Attachment IV, be approved for return to the fund.
6. THAT an amount of \$173,698 of net proceeds on the disposal of Maintenance Assets be approved for transfer to the Maintenance Asset Replacement Reserve Fund.

## **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 material deviation from budget policy. Accordingly, the Chief Superintendent shall not fail to inform the Board of Trustees in a timely manner of significant deviations in either the income or expenditure in the approved budget. Ongoing monitoring of actual requests against approved budgets is to occur on a quarterly and annual basis, including financial statements. This report compares actual capital expenditures incurred to August 31, 2010 to the approved 2009/10 Capital Budget, showing the use and recommended application of capital reserves, budget transfers and revisions made during this period.

## **III. BACKGROUND**

Each spring the Calgary Board of Education prepares its capital budget for the following school year. The capital budget is prepared in two components: Facility Related Assets (which are primarily new school buildings or school modernization projects funded by capital grants from Alberta Education since April 1, 2006, and managed by the Capital Planning and Development Department) and Non-Facility Related Assets (which are primarily larger technology acquisitions, vehicles and equipment, and capital allocations to schools funded by operating grants and reserves of the CBE).

This report is presented to the Board of Trustees to:

- provide an update on the status, to the end of the fourth fiscal quarter, of capital projects approved for the 2009/10 fiscal year;
- request for approval of year end carry forward amounts;
- provide year end status of capital reserves and designated funds; and
- to meet the quarterly monitoring requirements of EL-11: Financial Condition, as they relate to the capital budget.

## **IV. ANALYSIS**

Attachments to this report summarize the financial data for all approved 2009/10 capital projects, as follows:

### **Non-Facility Related Capital Budget Status Report (Attachment I)**

The revised Non-Facility Related Capital Budget, including current quarter revisions, amounts to \$23.94 million, with actual expenditures to August 31, 2010 totaling \$18.71



million. Service Units have requested carry forward amounts based on actual expenditures to August 31, 2010 to complete projects totaling \$5.23 million with no significant overall variance to approved budgets. If approved by the Board of Trustees, these funds will be appropriately placed in capital reserves with full disclosure in the financial statements.

All Budget revisions are identified in Attachment I. The current quarter budget revisions amount to a net decrease of \$1.25 million. The revisions include budget reductions/increases to various projects to reflect actual budget requirements and budget additions to allow for new emergent projects. The budget changes include:

- cancellations totaling: (\$137,105)
- reductions totaling: (\$1,236,263)
- increases totaling: \$118,930
- Total (\$1,254,438)

### **Facility Related Capital Budget Status Report (Attachment II)**

The total Facility Related Capital Budget amounts to \$367.60 million, with actual expenditures to August 31, 2010 totaling \$305.61 million, and a total favourable variance of \$0.45 million.

The current quarter budget revisions amount to a net increase of \$164.14 million:

- an increase of \$160.59 million to record the completed construction of the six new P3 Schools at Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, and West Springs, with all capital assets therein transferred by the Province to the CBE;
- a net increase of \$7.00 million towards a total budget of \$9.00 million for the construction of the Career Technology Centre at Lord Shaughnessy School. Funding approved by the Board of Trustees and the Province to be provided by the following:
  - Surplus Funds from McKenzie Towne School project, \$3,000,000
  - Infrastructure Maintenance Renewal, \$3,600,000
  - Accrued Interest from advances on Capital projects, \$1,092,332 and
  - Funds from Restricted Capital Reserve, \$1,307,668;
- a net increase of \$952,050 for the purchase, funded by the Province, of the Modus Portables and subsequent setup by CBE at Samuel W. Shaw School, along with the use of surplus funds to fund the Robert Warren Portables setup;
- new funding of \$521,500 for the additional furniture requirements at the six completed P3 School Sites;
- an increase of \$4,663 to complete the Albert Park Demolition project. Approved funding of \$163,424 had been provided previously from the Capital Reserve;
- reductions of \$295,095 at Panorama School and \$33,696 at Taradale School tied to reduced budget requirement to complete the projects;
- a reduction of \$125,392 to the Administration Building Renovations project; and
- a reduction of \$383,486 to the New School Commissioning budget at Samuel W Shaw School.

The following carry forward requests totaling \$673,772 for Facility Related projects were identified as follows:

- \$5,000 to complete the administration renovation at Kingsland School;
- \$39,936 to complete the school commissioning costs at Samuel W Shaw School;
- \$55,360 to complete the school commissioning costs at McKenzie Towne, Panorama, and Taradale Schools; and
- \$573,476 for the VOIP requirements at the New Education Centre.

### **Capital Financing Summary (Attachment III)**

This attachment provides information pertaining to the various funding sources required to finance the 2009/10 Capital Budget and the status of their deployment to budgeted projects.

During this period, net savings of \$2.81 million have been identified from non-facility and facility related projects. These cost savings have reduced the funding shortfall from \$4.74 million reported in the third quarter, to \$1.93 million for the Technology Project component of the New Education Centre previously approved by the Board of Trustees. These remaining required funds of \$1.93 million will be identified and secured in 2010/2011 fiscal year.

### **Capital Reserves, Designated Capital Funds and Alberta Government Proceeds on Disposal of Capital Assets (Attachment IV)**

This attachment provides information pertaining to the various transfers in and out of specific Reserves for the year, and the commitments for approved capital projects.

During the quarter, the Board received approval from Alberta Education to use \$1,307,668 from the Alberta Government share of the Proceeds on the Disposal of Capital assets (Restricted Capital Reserves portion) as part of the funding of the construction of the Career Technology Centre at Lord Shaughnessy School.

During the quarter, the following previously approved draws were made against the Capital Reserve:

- \$163,424 for the Albert Park Demolition project;
- \$2,651,349 for the school commissioning costs at the (6) P3 schools;
- \$478,333 for the construction costs of the Connaught Modernization project; and
- (\$19,879) of unspent funds was returned to the reserve for the Willow Park Arts Centred Learning project.

As at August 31, 2010, there is \$19.69 million in Building Capital Reserves and Designated Funds. Of these funds, \$8.54 million is committed for approved projects, leaving \$11.15 million in uncommitted capital reserves.



## V. FINANCIAL IMPACT

To the extent that there are funding shortfalls on capital projects funded by Alberta Infrastructure or Alberta Education, these will be addressed through the use of savings in other capital projects, modernization or infrastructure maintenance renewal (IMR) block funding allotments, accrued interest earned on capital receipts previously received from Alberta Infrastructure, approved transfers from capital reserves or, as a final resort, from operating funds or interim financing pending approved disposition of surplus properties. There are sufficient funds available from these sources to address all anticipated shortfalls on existing approved capital projects.

The actual costs of the equipment purchases or project implementation projects identified in the 2009/10 Capital Budget will result in approximately \$6.1 million of new amortization expense for each of the next four fiscal years, beginning in 2010/11.

## VI. CONCLUSION

This report meets the quarterly monitoring requirements of the Executive Limitation 11: Financial Condition.



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

Attachment I:	Non-Facility Related Assets
Attachment II:	Facility Related Assets
Attachment III:	Capital Financing Summary
Attachment IV:	Capital Reserves, Designated Capital Funds, and Alberta Government Proceeds on Disposal of Capital Assets
Attachment V:	Status of Capital Reserves and Designated Capital Funds

**Calgary Board of Education**  
**Quarterly Capital Budget Status Report**  
**Non-Facility Related Assets**  
**as at August 31, 2010**

	Project Budget \$	Cumulative Project Expenditures \$	Budget 31-May-10 \$	Current Quarter Revisions \$	Revised Budget 31-Aug-10 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure	Forecast Project Variance \$	Estimate 2010/11 \$	Estimate 2011/12 \$
<b>Chief Superintendent</b>											
Multi Functional Print Photocopier	7,055	7,055	7,055		7,055	7,055	-	7,055	-	-	-
<b>sub-total</b>	<b>7,055</b>	<b>7,055</b>	<b>7,055</b>	<b>-</b>	<b>7,055</b>	<b>7,055</b>	<b>-</b>	<b>7,055</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Finance and Business Services</b>											
<b>Corporate Business Services</b>											
Integrated Media System (IMS) Upgrade	697,609	697,609	566,437	65,116	631,553	631,553	-	631,553	-	-	-
Medianet Vax Server Conversion to Windows Server	7,211	7,211	30,000	(22,789)	7,211	7,211	-	7,211	-	-	-
Confined Space Compliance	150,466	50,466	50,000	466	50,466	50,466	-	50,466	-	50,000	50,000
<b>sub-total</b>	<b>855,286</b>	<b>755,286</b>	<b>646,437</b>	<b>42,793</b>	<b>689,230</b>	<b>689,230</b>	<b>-</b>	<b>689,230</b>	<b>-</b>	<b>50,000</b>	<b>50,000</b>
<b>Corporate Financial Services</b>											
Budget and Reporting System Implementation	573,495	423,495	250,000	(16,886)	233,114	83,114	150,000	233,114	-	-	-
Budget System - Business Intelligence Tools & Web Server	1,771	1,771	36,789	(36,789)	-	-	-	-	-	-	-
Oracle Enhancement Phases Reporting Tools	125,193	125,193	31,038	6,511	37,549	37,549	-	37,549	-	-	-
Oracle Financials Upgrade	930,000	-	-	-	-	-	-	-	-	80,000	850,000
Quick Books Upgrade	60,000	-	-	-	-	-	-	-	-	60,000	-
<b>sub-total</b>	<b>1,690,459</b>	<b>550,459</b>	<b>317,827</b>	<b>(47,164)</b>	<b>270,663</b>	<b>120,663</b>	<b>150,000</b>	<b>270,663</b>	<b>-</b>	<b>140,000</b>	<b>850,000</b>
<b>Information Technology Services</b>											
Network Growth and Expansion	1,854,074	706,932	410,789	(94,661)	316,128	168,986	147,142	316,128	-	500,000	500,000
Production Server Capacity and Refresh	1,300,000	284,757	300,000	-	300,000	284,757	15,243	300,000	-	500,000	500,000
Storage Capacity and Refresh (Started 06/07)	2,663,513	1,458,049	692,856	(7,442)	685,414	679,950	5,464	685,414	-	700,000	500,000
Test Lab	898,225	259,580	262,859	(3,279)	259,580	259,580	-	259,580	-	302,550	336,095
<b>ITS Infrastructure Renewal and Growth Sub-total</b>	<b>6,715,812</b>	<b>2,709,318</b>	<b>1,666,504</b>	<b>(105,382)</b>	<b>1,561,122</b>	<b>1,393,273</b>	<b>167,849</b>	<b>1,561,122</b>	<b>-</b>	<b>2,002,550</b>	<b>1,836,095</b>
Class Payment & Registration System Upgrade	75,000	47,738	75,000	-	75,000	47,738	27,262	75,000	-	-	-
Content Filtering Consolidation	588,450	588,450	49,034	(881)	48,153	48,153	-	48,153	-	-	-
Development Lab	870,242	57,558	62,242	(4,684)	57,558	57,558	-	57,558	-	637,028	175,656
Enterprise Portal Deployment Expansion	12,007,229	4,612,059	3,652,713	-	3,652,713	2,502,543	1,150,170	3,652,713	-	3,970,000	2,275,000
Enterprise Project Management Solution	86,000	-	86,000	-	86,000	-	86,000	86,000	-	-	-
Exchange 2007	75,000	34,910	75,000	-	75,000	34,910	40,090	75,000	-	-	-
Historic Data Capture Tool	199,411	199,411	199,411	-	199,411	199,411	-	199,411	-	-	-
Microsoft Team Foundation Server	-	-	18,000	(18,000)	-	-	-	-	-	-	-
Office 2007	538,679	39,219	538,679	-	538,679	39,219	499,460	538,679	-	-	-
Print Strategy Cost Containment (Started 07/08)	1,803,281	327,226	1,008,481	-	1,008,481	57,148	951,333	1,008,481	-	524,722	-
Self Serve Password Reset	100,000	-	100,000	-	100,000	-	100,000	100,000	-	-	-
Snow Leopard Operating System ("OS")	80,330	80,330	80,330	-	80,330	80,330	-	80,330	-	-	-
SPORG Replacement (On-line Registration)	-	-	50,000	(50,000)	-	-	-	-	-	-	-
Streaming Media Server Upgrade	105,000	-	105,000	-	105,000	-	105,000	105,000	-	-	-
Student Demographic/Academic Achievement Data Mart	610,000	467,422	610,000	-	610,000	467,422	142,578	610,000	-	-	-
Voice Over Internet Protocol - School Demonstration	286,937	-	286,937	-	286,937	-	286,937	286,937	-	-	-
Windows 2008 OS	174,270	73,545	200,000	(25,730)	174,270	73,545	100,725	174,270	-	-	-
Windows 7 OS	467,673	-	-	-	-	-	-	-	-	467,673	-
Wireless Capacity and Enhancement	5,422,528	5,137,352	5,295,859	-	5,295,859	5,010,683	285,176	5,295,859	-	-	-
<b>sub-total</b>	<b>30,205,842</b>	<b>14,374,538</b>	<b>14,159,190</b>	<b>(204,677)</b>	<b>13,954,513</b>	<b>10,011,933</b>	<b>3,942,580</b>	<b>13,954,513</b>	<b>-</b>	<b>7,601,973</b>	<b>4,286,751</b>



Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at August 31, 2010

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	Project Budget \$	Cumulative Project Expenditures \$	Budget 31-May-10 \$	Current Quarter Revisions \$	Revised Budget 31-Aug-10 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure	Forecast Project Variance \$	Estimate 2010/11 \$	Estimate 2011/12 \$
<b>Facility and Environmental Services</b>											
<b>Capital Planning and Development</b>											
Computerized Maintenance Management System	747,000	601,985	590,164	-	590,164	445,149	145,015	590,164	-	-	-
Project Management System	18,442	18,442	-	-	-	-	-	-	-	-	-
Facility Information Strategic IT Plan	1,012,000	-	-	-	-	-	-	-	-	586,000	426,000
Facility Management Information System	373,952	373,952	32,316	(32,316)	-	-	-	-	-	-	-
Mobile Computing	226,000	-	-	-	-	-	-	-	-	226,000	-
<b>sub-total</b>	<b>1,404,394</b>	<b>392,394</b>	<b>622,480</b>	<b>(32,316)</b>	<b>590,164</b>	<b>445,149</b>	<b>145,015</b>	<b>590,164</b>	<b>-</b>	<b>812,000</b>	<b>426,000</b>
<b>Community Engagement and Operational Planning</b>											
Spacial Data Warehouse	44,900	-	-	-	-	-	-	-	-	44,900	-
<b>sub-total</b>	<b>44,900</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>44,900</b>	<b>-</b>
<b>Central Facility Services</b>											
Mail Truck, Stake Truck	262,014	68,014	68,014	-	68,014	68,014	-	68,014	-	107,500	86,500
3/4 Ton Trade Van	54,023	54,023	54,023	-	54,023	54,023	-	54,023	-	-	-
1 Ton Truck	37,981	37,981	37,981	-	37,981	37,981	-	37,981	-	-	-
1 Ton Truck - Grounds	62,519	62,519	60,212	2,307	62,519	62,519	-	62,519	-	-	-
Asphalt Breaker	12,000	-	-	-	-	-	-	-	-	12,000	-
Asphalt Roller	25,000	-	-	-	-	-	-	-	-	25,000	-
Automotive Parts Washer	10,000	-	-	-	-	-	-	-	-	10,000	-
Bobcat Trailers	52,939	22,939	22,939	-	22,939	22,939	-	22,939	-	30,000	-
Compact Tractors with Snow Blades/Brushes	118,658	60,658	60,658	-	60,658	60,658	-	60,658	-	58,000	-
Creative Playground Head Drop Testing Unit	13,506	13,506	13,506	-	13,506	13,506	-	13,506	-	-	-
Fall Protection Devices	1,623,822	868,822	441,363	(17,078)	424,285	424,285	-	424,285	-	380,000	375,000
Glass Lifter	5,099	5,099	5,099	-	5,099	5,099	-	5,099	-	-	-
Plow/Sander	13,571	13,571	17,500	(3,929)	13,571	13,571	-	13,571	-	-	-
Rehab Main Entrance/Parking - Highfield	232,995	232,995	28,350	-	28,350	28,350	-	28,350	-	-	-
Road Grader	150,000	-	-	-	-	-	-	-	-	150,000	-
Scan Tool Software	12,000	-	-	-	-	-	-	-	-	12,000	-
Steamer/Boiler with Trailer	33,952	33,952	33,952	-	33,952	33,952	-	33,952	-	-	-
Theatre Seating	24,550	24,550	35,000	(10,450)	24,550	24,550	-	24,550	-	-	-
Tire Changer	8,411	8,411	8,411	-	8,411	8,411	-	8,411	-	-	-
Trade Vans	1,022,472	415,472	415,472	-	415,472	415,472	-	415,472	-	390,000	217,000
Trim Mowers	100,000	-	-	-	-	-	-	-	-	100,000	-
Van - Preventative Maintenance	27,249	27,249	27,249	-	27,249	27,249	-	27,249	-	-	-
Wheel Balancer	7,561	7,561	7,561	-	7,561	7,561	-	7,561	-	-	-
Wide Area Mower	106,793	106,793	106,793	-	106,793	106,793	-	106,793	-	-	-
Electronic Door Access	2,323,769	1,458,187	798,795	-	798,795	572,995	225,800	798,795	-	639,782	-
Senior High School Security Cameras - Phase II	1,210,000	214,207	465,129	-	465,129	204,336	260,793	465,129	-	375,000	360,000
<b>sub-total</b>	<b>7,550,884</b>	<b>3,736,509</b>	<b>2,708,007</b>	<b>(29,150)</b>	<b>2,678,857</b>	<b>2,192,264</b>	<b>486,593</b>	<b>2,678,857</b>	<b>-</b>	<b>2,289,282</b>	<b>1,038,500</b>
<b>Education, Energy and Environment</b>											
Energy - Utility Metering	252,000	124,103	246,389	-	246,389	118,492	127,897	246,389	-	-	-
<b>sub-total</b>	<b>252,000</b>	<b>124,103</b>	<b>246,389</b>	<b>-</b>	<b>246,389</b>	<b>118,492</b>	<b>127,897</b>	<b>246,389</b>	<b>-</b>	<b>-</b>	<b>-</b>

Attachment I

**Calgary Board of Education**  
**Quarterly Capital Budget Status Report**  
**Non-Facility Related Assets**  
**as at August 31, 2010**

	Project Budget \$	Cumulative Project Expenditures \$	Budget 31-May-10 \$	Current Quarter Revisions \$	Revised Budget 31-Aug-10 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure	Forecast Project Variance \$	Estimate 2010/11 \$	Estimate 2011/12 \$
<b>Facility and Environmental Services Continued:</b>											
<b>Facility Operations</b>											
Auto Scrubbers	351,132	171,132	155,000	16,132	171,132	171,132	-	171,132	-	105,000	75,000
Burnishers	110,062	35,062	49,000	(13,938)	35,062	35,062	-	35,062	-	75,000	-
JLG Lift (Scissor lift)	8,890	8,890	12,500	(3,610)	8,890	8,890	-	8,890	-	-	-
Ride-on Auto Scrubbers	209,453	76,453	79,000	(2,547)	76,453	76,453	-	76,453	-	85,500	47,500
Ride-on Tractors	77,246	37,413	35,000	2,413	37,413	37,413	-	37,413	-	40,000	-
<b>sub-total</b>	<b>756,783</b>	<b>328,950.00</b>	<b>330,500</b>	<b>(1,550)</b>	<b>328,950</b>	<b>328,950</b>	<b>-</b>	<b>328,950</b>	<b>-</b>	<b>305,500</b>	<b>122,500</b>
<b>Learning Innovation</b>											
District Planning & Monitoring Solutions	480,000	419,957	480,000		480,000	419,957	60,043	480,000	-	-	-
School Soft	-	-	80,000	(80,000)	-	-	-	-	-	-	-
Assistive Technology	1,059,244	1,059,244	10,926	(744)	10,182	10,182	-	10,182	-	-	-
Inclusive Learning Technologies	1,800,000	474,688	600,000	-	600,000	474,688	125,312	600,000	-	600,000	600,000
Learning and Literacy Program	1,934,409	1,657,354	765,000	(277,055)	487,945	487,945	-	487,945	-	-	-
Learning Resources Strategy	200,000	200,000	43,736	-	43,736	43,736	-	43,736	-	-	-
Student Information Registration System 4 Conversion	479,336	479,336	461,351	17,985	479,336	479,336	-	479,336	-	-	-
<b>sub-total</b>	<b>5,952,989</b>	<b>4,290,579</b>	<b>2,441,013</b>	<b>(339,814)</b>	<b>2,101,199</b>	<b>1,915,844</b>	<b>185,355</b>	<b>2,101,199</b>	<b>-</b>	<b>600,000</b>	<b>600,000</b>
<b>Learning Support</b>											
Photocopier	21,233	-	-	-	-	-	-	-	-	-	21,233
Photocopier	14,967	14,967	14,967		14,967	14,967	-	14,967	-	-	-
<b>sub-total</b>	<b>36,200</b>	<b>14,967</b>	<b>14,967</b>	<b>-</b>	<b>14,967</b>	<b>14,967</b>	<b>-</b>	<b>14,967</b>	<b>-</b>	<b>-</b>	<b>21,233</b>
<b>Schools and Educational Programs</b>											
Drama Lighting Systems	2,258,271	1,943,612	515,400	8,000	523,400	508,741	14,659	523,400	-	300,000	-
Program Moves & Expansions Commissioning	2,517,999	836,580	1,046,920	(28,921)	1,017,999	836,580	181,419	1,017,999	-	750,000	750,000
School Purchased Assets (current + 2 yrs)	2,410,341	836,682	1,453,691	(617,009)	836,682	836,682	-	836,682	-	987,659	586,000
<b>sub-total</b>	<b>7,186,611</b>	<b>3,616,874</b>	<b>3,016,011</b>	<b>(637,930)</b>	<b>2,378,081</b>	<b>2,182,003</b>	<b>196,078</b>	<b>2,378,081</b>	<b>-</b>	<b>2,037,659</b>	<b>1,336,000</b>
<b>Unsupported Debt Principal Payments</b>	<b>4,843,000</b>	<b>961,975</b>	<b>689,424</b>	<b>(4,630)</b>	<b>684,794</b>	<b>684,794</b>	<b>-</b>	<b>684,794</b>	<b>-</b>	<b>2,205,896</b>	<b>2,222,968</b>
<b>Total Non-Facility Capital Assets</b>	<b>60,786,403</b>	<b>29,153,689</b>	<b>25,199,300</b>	<b>(1,254,438)</b>	<b>23,944,862</b>	<b>18,711,344</b>	<b>5,233,518</b>	<b>23,944,862</b>	<b>-</b>	<b>16,087,210</b>	<b>10,953,952</b>

6-75

Attachment I



**Calgary Board of Education**  
**Quarterly Capital Budget Status Report**  
**Facility Related Assets**  
**as at August 31, 2010**

	Budget May. 31, 2010 \$	Current Quarter Revisions \$	Revised Budget Aug. 31, 2010 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
<b>2005/2006 Capital Projects</b>							
Samuel W Shaw School	20,153,408	(109,543)	20,043,865	19,881,182	162,683	20,043,865	-
Samuel W Shaw School - 12 new portables	1,145,041	1,061,593	2,206,634	2,206,634	-	2,206,634	-
<b>sub-total</b>	<b>21,298,449</b>	<b>952,050</b>	<b>22,250,499</b>	<b>22,087,816</b>	<b>162,683</b>	<b>22,250,499</b>	<b>-</b>
<b>2006/2007 Capital Projects</b>							
McKenzie Towne (K-4) School	16,035,796	(3,000,000)	13,035,796	12,565,717	470,079	13,035,796	-
Panorama (K-4) School (with 8 new portables)	13,606,982	(295,095)	13,311,887	12,995,853	316,034	13,311,887	-
Taradale (K-4) School (with 10 new portables)	14,980,188	(33,696)	14,946,492	14,384,018	116,840	14,500,858	445,634
<b>sub-total</b>	<b>44,622,966</b>	<b>(3,328,791)</b>	<b>41,294,175</b>	<b>39,945,588</b>	<b>902,953</b>	<b>40,848,541</b>	<b>445,634</b>
<b>2007/2008 Major Modernization</b>							
Western Canada High Modernization	35,000,000	-	35,000,000	15,092,234	19,907,766	35,000,000	-
<b>sub-total</b>	<b>35,000,000</b>	<b>-</b>	<b>35,000,000</b>	<b>15,092,234</b>	<b>19,907,766</b>	<b>35,000,000</b>	<b>-</b>
<b>2008/2009 Capital Projects</b>							
Robert Warren School Portables - Setup	187,083	-	187,083	158,559	28,524	187,083	-
Branton School Portables	971,427	-	971,427	971,427	-	971,427	-
P3 Schools (6) Furniture & Equipment (Bridlewood,Cranston, Evergreen,Royal Oak,Saddle Ridge,West Springs)	5,450,000	521,500	5,971,500	2,842,315	3,129,185	5,971,500	-
<b>sub-total</b>	<b>6,608,510</b>	<b>521,500</b>	<b>7,130,010</b>	<b>3,972,301</b>	<b>3,157,709</b>	<b>7,130,010</b>	<b>-</b>
<b>2009/2010 Capital Projects</b>							
2009/2010 Portable Moves - (Chief Justice Milvain (2), Olympic Heights (2), and Simon Fraser (2)	182,880	-	182,880	182,880	-	182,880	-
Child Care Modular Initiative (Battalion Park, Chaparral & Taradale)	2,137,426	-	2,137,426	1,604,382	533,044	2,137,426	-
P3 Schools (Bridlewood,Cranston,Evergreen,RoyalOak,SaddleRidge,West Springs)	-	160,589,065	160,589,065	160,589,065	-	160,589,065	-
<b>sub-total</b>	<b>2,320,306</b>	<b>160,589,065</b>	<b>162,909,371</b>	<b>162,376,327</b>	<b>533,044</b>	<b>162,909,371</b>	<b>-</b>

Attachment II

**Calgary Board of Education  
Quarterly Capital Budget Status Report  
Facility Related Assets  
as at August 31, 2010**

	Budget May. 31, 2010 \$	Current Quarter Revisions \$	Revised Budget Aug. 31, 2010 \$	Expenditures To Date \$	Estimated Costs to Completion \$	Total Estimated Capital Expenditure \$	Forecast Variance \$
<b>Other Capital Projects</b>							
Administration Building Renovations	174,525	(125,392)	49,133	44,133.00	5,000	49,133	-
New School Commissioning (Samuel W. Shaw)	903,741	(383,486)	520,255	480,319	39,936	520,255	-
New School Commissioning (2007/08 capital projects)	1,000,000	-	1,000,000	944,640	55,360	1,000,000	-
New School Commissioning P3 (Bridlewood, Cranston, Evergreen, Royal Oak, Saddleridge, and West Springs)	3,000,000	-	3,000,000	2,651,349	348,651	3,000,000	-
Career Technology Strategy	2,000,000	7,000,000	9,000,000	552,212	8,447,788	9,000,000	-
Dr. Carl Safran/Conference Centre, Connaught Modernization and Addition	50,220,506	-	50,220,506	39,197,251	11,023,255	50,220,506	-
New Education Centre - Voice Over Internet Protocol	573,476	-	573,476	-	573,476	573,476	-
New Education Centre - Technology Requirements	6,000,000	-	6,000,000	94,592	5,905,408	6,000,000	-
Albert Park Demolition	163,424	4,663	168,087	168,087	-	168,087	-
West High School - Ernest Manning Replacement	28,000,000	-	28,000,000	18,000,000	10,000,000	28,000,000	-
Reallocation of capital interest earned	1,581,336	(1,092,332)	489,004	-	489,004	489,004	-
<b>sub-total</b>	<b>93,617,008</b>	<b>5,403,453</b>	<b>99,020,461</b>	<b>62,132,583</b>	<b>36,887,878</b>	<b>99,020,461</b>	<b>-</b>
	<b>203,467,239</b>	<b>164,137,277</b>	<b>367,604,516</b>	<b>305,606,849</b>	<b>61,552,033</b>	<b>367,158,882</b>	<b>445,634</b>

**Calgary Board of Education  
2009/10 Capital Budget  
Capital Financing Summary  
As at Aug 31, 2010**

	<b>Non-Facility Related Assets Budget</b>	<b>Facility Related Assets Budget</b>	<b>Total Budget</b>
Total Budgeted Expenditures (per Attachments I and II)	<u>\$ 24,221,917</u>	<u>\$ 367,604,516</u>	<u>\$ 391,826,433</u>
<b>Financed by the Following:</b>			
Alberta Infrastructure Funded Approvals	\$ -	\$ 298,612,628	\$ 298,612,628
Alberta Government Proceeds on Disposal of Capital Assets	-	1,307,668	1,307,668
Funded from Current Operations - Amortization	11,382,823	3,825,606	15,208,429
Funded from prior year operations and Capital Building Reserves	-	21,991,606	21,991,606
Accrued Interest Earned on Capital Grants	-	1,581,336	1,581,336
Funded from School or Departmental Resources	836,682	-	836,682
Designated Capital Funds - 2008/09 Approved Carryforward	5,547,817	1,526,636	7,074,453
Capital Building Reserves	-	3,227,961	3,227,961
Interim Financing from CBE/RBC Funds	-	30,000,000	30,000,000
Provincial One-time Technology Funding	6,454,595	-	6,454,595
Infrastructure Maintenance Renewal Program	-	3,600,000	3,600,000
Reallocation of completed capital project surpluses	-	1,931,075	1,931,075
<b>Total Capital Financing</b>	<u><u>\$ 24,221,917</u></u>	<u><u>\$ 367,604,516</u></u>	<u><u>\$ 391,826,433</u></u>

Attachment III

**Calgary Board of Education**  
**Capital Reserves, Designated Capital Funds, and**  
**Alberta Government Proceeds on Disposal of Capital Assets**  
Balances as at August 31, 2010

	Plant Operations & Maintenance Asset Building Reserve	Leased School Buildings Reserve	School Facility Modernization Reserve	Chinook Learning Services Relocation	Capital Reserves Total	Designated Capital Funds Note 1	Total	Alberta Government Proceeds on Disposal of Capital Assets Note 2	
Balances as at May 31, 2010	11,522,996	375,876	2,000,000	2,270,772	1,400,000	17,569,644	7,074,453	24,644,097	1,307,668
Transfers out									
Albert Park Demolition (Board meeting June 23, 2009)	(163,424)	-	-	-	-	(163,424)	-	(163,424)	-
P3 Commissioning (2009/10 Approved Capital Budget)	(2,651,349)	-	-	-	-	(2,651,349)	-	(2,651,349)	-
Connaught Modernization (Board meeting February 19, 2008)	(478,333)	-	-	-	-	(478,333)	-	(478,333)	-
School & Department Carry Forward 0809 reversal (Board meeting January 19, 2010)	-	-	-	-	-	-	(7,074,453)	(7,074,453)	-
Total Transfers out	(3,293,106)	-	-	-	(3,293,106)	(7,074,453)	(10,367,559)	-	-
Transfers in									
Willow Park - Arts Centred learning - unspent amount returned to reserve	19,879	-	-	-	-	19,879	-	19,879	-
School & Department Carry Forward 09/10	-	-	-	-	-	-	5,314,493	5,314,493	-
Equipment and Vehicle Disposal Proceeds	-	75,749	-	-	-	75,749	-	75,749	-
Total Transfers in	19,879	75,749	-	-	-	95,628	5,314,493	5,410,121	-
Balances as at August 31, 2010	8,249,769	451,625	2,000,000	2,270,772	1,400,000	14,372,166	5,314,493	19,686,659	1,307,668
Commitments:									
Represented by:									
Dr. C Safran/Conf. Ctr & Connaught (Board Meeting February 19, 2008)	2,879,310	-	-	-	-	2,879,310	-	2,879,310	-
2009/10 Capital Budget 4th Quarter Report - carry forward projects	-	-	-	-	-	-	5,314,493	5,314,493	-
P3 School Commissioning (Bridlewood, Cranston, Evergreen, RoyalOak, Saddleridge, and West Springs, (2009/10 Approved Capital Budget)	348,651	-	-	-	-	348,651	-	348,651	-
Career Technology Centre (Board meeting April 27, 2010)	-	-	-	-	-	-	-	-	(1,307,668)
Total Committed Amounts	3,227,961	-	-	-	-	3,227,961	5,314,493	8,542,454	(1,307,668)
Total Uncommitted Amounts	5,021,808	451,625	2,000,000	2,270,772	1,400,000	11,144,205	-	11,144,205	1,307,668
Balances as at August 31, 2010	8,249,769	451,625	2,000,000	2,270,772	1,400,000	14,372,166	5,314,493	19,686,659	-

Notes:

- Designated Capital Funds - capital funds carryforward for capital projects, which were in progress at fiscal year end.

Service Unit Requests	\$ 5,233,518
Facility Related Requests	\$ 673,772
less covered by one time technology funds in 2010/11	\$ (592,797)
<b>Net capital carry forward request into 2010/11</b>	<b>\$ 5,314,493</b>
- Alberta Government portion of proceeds on disposal of capital assets.  
Ministerial approval was received in July, 2010 to use these funds in support of the Career and Technology Centre Project as requested.



**CALGARY BOARD OF EDUCATION**  
**2009/10 STATEMENT OF CAPITAL RESERVES and DESIGNATED FUNDS**

(As at August 31, 2010)

<u>Description</u>	<u>Reserve Balance</u> <u>Sept 1, 2009</u> (\$000)	<u>Fiscal Year</u> <u>Board</u> <u>Approved</u> <u>Commitments</u> (\$000)	<u>2009/2010</u> <u>Actual Use</u> (\$000)	<u>2009/2010</u> <u>Interest</u> <u>Allocated</u> (\$000)	<u>Year-End</u> <u>Transfers</u> <u>(Recommended)</u> (\$000)	<u>Reserve</u> <u>Balance</u> <u>Aug 31, 2010</u> (\$000)
<b>CAPITAL RESERVES</b>						
Land and Buildings - Unsupported	11,523	(3,293) <sup>1</sup>	(3,293)	-	20	8,250
Equipment - Unsupported	278	-	-	-	174	452
Leased School Buildings - Unsupported	2,000	-	-	-	-	2,000
School Program Modernization	2,271	-	-	-	-	2,271
Chinook Learning Services Relocation	1,400	-	-	-	-	1,400
Funds designated for approved capital projects	7,074	(7,074) <sup>2</sup>	(7,074)	-	5,314	5,314
<b>Total Capital Reserves</b>	<b>24,546</b>	<b>(10,367)</b>	<b>(10,367)</b>	<b>-</b>	<b>5,508</b>	<b>19,687</b>

**NOTES**

1. The Board of Trustees approved: the Albert Park Demolition project on June 23, 2009; the P3 school commissioning project as part of the 2009/10 Capital Budget approval; and the Connaught School addition and renovation on February 19, 2008.

2. Funds designated for approved capital projects were approved by the Board of Trustees on January 20, 2010 for inclusion into the capital budget's 1st Quarter capital monitoring report.

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

November 2, 2010

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Alberta School Boards Association 2010 Public Engagement Award Submission**

**Purpose:** Approval

**Governance Policy References:** **GP-13: Board of Trustees' Linkages**  
**EL3: Information Counsel and Support to the Board of Trustees**  
**EL 4: Treatment of Parents and Citizens**  
**EL 14: Student Accommodation**

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

**Resource Persons:** Calvin Davies, Director, Community Engagement and Operational Planning (CEOP)  
Karen Barry, System Principal, CEOP  
Nicole Genereux, Engagement CEOP  
Adelle Palmer, Engagement Consultant, CEOP

**I. RECOMMENDATION**

It is recommended:

**THAT** the Board of Trustees approves the submission for the Alberta School Boards Association (ASBA) 2010 Public Engagement Award as attached to this report.

**II. ISSUE**

A Board motion is required in order for the Alberta School Boards Association to consider the Calgary Board of Education's application for the 2010 Public Engagement Award.

### III. BACKGROUND

The Calgary Board of Education is committed to providing opportunities for the public to be engaged and involved in the decisions that the Board of Trustees make on their behalf. Informing and involving stakeholders is critical if excellence in public education is to be maintained.

The annual Alberta School Boards Association Public Engagement Award, introduced in 2010, is intended to recognize the efforts of school boards to embrace public engagement as a method to inform, involve, and gain input from stakeholders on school jurisdiction plans, programs and services.

### IV. ANALYSIS

The attached nomination for the Alberta School Boards Association 2010 Public Engagement Award is comprehensive in meeting all of the required criteria set forth in the nomination package. The multi-faceted engagement process outlined in the attachment to this report is a strong example of how the Calgary Board of Education engages stakeholder's and responds to the input received.

### V. CONCLUSION

The Calgary Board of Education is committed to engaging with families and other stakeholders to ensure that schools, programs and learning opportunities are of the highest quality to meet the learning needs of our students. As such, we are pleased to put forth this nomination package to be approved for submission to the Alberta School Boards Association.



**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**  
**CALGARY BOARD OF EDUCATION**

### ATTACHMENT(S):

Attachment I: Nomination Submission and Package with Appendices



**2010 ASBA Public Engagement Award Submission – Calgary Board of Education (CBE)**  
***Student accommodation in the community of Huntington Hills***

1. Describe the school board's particular public engagement initiative, outlining the process by which stakeholders and/or communities were brought together to discuss and provide input on an issue or topic. Did the initiative have a clear purpose or need? Was this a new approach?

The Calgary Board of Education's System Student Accommodation Plan identifies communities or schools with student accommodation challenges such as declining enrolment, program expansion and the accommodation of new programs. The department of Community Engagement and Operational Planning works with schools and communities to address these accommodation issues and seeks to provide stakeholders with the information specific to each challenge while structuring opportunities for stakeholders to come together to develop shared understanding of the student accommodation proposals.

Huntington Hills is an established community in Calgary developed in the late 1960's at a time when multiple schools were constructed for populations that would today only qualify for a single school. As indicated in the System Student Accommodation Plan 2010-2012 (Appendix 1), there are four elementary schools in Huntington Hills and the community does not have the student population to support four K-6 programs. Two of the schools had therefore been designated as bus receivers to accommodate students from two of Calgary's newer communities. The opening of a K-4 school and the approval for construction of a new middle school in one of these communities resulted in surplus space between the four elementary schools in Huntington Hills. At the same time, enrolment in the CBE's Traditional Learning Centre (TLC) alternative program for this area of the city had been projected to outgrow its facility and a larger space was required.

To help address these issues, parents, staff and community members from the different schools, programs and communities were invited to participate in a comprehensive community engagement process. This process was developed by members of the Calgary Board of Education's department of Community Engagement and Operational Planning. The Community Engagement Plan for the Huntington Hills community and the Area II Traditional Learning Centre program is attached (Appendix 2).

With the issues as the focus and the Calgary Board of Education's policy alignment (Appendix 3: EL-4 and Appendix 4: EL-7), as the basis for engagement, a process was designed that would ensure all voices would have an opportunity to be heard. Attention was paid in designing this process to developing mutual understanding and common values between stakeholders whose interests were likely to conflict.

Although the approach to this engagement process was not new, this project was the first time school staffs were explicitly identified as stakeholder groups in the Community Engagement Plan.



2. Cite any creative methods the school board used to encourage individuals, groups or communities to participate in the engagement.

A variety of techniques were employed to engage stakeholders, provide information and encourage participation in the community engagement process. Stakeholder groups were identified in two different categories, internal and external stakeholders, recognizing that these are not exclusive categories as school staff members are often also parents or members of the community. Internal stakeholders included staff at each of the schools and our Learning Support team responsible for special education classes at the schools involved. External stakeholders included parents from each of the schools' programs and community members.

All school staff members were invited to an information session which was held at their school the afternoon before any engagement of external stakeholders began. This information session provided opportunities for staff to learn not only about the issues and proposed solutions but also about the community engagement process. Staff were encouraged to provide feedback via a feedback form. The timing of these meetings was considered critical so that staff would know before parents and/or the public and each school would be informed at the same time. On that afternoon, members of the community engagement team were at each of the five key schools at the same time giving the same presentation.

Parent representatives from each school and program were selected by their school principals and brought together at three focus group meetings over the course of three months. These focus group meetings served multiple functions, as avenues for the CBE to distribute information and gather feedback and also as settings to bring the different stakeholder groups together to understand and work through some of the challenges presented by this issue. Stakeholder groups were combined, separated and recombined in different configurations throughout the process, depending on the context of each meeting or challenge to be addressed.

Between focus group meetings the parent representatives were asked, along with their school principals, to take the information presented by the CBE back to their regularly scheduled School Council Meetings and to help gather feedback from other stakeholders in their school and community. YourVoice, an online feedback form, allowed parents and other stakeholders to submit feedback directly to the Community Engagement and Operational Planning department at any point throughout the process.

An Open House provided an opportunity for members of the broader public to learn about the issues and to provide their feedback. The event was held at a neutral location, the junior high school in the community, and advertised through Bold Signs to inform members of the public not necessarily involved in the schools.

Stakeholders who were not able to attend the engagement sessions could access the information and participate in the dialogue through the CBE's website where all documentation regarding this engagement, including the feedback gathered from parents and community members was posted (<http://www.cbe.ab.ca/Schools/ceop/pp09-10/huntingtonhills.asp>).

Altogether, between 60 and 80 parents of the approximately 300 students impacted by this issue participated in the focus groups, the Open House or used the online feedback form.

3. Outline the process the school board used to follow up with participants after the public engagement initiative ended. Were participants clear on how their input would be used? Were they satisfied with the process?

At the final focus group meeting, participants were informed of the recommendations that would be going forward to Trustees and of how their feedback would be included in the Trustees' regulatory process resulting from those recommendations. The administrative recommendations were:

- Consideration of the staged closure of the regular program at Dr. J.K. Mulloy School.
- Consideration of closure of the Traditional Learning Centre program at Highwood School for the purpose of relocation to Dr. J.K. Mulloy School.

At that same meeting, parents were asked to provide their feedback on the community engagement process. Their comments generally reflect satisfaction with the process, despite disappointment on the part of parents from Dr. J.K. Mulloy School that the regular program at their school would be recommended for consideration of closure.

*"I liked it when the different schools sat down and shared their concerns; it helped me understand where other parents are coming from."*

*"Very informative, nice effort to keep parents and staff informed, giving parents the chance to be heard."*

*"I felt it was very important in getting a clear understanding out to the community; these meetings were a great way of accomplishing this."*

*"Thanks to the group who organized the meetings, supported all participants & fed us!"*

Some concerns were raised by parents throughout the engagement process regarding the suitability of the physical layout of Dr. J.K. Mulloy School for the Traditional Learning Centre program. This feedback led to further engagement of parents. Parent representatives were invited to tour a school accommodating the TLC program to see how the program was operating in a similar facility where minor modifications had been made. These parent representatives became key supporters of the plan at their following school council meeting.



4. Describe the outcomes and benefits gained as a result of the public engagement. What is different? What has been gained?

The final outcomes of the student accommodation challenges faced in the Huntington Hills community and with the Traditional Learning Centre (TLC) alternative program were directly impacted by feedback from participants in the community engagement process.

Parents identified that having siblings at two different schools in different grades would present challenges for families if a staged closure was implemented for the regular program at Dr. J.K. Mulloy School. If a younger sibling was designated to the new school and an older sibling remained designated to Dr. J.K. Mulloy School to finish to the end of grade 6 families would be separated. As a result, the recommendation for consideration for closure was written to provide the opportunity for Huntington Hills community students in the higher grades who wished to remain at Dr. J.K. Mulloy School to finish to the end of grade six to do so, while at the same time allowing students who wished to transfer to the new school to do so as well.

As mentioned above, parents of students in the TLC program raised concerns regarding the physical layout of Dr. J.K. Mulloy School and its suitability to the TLC program. In the follow-up engagement process the CBE Administration committed to some modifications of the school, adding permanent walls and temporary dividers to define the classrooms in the open concept facility.

Taking into consideration stakeholder perspectives and responding directly to their concerns and aspirations reinforces our commitment to the values held by the Calgary Board of Education.

*Students come first.*

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

*Learning is our central purpose.*

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.

*Public education serves the common good.*

Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

As a result of a comprehensive engagement process Trustees, as the final decision makers, are able to more clearly understand the complexity of the accommodation challenge and the key issues of concern to stakeholders. For these two decisions regarding program closure, no questions were asked of Administration by the Board of Trustees. The information provided to Trustees, including all of the feedback collected from stakeholders, provided the depth and relevancy necessary to come to a decision.

5. Outline any efforts by the school board to keep the conversation going with participants and the community at large beyond this particular initiative.

Principals at any school involved in student accommodation issues work with parents, students and staff in the transitioning of students and/or programs. In this case, the school receiving students from Dr. J.K. Mulloy School's regular program extended their annual spring Kindergarten Open House to include the new students and families at all grade levels. The principal and other school staff were available to provide information, answer questions and tour families through the building. At Dr. J.K. Mulloy School the principal and existing School Council members invited parents of students in the TLC program who would be transitioning to their school to the May School Council Meeting.

Principals and staff organized a one day event in May where students went to visit the school they would be attending in the fall. Activities were organized to provide students opportunities to meet their new classmates and to become familiar with their new school.

Beyond this particular initiative, the Calgary Board of Education is committed to working with families and other stakeholders to ensure that the teaching and learning needs of all of our students are met. Student accommodation is one area where this commitment is demonstrated. Our System Student Accommodation Plan identifies schools and communities facing student accommodation challenges three years into the future. As we move forward, our practice is continually evolving in a deliberate effort to establish relationships and build trust with our stakeholders as we work to address these challenges.

#### Additional Comments:

The Calgary Board of Education's department of Community Engagement and Operational Planning (CEOP) was created in 2005 to work with communities and families in planning for schools and students. The CEOP team includes a mix of teaching staff and industry professionals who bring a variety of expertise and perspectives to the unique challenge of school and program planning. The department uses the International Association of Public Participation's core values, professional standards and best practices to provide a framework for our decision makers and stakeholders to work together to make better decisions.

Attachments:

- Appendix 1: Three Year System Student Accommodation Plan 2010-2012
- Appendix 2: Community Engagement Plan – Huntington Hills and Area II TLC
- Appendix 3: Calgary Board of Education's EL-4
- Appendix 4: Calgary Board of Education's EL-7
- Appendix 5: Letter of Support

## Appendix 1: Three Year System Student Accommodation Plan 2010-2012



**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PRIVATE AGENDA**

**June 22, 2010**

**To:** BOARD OF TRUSTEES

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** System Student Accommodation Plan (2010 – 2013)

**Purpose:** Information and for the Record

**Governance Policy Reference:** EL-3: Information, Counsel and Support to the Board of Trustees  
EL-14E: Student Accommodation

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

**Resource Persons:** Phil Carlton, Director, Community Engagement and Operational Planning  
Karen Barry, System Principal, Community Engagement and Operational Planning  
Angie Schulz, System Assistant Principal, Community Engagement and Operational Planning  
Area Directors  
Sydney Smith, Director, Student Services Support  
Liz Gouthro, Director, Diversity  
Ingrid Schmidt, Senior Planner, Community Engagement and Operational Planning  
Anne Trombley, Planning Analyst, Community Engagement and Operational Planning  
Conor Mc Greish, Planning Analyst, Community Engagement and Operational Planning

**I. RECOMMENDATION**

It is recommended:

THAT the System Student Accommodation Plan (2010 – 2013), and the Community Engagement Plan completed in 2009-2010, be received for information and for the record.

## II. ISSUE

Executive Limitation 14E: *Student Accommodation Information Requirements* requires Administration to report annually to the Board of Trustees the System Student Accommodation Plan, by administrative Areas, including any school attendance area, grade configuration and/or designation changes being considered for the following school year. This report identifies student accommodation challenges for 2010 – 2013. This report includes changes to be implemented for the 2010-2011 school year, resulting from initiatives completed in the 2009-2010 school year, as well as accommodation challenges to be considered for planning purposes during the 2010-2013 school years.

## III. BACKGROUND

The Calgary Board of Education (CBE) offers a wide variety of quality learning opportunities and options for students of all ages. The Calgary Board of Education educates tomorrow's citizens today. A large school district in a growing and diverse metropolitan centre must constantly monitor student accommodation and use of facilities in order to achieve that goal. We work to ensure that sustainable learning programs are offered in quality facilities with the resources necessary to enhance student performance. This careful attention and foresight is reflected in the organizational environment of the Calgary Board of Education.

Student accommodation planning is an ongoing process that reflects the ever-changing needs of the system. Following consultation with Area Directors and the Directors of Special Education and Diversity, accommodation challenges have been identified for the 2010 – 2013 school years. Engagement of Community Stakeholders will be undertaken by members of the Department of Community Engagement and Operational Planning, in collaboration with Area Directors. In some cases, the recommendation will entail changes to attendance areas, grade configurations and/or designations. In other cases, recommendations for consideration of closure may result. Accommodation planning reflects changes resulting from community engagement processes, student accommodation decisions and capital announcements that are made throughout the year and may result in additional accommodation challenges that require consultation with Area Directors and Community Engagement with stakeholders.

For many of these issues, responsibility for decision-making lies with Administration; however, in cases where the recommendation involves a consideration of closure, sole responsibility and authority for the decision resides with the Board of Trustees.

Attachments I and II provide lists of completed projects, and projects to be initiated:

Attachment I: *Community Engagement Initiatives 2009-2010* provides details of the process undertaken in extensive community engagement initiatives completed in the 2008/09 school year, and the resultant changes to be implemented.



Attachment II: *System Student Accommodation Plan 2010 - 2013* summarizes, by Area, the accommodation changes and community engagements completed during 2009/2010 and challenges to be considered during the school years 2010 - 2013.

#### **IV. FINANCIAL IMPACT**

The financial impact of any attendance area changes will be dependent upon decisions made through the *Student Accommodation Planning Process*. These decisions will be reached through a thorough analysis of student accommodation needs, available data and various accommodation scenarios, and after appropriate community engagement.

#### **V. IMPLEMENTATION CONSEQUENCES**

Before any proposed student accommodation changes are implemented, it is expected that Administration will facilitate appropriate community engagement with stakeholder groups, in order to seek input into student accommodation needs. Depending on the level of participation identified in the Community Engagement Plan (Inform, Consult, Involve, Collaborate), opportunities for stakeholders may include, but are not limited to, access to available supporting data, providing feedback, asking questions, suggesting alternatives, developing scenarios, and/or being involved in communicating with the broader community.

Information will be shared with parents, staff and the communities in a timely manner. Up to date information regarding the status of extensive initiatives, including opportunities for stakeholder engagement, letters, notices, and information shared at meetings and open houses, can be found on the Community Engagement and Operational Planning department's website: [www.cbe.ab.ca/schools/ceop/](http://www.cbe.ab.ca/schools/ceop/).

This process is in compliance with Administrative Regulation 1090: *Student Accommodation Planning Process*. Throughout the school year, plans and recommendations will be reported to the Superintendents' Team for consideration and approval.

#### **VI. CONCLUSION**

A sustained systemic effort is required to provide pertinent information to Area Directors and other Service Units regarding accommodation planning, transportation delivery, enrolment reporting, facility utilization and the design and construction of new or modernized facilities in a timely manner.

This report details changes in student accommodation and the timeframe in which they were completed. It also identifies student accommodation issues for 2010 – 2013, and changes to be implemented in 2010/11, resulting from initiatives completed in the 2009/10 school year, as well as issues to be considered for planning purposes during the 2010 – 2013 school years.

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS  
CALGARY BOARD OF EDUCATION

Attachment I: Community Engagement Initiatives 2009 – 2010  
Attachment II: System Student Accommodation Plan 2010 – 2013

## Community Engagement Plans 2009-2010

### Area II Chinese (Mandarin) Bilingual Program

#### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address the continued growth of the Chinese (Mandarin) Bilingual Program in Area II. Why has this student accommodation issue been identified?

- Since its move to King George in 2008 the Chinese (Mandarin) Bilingual Program's enrolment has increased faster than anticipated.
- A new location that will allow for continued growth is required.
- The French Immersion Program at King George School continues to grow.

In order to effectively use space and resources for both educational programming and plant operations and maintenance, there is a need to provide:

1. Sustainable Kindergarten to Grade 6 Chinese (Mandarin) Bilingual programming for students currently accommodated at King George School.
2. Effective use of space and resources.
  - For both educational programming and plant operations and maintenance
3. Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

#### Community Engagement Strategy

Our goal is to involve you by obtaining your feedback on:

- The proposed student accommodation scenario
- The implementation plan
- The proposed administrative recommendation

By involve, we mean that we will:

- Work with you to ensure your concerns and aspirations are directly reflected in the alternatives developed.
- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the accommodation plan's final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in



conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">CEOP Plan</a>
Dec. 7 2009	School Council Representatives Meeting	
Dec. 17, 2009	Focus Group meeting with principals, parent representatives, community representatives to present issue and proposed plan.	• <a href="#">Presentation</a> • <a href="#">Meeting Notes</a>
Jan. 11, 2010	Parent Survey	
Feb. 4, 2010	Focus Group meeting with principals, parent representatives, community representatives to review feedback from evening conversation and next steps.	

### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).

### Area II Highwood School- Traditional Learning Centre Program

#### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address the continued growth of the Traditional Learning Centre alternative program in Area II. Why has this student accommodation issue been identified?

- The TLC program at Highwood School must move to a larger facility for August 2010.
- The new K-4 Panorama Hills School opened August 2009.
- Dr. J.K. Mulloy School has excess capacity now that Panorama Hills School is open.
- The new 5-9 school in Panorama Hills is scheduled to open for August 2012.
- Dr. J.K. Mulloy School will have further excess capacity when the Panorama Hills middle school opens.

In order to effectively use space and resources for both educational programming and plant operations & maintenance, there is a need to provide:

1. Sustainable Kindergarten to Grade 4 TLC programming for students currently accommodated at Highwood School.
2. Effective use of space and resources.
  - For both educational programming and plant operations and maintenance
3. Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

### Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:

- The proposed student accommodation scenario
- The implementation plan
- The proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns and aspirations
- Provide feedback on how your input was used to influence the final decision

Your input may influence details of the accommodation plan's final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">CEOP Plan</a>
Sept.9, 2009	Meeting with parent representatives and principals.	• <a href="#">Presentation</a>
Sept./Oct. 2009	Principals will meet with School Council to share information and PowerPoint.	• <a href="#">Focus Group Values Feedback</a>
Oct. 22, 2009	Meeting with parent representatives and principals to review feedback and plan next steps.	
Nov. 5, 2009	Open House to provide an opportunity for the	• <a href="#">Feedback</a>



	broader community to understand the issue, the engagement process and to provide feedback on the student accommodation proposal.	
Nov. 19, 2009	School Council Chair and Director of Community Engagement and Operational Planning tour TLC site locations.	<ul style="list-style-type: none"> <li>• <a href="#">Presentation</a></li> <li>• <a href="#">Feedback</a></li> </ul>
Dec. 10, 2009	Meeting with school representatives to discuss location options based on site visits.	<ul style="list-style-type: none"> <li>• <a href="#">Parent Meeting - Highwood TLC</a></li> </ul>

### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#)

### Area III Marlborough Community

#### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student accommodation for the regular program in the Marlborough community. Why has this student accommodation issue been identified?

- The Marlborough community does not have enough regular program students to support programs at both Marlborough School and Chris Akkerman School.
- The Saddle Ridge kindergarten to grade 4 school is scheduled to open for the 2010-2011 school year resulting in excess capacity at Marlborough School.

This issue will be addressed within the following parameters:

- Sustainable Kindergarten to Grade 6 regular programming for the residential district of Marlborough
- Effective use of space and resources

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

## Community Engagement Strategy

Our goal is to inform you and to consult with you where possible, by obtaining your feedback on:

- The proposed student accommodation plan
- The implementation of the plan
- The proposed administrative recommendation

By inform and consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns and aspirations
- Provide feedback on how your input was used to influence the final decision

Your input may influence details of the plan's final implementation. However, the final decision on any attendance area changes will be made by the Area III Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area III Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

## Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
Nov. 24, 2009	Focus Group meeting with principals, parent representatives to present issue and proposed plan.	<ul style="list-style-type: none"><li>• <a href="#">Presentation</a></li><li>• <a href="#">CEOP Plan</a></li><li>• <a href="#">Values</a></li><li>• <a href="#">Feedback</a></li></ul>
Dec. 2, 2009	Open House	<ul style="list-style-type: none"><li>• <a href="#">Opportunities and Challenges</a></li></ul>
Dec. 16, 2009	Stakeholder Meeting	<ul style="list-style-type: none"><li>• <a href="#">Marlborough Day Nursery Letter</a></li><li>• <a href="#">Focused Conversation</a></li></ul>

## Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).



### The Hamptons School Engagement

This engagement process has been initiated as a result of Hamptons School Council's desire to explore student accommodation at their school. As a responsive learning organization, the Calgary Board of Education met with parents on September 29, 2009 at the Hamptons School.

Date	Meeting / Communication Type	Documents (PDF)
Sept. 29, 2009	Meeting with parent representatives	<a href="#">Feedback</a>
Feb. 9, 2010	Meeting with Parents	<a href="#">Presentation</a>

### Area II Huntington Hills

#### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the residential district of Huntington Hills and the continued growth of the Traditional Learning Centre alternative program in Area II. Why has this student accommodation issue been identified?

- The new K-4 Panorama Hills School opened August 2009.
- Dr. J.K. Mulloy School has excess capacity now that Panorama Hills School is open.
- The new 5-9 school in Panorama Hills is scheduled to open for August 2012.
- Dr. J.K. Mulloy School will have further excess capacity when the Panorama Hills middle school opens.
- The TLC program at Highwood School must move to a larger facility for August 2010.
- Huntington Hills community does not have enough regular program K-6 students to support the 4 schools.
- A large part of Thorncliffe is designated to Catherine Nichols Gunn.
- Country Hills is designated to Alex Munro.

In order to effectively use space and resources for both educational programming and plant operations & maintenance, there is a need to provide:

1. Sustainable Kindergarten to Grade 6 regular programming for the residential districts of:
  - Huntington Hills – both on the west and the east side of Centre Street
  - Thorncliffe
  - Country Hills
  - Panorama Hills
2. Sustainable Kindergarten to Grade 4 TLC programming for Area II communities currently accommodated at Highwood School.
3. Effective use of space and resources.



- For both educational programming and plant operations and maintenance
- 4. Consideration of effective and efficient transportation and walk zones.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

### Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:

- The proposed student accommodation scenario
- The implementation plan
- The proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns and aspirations
- Provide feedback on how your input was used to influence the final decision

Your input may influence details of the scenario's final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">CEOP Plan</a>
Sept.9, 2009	Meeting with parent representatives and principals.	• <a href="#">Presentation</a>
Sept./Oct. 2009	Principals will meet with School Council to share information and PowerPoint.	• <a href="#">Focus Group Values Feedback</a>
Oct. 22, 2009	Meeting with parent representatives and principals to review feedback and plan next steps.	
Nov. 5, 2009	Open House to provide an opportunity for the broader community to understand the issue, the engagement process and to provide feedback on the student accommodation	• <a href="#">Feedback</a>

	proposal.	
Nov. 10, 2009	Meeting with parent representatives and principals to review feedback and plan next steps.	<ul style="list-style-type: none"> <li>• <a href="#">Presentation</a></li> <li>• <a href="#">Feedback</a></li> </ul>
Nov. 12, 2009	Decision Letter	<ul style="list-style-type: none"> <li>• <a href="#">Decision Letter</a></li> </ul>
Dec. 10, 2009	Parent Meeting	<ul style="list-style-type: none"> <li>• <a href="#">Parent Meeting - Highwood TLC</a></li> </ul>

### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).

### **Area V Deer Run School, Haultain Memorial School and Queensland Downs School**

#### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the residential districts of Deer Ridge, Deer Run, Diamond Cove, and Queensland in Area V. Why has this student accommodation issue been identified?

There are currently three elementary schools located in Queensland and Deer Run which accommodate students from the four residential districts mentioned above. There is excess capacity at Queensland Downs School and Deer Run School and with the opening of the kindergarten to Grade 4 school in McKenzie Towne in the 2009 -2010 school year, there will also be excess capacity at Haultain Memorial School.

In order to effectively use space and resources for both educational programming and plant operations & maintenance, there is a need to provide:

- Sustainable Kindergarten to Grade 6 regular programming for the residential districts of:
  - Deer Run
  - Deer Ridge
  - Diamond Cove
  - Queensland Downs
- Consideration of effective and efficient transportation and walk zones

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

#### Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:



- The proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns and aspirations
- Provide feedback on how your input was used to influence the final decision

Your input may influence details of the scenario's final implementation. However, the final decision on any attendance area changes will be made by the Area V Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area V Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">Community Engagement Plan</a>
September 14, 2009	Focus Group (2 parent representatives from each school)	• <a href="#">Presentation</a> • <a href="#">Values Feedback</a> • <a href="#">Feedback from September 14 Meeting</a>
Sept./Oct. 2009	Principals will meet with School Councils to share information and PowerPoint	• <a href="#">Presentation</a>
October 5, 2009	Focused Conversation (10 parent representatives from each school)	• <a href="#">World Cafe Feedback</a>
October 26, 2009	Open House Attendees: 64	• <a href="#">FAQs</a> • <a href="#">Feedback from Open House</a> • <a href="#">Open House Displays</a>
November 2, 2009	Focus Group Meeting	
November 3, 2009	Recommendation Letter	• <a href="#">Recommendation Letter</a>

### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).



## Area I Dalhousie

### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the regular program at Dalhousie School. Why has this student accommodation issue been identified?

- The Dalhousie community does not have enough regular program students to support programs at both Dalhousie School and West Dalhousie School.

This issue will be addressed within the following parameters:

- Sustainable Kindergarten to Grade 6 regular programming for the residential district of Dalhousie
- Effective use of space and resources

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

### Community Engagement Strategy

Our goal is to consult with you by obtaining your feedback on:

- The proposed student accommodation scenario
- The implementation plan
- The proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns and aspirations
- Provide feedback on how your input was used to influence the final decision

Your input may influence details of the scenario's final implementation. However, the final decision on any attendance area changes will be made by the Area I Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area I Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

## Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">Community Engagement Plan</a>
September 22, 2009	Focus Group meeting with principals, parent representatives, community representatives to present issue and proposed plan.	• <a href="#">Presentation</a>
October 1, 2009	Focus Group participants will meet with School Councils and community members to share information.	
October 21, 2009	Focus Group meeting with principals, parent representatives and community representatives to review parent and community feedback and Open House suggestions.	• <a href="#">Feedback from Focus Group 1 and 2</a>
November 4, 2009	Open House	• <a href="#">Display Information</a> • <a href="#">FAQS</a> • <a href="#">Feedback from Open House</a>
November 9, 2009	Focus Group Meeting	
November 10, 2009	Recommendation Letter	• <a href="#">Recommendation Letter</a>

## Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).

## Area II Highwood French Immersion

### Project Information

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the French Immersion program at Highwood School. Why has this student accommodation issue been identified?

- The enrolment in the elementary French Immersion program at Highwood School does not allow for the effective utilization of space, resources for educational purposes and for plant operation and maintenance.

This issue will be addressed within the following parameters:

- Sustainable kindergarten to grade 6 French Immersion programming for the designated Area II communities.



- Effective use of space & resources
  - For both educational programming and plant operations & maintenance
- Keep "cohort groups" of students together, if possible, to facilitate transitions to junior and senior high school.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

### Community Engagement Strategy

Our goal is to inform and consult with you by obtaining your feedback on:

- The proposed student accommodation scenario
- The implementation plan
- The proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns and aspirations
- Provide feedback on how your input was used to influence the final decision

Your input may influence details of the scenario's final implementation. However, the final decision on any attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">CEOP Plan</a>
Oct. 19 2009	School Council Representatives Meeting	
Oct. 22, 2009	Focus Group meeting with principals, parent representatives, community representatives to present issue and proposed plan.	
Nov. 2, 2009	Conversation with Highwood School French Immersion Program Parents.	• <a href="#">Presentation</a>
Nov. 19, 2009	Evening Conversation with principals, parent representatives, community representatives to review parent and community feedback	• <a href="#">Presentation</a>



Dec. 3, 2009	Open House	• <a href="#">Feedback</a>
Dec. 14, 2009	Focus Group meeting with principals, parent representatives, community representatives to review feedback from evening conversation and next steps.	• <a href="#">Meeting Notes</a> • <a href="#">Feedback</a>

### **Area V Eugene Coste School**

#### **Project Information**

The Department of Community Engagement and Operational Planning has identified the need to address student enrolment in the residential districts of Haysboro in Area V. Why has this student accommodation issue been identified?

- The opening of Evergreen School in September 2010 will have an impact on the K-4 enrolment at Eugene Coste School
- There is low enrolment from the Haysboro residential district at:
  - Eugene Coste School
  - Haysboro School

In order to effectively use space and resources for both educational programming and plant operations & maintenance, there is a need to provide:

- Sustainable Kindergarten to Grade 6 regular programming for the residential district of:
  - Haysboro
- Currently there are 2 schools serving the Haysboro residential district, and it is anticipated that only 1 will be required in the future
- A Kindergarten to Grade 9 regular programming and learning continuum for the residential district of:
  - Evergreen
- Effective use of space and resources
  - For both educational programming and plant operations and maintenance
- Consideration of effective and efficient transportation and walk zones

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

#### **Community Engagement Strategy**

Our goal is to consult with you by obtaining your feedback on:

- The proposed student accommodation plan and the implementation of the proposed administrative recommendation

By consult, we mean that we will:

- Keep you and other identified stakeholders informed
- Listen to and acknowledge concerns
- Be open to feedback regarding the proposed administrative recommendation

Your input may influence details of the scenario's final implementation. However, the final decision on any attendance area changes will be made by the Area V Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area V Director and the Director of Community Engagement and Operational Planning. We will also provide you with an opportunity to offer feedback on this engagement process.

#### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">Community Engagement Plan</a>
November 5, 2009	Focus Group meeting with principals, parent representatives, community representatives to present issue and proposed plan.	<ul style="list-style-type: none"> <li>• <a href="#">Presentation</a></li> <li>• <a href="#">Values Feedback</a></li> <li>• <a href="#">Haysboro District Questions</a></li> <li>• <a href="#">Evergreen Opportunities and Challenges</a></li> </ul>
November 16, 2009	Open House	<ul style="list-style-type: none"> <li>• <a href="#">Opportunities and Challenges</a></li> <li>• <a href="#">Evergreen Opportunities and Challenges</a></li> </ul>
November 30, 2009	Focus Group meeting with principals, parent representatives and community representatives to review parent and community feedback and Open House suggestions.	• <a href="#">PowerPoint</a>

#### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).



## **Area I Sir William Van Horne High School**

### **Project Information**

The Department of Community Engagement and Operational Planning has identified Sir William Van Horne High School in the System Student Accommodation Plan 2009-2012.

The issues are:

- As of September 30, 2009, enrolment at Sir William Van Horne School was 296 students in a facility with a provincial capacity of 965 student spaces, with less than 50% of the population residing in Area I.
- There is a need to be fiscally responsible with the use of space and resources.
- With new school construction there is a need to balance our system utilization rate.

When planning for student accommodation the following parameters guide our work:

- Ensure appropriate opportunities and access to meet the programming needs, interests and talents of Area I and Area II high school students.
- Effective use of space and resources, including both educational and plant operation and maintenance.
- To ensure attention to student learning needs, decisions are required in a timely manner.

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue.

### **Community Engagement Strategy**

Our goal is to engage the public at the inform and consult level within the IAP2 Spectrum:

- To provide the public with balanced and objective information to assist them in understanding the problems, alternatives, opportunities and/or solutions.
- To obtain public feedback on the student accommodation proposal, the implementation of the proposal and the proposed administrative recommendation.

When engaged at this level our promise to you is:

- We will keep you informed.
- We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public feedback was incorporated into the student accommodation proposal, the implementation of the proposal and the proposed administrative recommendation.

Your input may influence details of the implementation of the proposal. However, the final decision on any decisions regarding designation changes and implementation will be made by



the Area Director in conjunction with the Director of Community Engagement and Operational Planning.

Any decisions regarding consideration of closure will be made by the Board of Trustees upon a recommendation from administration.

We will also provide you with an opportunity to offer feedback on this engagement process.  
Link to yourvoice

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">CEQP Plan</a>
November 4, 2009	Focus Group meeting with parents.	• <a href="#">Community Engagement Presentation</a> • <a href="#">Student Accommodation Proposal</a> • <a href="#">Parent Questions and Answers</a>
January 14, 2010	Open House	• <a href="#">Flyer</a>
February 3, 2010	Administrative Recommendation and Letter to Parents	• <a href="#">Administrative Recommendation and Letter to Parents</a>

### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).

## Area IV Juno Beach Academy of Canadian Studies

### Project Information

The Calgary Board of Education will be utilizing some of the space at the current location for Juno Beach Academy of Canadian Studies at Lord Shaughnessy High School to support programming for the Career and Technology Centre for the 2010-2011 school year. An opportunity exists to relocate Juno Beach Academy of Canadian Studies to a vacant school that has sufficient space for enrolment growth and allows for establishing a unique program identity for Juno Beach Academy of Canadian Studies. The Department of Community Engagement and Operational Planning

In order to accommodate a move of this program there is a need to have:

1. A location that would be accessible for students
2. A facility that can accommodate the unique programming requirement of the program
3. A facility that has space for growth of the program

The Department of Community Engagement and Operational Planning is working with school and community stakeholders to address this issue. See below for the community engagement strategy and meeting documents to help you stay informed.

### Community Engagement Strategy

Our goal is to consult and involve you by obtaining your feedback on:

- The proposed student accommodation scenario
- The implementation plan
- The proposed administrative recommendation

By consult and involve, we mean that we will:

- Work with you to ensure your concerns and aspirations are directly reflected in the alternatives developed.
- Provide feedback on how your input was used to influence the final decision.

Your input may influence details of the accommodation plan's final implementation. However, the final decision on any attendance area changes will be made by the Area IV Director in conjunction with the Director of Community Engagement and Operational Planning. Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area IV Director and the Director of Community Engagement and Operational Planning.

We will also provide you with an opportunity to offer feedback on this engagement process. [Link to yourvoice](#)

### Meetings and Communication

Date	Meeting/Communication Type	Documents (PDF)
	Community Engagement Plan	• <a href="#">CEOP Plan</a>
November 2009	Start-up meeting with principal and school council representatives regarding future programming	
December 14, 2009	School Council Meeting with principal, and 40 parent representatives	• <a href="#">Feedback from Parents</a>
January 13, 2010	Open House	• <a href="#">Opportunities and Challenges Feedback</a>
February 3, 2010	Administrative Recommendation and Letter to Parents	• <a href="#">Administrative Recommendation and Letter to Parents</a>

### Online feedback

If you have feedback that you'd like to share with us, whether it's about the community engagement process or the project, please fill out the [online form available here](#).



# System Student Accommodation Plan 2010 - 2013

Attachment II

**Table Code:**

**Green** indicates the status as **Completed**

**White** indicates the status as **Pending:** previously identified not yet started

**Ongoing:** previously identified, process started

**New:** identified this year

**Multiple Areas**

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	I, II & III	Alternative (Arts Centred Learning)	Areas I, II & III	Sir John Franklin	Need to review grade configurations of the Arts Centred Learning program at Sir John Franklin School. Refer to Willow Park School as a model.	Complete	The Arts Centred Learning program has expanded to include grades 5 and 6 students at Sir John Franklin School effective for the 2010-2011 school year. Sir John Franklin School will accommodate students residing in Areas I, II and III for grades 5-9.
2009-2010	2009-2010	I & II	Regular	Areas I & II	Sir William Van Horne	New Emergent Issue – Low and declining enrolment at Sir William Van Horne High School, as Knowledge and Employability courses are offered in community high schools.	Complete	On April 13, 2010 the Board of Trustees of the Calgary Board of Education approved the closure of Sir William Van Horne High School and all programs contained therein. In order to allow for a one year transition period, the operative date of the closure will be June 30, 2011.



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2009-2010	2009-2010	All	Alternative (Juno Beach Academy)	All Areas	Lord Shaughnessy, Juno Beach Academy of Canadian Studies	New Emergent Issue – Juno Beach Academy of Canadian Studies needs to be relocated to a new site due to the development of the Career and Technology Centre at Lord Shaughnessy High School.	Complete	On April 13, 2010 the Board of Trustees passed a motion to close Juno Beach Academy of Canadian Studies at Lord Shaughnessy High School, effective June 30, 2010, to allow for the relocation of the program. Effective for the 2010 – 2011 school year, Juno Beach Academy will be located at Dr. Norman Bethune School.
2008-2009		IV & V	Regular	Riverbend, Ogden	Riverbend, Banting and Best, Sherwood, Central Memorial, Western Canada, Henry Wise Wood	Geographically, Riverbend and Ogden are more connected to Area V than Area IV.	Pending	
2009-2010		I & II	Regular	Areas I & II	Bowness, William Aberhart, Sir Winston Churchill	The opening of the new northwest high school for the 2013 – 2014 school year, will impact school programming, student designations and accommodations.	Pending	
2010-2011		I & II	Regular	MacEwan Glen, Sandstone Valley	Simon Fraser	Need to monitor enrolment at Simon Fraser School and review the designation of students residing in Area II.	New	
2010-2011		IV	Regular	All Areas	W.H. Cushing	The lease with TELUS has been renewed for the 2010-2011 school year however the lease will have to be reviewed annually.	New	
2010-2011		IV & V	Regular	Areas IV & V	Central Memorial and other high schools	The opening of the new west high school for the 2011-2012 school year, will impact student designations and accommodations.	New	

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011		All	Regular	All Areas	CBe-learn	With the closure of Ernest Manning High School, CBe-learn will need to be relocated.	New	
2010-2011		All	Regular	All Areas	National Sport	With the closure of Ernest Manning High School, the National Sport School will need to be relocated.	New	
2010-2011		All	Regular – Career and Technology Strategy	All Areas	Junior, Middle and Senior High	The Career and Technology Strategy could impact student accommodation in some schools.	New	
2010-2011		All	Regular	All Areas	Chinook Learning Services	The consolidation of Chinook Learning into one location is being explored.	New	
2008-2009		IV & V	Alternative (All Girls)	Areas IV & V	To be determined	Exploration is required to determine the desirability of establishing an All-Girls Alternative program for students residing in Areas IV and V.	Ongoing	
2009-2010		II	Alternative (Mandarin Bilingual)	All Areas	King George	A move of the Mandarin Bilingual program is being considered in order to allow for continued program growth. Engagement with the parent community began in 2009-2010 and will continue into the 2010-2011 school year.	Ongoing	
2010-2011		II	Alternative (Mandarin Bilingual – Division III)	All Areas	Langevin	Need to review the location of the Mandarin Bilingual junior high program at Langevin School as Langevin School cannot continue to accommodate the Science program and Mandarin Bilingual program.	New	

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011		II	Alternative (Mandarin Bilingual)	Areas IV – V	King George	Exploration is required to determine the desirability of opening the Mandarin Bilingual program in Areas IV and V.	New	
2010-2011		II & III	Alternative (Science)	Areas II & III	Langevin and others to be determined	Exploration is required to determine the desirability of expanding the Science Alternative program in Areas II and III.	New	
2010-2011		All	Special Education – GATE (Gifted and Talented Education)	All Areas	To be determined	Need to review programming for Gifted and Talented learners in all areas.	New	



## Area I

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	I	Regular	Dalhousie	Dalhousie, West Dalhousie	Division I enrolment in the regular program is low and declining. Effective 2008-2009, kindergarten students from Dalhousie School attendance area were designated to West Dalhousie School.	Complete	The staged closure of the kindergarten to grade 6 regular program at Dalhousie School was approved by the Board of Trustees on February 2, 2010. Students from the residential district of Dalhousie who wish to enroll in a regular program have been designated to West Dalhousie School.
2007-2008	2009-2010	I	Regular	Royal Oak, Rocky Ridge	Belvedere-Parkway	Construction of a kindergarten to grade 4 school in Royal Oak will have an impact on enrolment at Belvedere-Parkway School.	Complete	Effective for the 2010-2011 school year, kindergarten to grade 4 students are designated to Royal Oak School. The low enrolment at Belvedere-Parkway School will be part of another accommodation issue identified in this plan.
2007-2008	2009-2010	I	Alternative (Science)	Area I	To be determined	Exploration is required to determine the desirability of establishing a Science Alternative program in Area I.	Complete	In exploring the desirability of establishing a Science Alternative program in Area I, it was determined that there are only 10 students from Area I currently on the waitlist at Langevin School. As such, a Science Alternative program in Area I is not being explored at this time.

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009	2009-2010	I	Alternative (Traditional Learning Centre)	Area I	Brentwood, Thomas B. Riley	Exploration is required to determine how best to accommodate the increased interest in Traditional Learning Centre programming in Area I.	Complete	In consultation with the Director of Area I and the Director of Community Engagement and Operational Planning, it was determined that Thomas B. Riley School will accommodate the grades 5 to 8 TLC program and Brentwood School will accommodate the kindergarten to grade 4 TLC program effective for the 2010-2011 school year.
2007-2008		I	Regular	Silver Springs	Silver Springs, W.O. Mitchell	Excess capacity in the Silver Springs community between W.O. Mitchell School and Silver Springs School.	Ongoing	
2008-2009		I	Regular	Tuscany, Varsity Acres	Tuscany, Marion Carson, F.E. Osborne	Construction of the approved middle school in Tuscany will have an impact on enrolment at Marion Carson School and F.E. Osborne School. The anticipated opening date of the middle school in Tuscany is for the 2012-2013 school year.	Pending	
2010-2011		I	Regular	Bowness, Silver Springs, Montgomery, Crestmont, Valley Ridge	Bowcroft, Terrace Road, Montgomery, Belvedere-Parkway	Low and declining enrolment in the regular programs at Bowcroft, Terrace Road, Belvedere-Parkway and Montgomery Schools.	New	
2010-2011		I	Regular	Charleswood, Hamptons	Captain John Palliser, Dr. E.W. Coffin, The Hamptons	Need to monitor enrolment in the regular programs at Dr. E.W. Coffin, Captain John Palliser and The Hamptons Schools.	New	

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011		I	Alternative (Spanish Bilingual)	Area I	Dalhousie	Need to monitor the enrolment in the Spanish Bilingual program at Dalhousie School.	New	
Annually	2009-2010	I	Special Education	Area I	As indicated in the summary.	Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<ul style="list-style-type: none"> <li>• The Bridges class at Bowcroft School will be relocated to Hawkwood School for the 2010-2011 school year.</li> <li>• One of the Paced Learning Program (PLP) classes at Montgomery School will close as of June 30, 2010.</li> <li>• One of The Class (Mental Health) classes at Ernest Manning High School will be relocated to Sir Winston Churchill High School for the 2010-2011 school year.</li> </ul>
Annually		I	Special Education	Area I		Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Ongoing	



## Area II

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	II	Regular	Panorama Hills, Huntington Hills, Thorncliffe, Beddington Heights, Country Hills North	Alex Munro, Catherine Nichols Gunn, Dr. J.K. Mulloy, Huntington Hills	The opening of the kindergarten to grade 4 school in Panorama Hills and the low utilization rate in the Huntington Hills community suggests a need to look at a more effective use of space and resources. With the opening of the Panorama Hills School in August 2009, the enrolment in the kindergarten to grade 6 regular program at Dr. J.K. Mulloy School has declined.	Complete	On March 2, 2010, the Board of Trustees approved the staged closure of the kindergarten to grade 6 regular program at Dr. J.K. Mulloy School. Students residing in the residential district of Huntington Hills (west of Centre St. N. and 72 Ave. N.W.) who wish to enroll in a regular program will be designated to Huntington Hills School effective the 2010-2011 school year. Grades 5 and 6 students from the residential district of Huntington Hills have the option of completing their division at Dr. J.K. Mulloy School.
2008-2009	2009-2010	II	Regular	Hidden Valley	Hidden Valley, Valley Creek	Need to monitor enrolment at Hidden Valley School and Valley Creek School.	Complete	The enrolment at Hidden Valley and Valley Creek Schools has stabilized. Enrolment will continue to be monitored annually.
2008-2009	2009-2010	II	Regular	Sage Hill	Cambrian Heights, Georges P. Vanier	Need to monitor enrolment from the residential district of Sage Hill.	Complete	Enrolment from Sage Hill is low and students will continue to be accommodated at their current designated schools. Designations for all new and developing communities are reviewed annually.

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	II	Alternative (Traditional Learning Centre)	Area II	Colonel Sanders, Thorncliffe, Balmoral, Highwood	Need to review Traditional Learning Centre (TLC) accommodation within Area II. Accommodation planning is underway for TLC in Area II. Engagement process started in May 2009. The program at Highwood School will move for the 2010-2011 school year.	Complete	On March 23, 2010 the Board of Trustees passed a motion to close, for the purpose of relocation, the kindergarten to grade 3 Traditional Learning Centre program at Highwood School. All students in the Traditional Learning centre program at Highwood School will be designated to Dr. J.K. Mulloy School effective for the 2010-2011 school year.
2007-2008		II	Regular	Harvest Hills, Country Hills North	North Haven, Alex Munro, Colonel Irvine, James Fowler, John G. Diefenbaker	Need to review the current designations for elementary, junior and senior high students residing in Country Hills (North) and Harvest Hills.	Pending	
2008-2009		II	Regular	Coventry Hills, Country Hills Village, Renfrew, Bridgeland/ Riverside, Mayland Heights, Vista Heights	Colonel Macleod	Construction of the approved middle school in Coventry Hills will have an impact on enrolment at Colonel Macleod School. The anticipated opening date of the middle school in Coventry Hills is for the 2012-2013 school year.	Pending	
2008-2009		II	Regular	Panorama Hills	Sir John A. Macdonald	Construction of the approved middle school in Panorama Hills will have an impact on enrolment at Sir John A. Macdonald School. The anticipated opening date of the middle school in Panorama Hills is for the 2012-2013 school year.	Pending	
2008-2009		II	Regular	Beddington Heights, Country Hills, Harvest Hills	Beddington Heights, Colonel Irvine	Low utilization of Beddington Heights School and Colonel Irvine School suggests a need to review the utilization of space and grade configurations at both schools.	Pending	

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011		II	Regular	Rosemont	Rosemont	Need to monitor enrolment in the regular program at Rosemont School.	New	
2010-2011		II	Regular	Briar Hill, Hounsfield Heights, West Hillhurst, Hillhurst	Briar Hill	Need to monitor enrolment in the regular program at Briar Hill School.	New	
2010-2011		II	Regular	Kincora, Evanston, Sage Hill	Cambrian Heights	Need to monitor enrolment from the residential districts of Evanston, Kincora and Sage Hill.	New	
2010-2011		II	Regular	Mayland Heights, Saddle Ridge	Mayland Heights, Belfast	With the opening of the Saddle Ridge School in the 2010-2011 school year, Mayland Heights School is no longer required as an overflow for students from the residential district of Saddle Ridge. Enrolment in the regular program at Mayland Heights School is low and declining.	New	
2010-2011		II	Alternative (Traditional Learning Centre)	Area II	Balmoral and others to be determined	Need to review Traditional Learning Centre student accommodation for grades 5 to 8 in Area II.	New	



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2010-2011		II	Alternative (French Immersion)	Beddington Heights, Cambrian Heights, Country Hills (south of golf course), Greenview, Highland Park, Highwood, Huntington Hills, MacEwan Glen, North Haven, Queen's Park Village, Sandstone Valley, Thorncliffe	Highwood	Engagement with the parent community started in the 2009-2010 school year to explore opportunities to address the limited growth of the French Immersion program at Highwood School	New	

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2009-2010	II	Special Education	Area II	As indicated in the summary.	Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<ul style="list-style-type: none"> <li>• A new Division IV Paced Learning Program (PLP) class will open at James Fowler High School for the 2010-2011 school year.</li> <li>• A Student Integration Program will open at Crescent Heights High School for the 2010-2011 school year.</li> <li>• One of the Attitude, Community Competence, Elements of Academic Curriculum Social Skills (ACCESS) classes at Sir John Franklin School will close June 30, 2010.</li> <li>• A Division III Communication, Sensory and Social Interaction (CSSI) class will open at Sir John Franklin School for the 2010-2011 school.</li> <li>• The Division I Paced Learning Program (PLP) class at Cambrian Heights will close on June 30, 2010.</li> <li>• French Immersion Learning and Literacy class will be relocated from Westgate School to Banff Trail School for the 2010-2011.</li> </ul>

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
								<ul style="list-style-type: none"> <li>A Division III Learning and Literacy (L&amp;L) class will be relocated from Louis Riel School to Sir John A. Macdonald School for the 2010-2011 school year.</li> </ul>
Annually		II	Special Education	Area II		Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Ongoing	



Area III

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009	2009-2010	III	Regular	Saddle Ridge, Marlborough	Marlborough, Mayland Heights	Enrolment at Marlborough School and Mayland Heights School will be impacted by the construction of a kindergarten to grade 3 school in Saddle Ridge.	Complete	On March 23, 2010, the Board of Trustees approved the closure of the kindergarten to grade 6 regular program at Chris Akkerman School. Students residing in the residential district of Marlborough who wish to enroll in a regular program are designated to Marlborough School effective the 2010-2011 school year. Current kindergarten to grade 2 students residing in the residential district of Saddle Ridge and attending Marlborough School or Mayland Heights School are designated to the new Saddle Ridge School effective the 2010-2011 school year. Grades 4 to 6 students residing in Saddle Ridge and attending Mayland Heights School will be designated to Marlborough School effective the 2010-2011 school year.
2008-2009	2009-2010	III	Regular	Saddle Ridge	Bob Edwards	Need to monitor enrolment in the regular program at Bob Edwards School due to continued growth in the residential district of Saddle Ridge.	Complete	Enrolment growth from Saddle Ridge is not anticipated to exceed the capacity at Bob Edwards School in the next three years.
2009-2010	2009-2010	III	Regular	Monterey Park	Lester B. Pearson, James Fowler	Enrolment at Lester B. Pearson High School is projected to decline. An opportunity to designate Monterey Park to Lester B. Pearson High School will be examined.	Complete	Senior high students who reside in the residential district of Monterey Park will be designated to Lester B. Pearson High School effective September 2010.

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	III	Alternative (Traditional Learning Centre)	Area III	Chris Akkerman, Penbrooke Meadows, Sir Wilfrid Laurier	There is a need to monitor enrolment and grade configurations for the Traditional Learning Centre program.	Complete	Closure of the regular program at Chris Akkerman School effective June 30, 2010, provides space to accommodate kindergarten to grade 4 TLC students. Effective 2010-2011, Penbrooke Meadows School will no longer accommodate the kindergarten students for the Traditional Learning Centre program. Sir Wilfrid Laurier School will accommodate grades 5 to 7 for the 2010-2011 school year and expand to grade 8 for the 2011-2012 school year.
2007-2008		III	Regular	Forest Heights, Albert Park/ Radisson Heights	Radisson Park, Keeler, Sir Wilfrid Laurier	Review the attendance area and grade configuration of Radisson Park School and Sir Wilfrid Laurier School.	Pending	
2007-2008		III	Regular	Martindale	Crossing Park, Grant MacEwan, Rundle, Terry Fox, Dr. Gordon Higgins	Continue to monitor enrolment from the residential district of Martindale to determine accommodation needs for kindergarten to grade 9 students. Continue to monitor enrolment at Crossing Park School.	Pending	
2008-2009		III	Regular	Marlborough Park	Dr. Gladys Egbert, Roland Michener, Cappy Smart	Enrolment from the residential district of Marlborough Park suggests a need to review the accommodation needs for kindergarten to grade 9 students.	Pending	



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2009-2010		III	Regular	Dover, Erin Woods	Ian Bazalgette, Valley View, Erin Woods	Enrolment from the residential district of Dover and Erin Woods suggests a need to review the accommodation needs for kindergarten to grade 9 students.	Pending	
2009-2010		III	Regular	Taradale, Coral Springs	Terry Fox, Dr. Gordon Higgins, Annie Gale	Construction of the approved middle school in Taradale will have an impact on enrolment at Terry Fox, Dr. Gordon Higgins and Annie Gale Schools. The anticipated opening date of the middle school in Taradale is for the 2012-2013 school year.	Pending	
2010-2011		III	Regular	Applewood Park, Forest Heights, Forest Lawn, Penbrooke Meadows, Red Carpet	Ernest Morrow, G.W. Skene, James Short, Keeler, Patrick Airlie, Penbrooke Meadows	Enrolments from the residential districts along the 17 <sup>th</sup> Ave. S.E. corridor suggest a need to review the accommodation needs for kindergarten to grade 9 students.	New	
2010-2011		III	Alternative (Traditional Learning Centre)	Area III	Chris Akkerman, Sir Wilfrid Laurier and others to be determined	There is a need to continue to monitor enrolment and grade configurations for the Traditional Learning Centre program.	New	



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2009-2010	III	Special Education & Diversity (ESL)	Area III	As indication in the summary.	Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<ul style="list-style-type: none"> <li>• Literacy, Education, Academic Development (LEAD) class opened at Annie Foote School.</li> <li>• A Children's Village transition class will open at Cappy Smart School for the 2010-2011 school year.</li> <li>• A Division III Paced Learning Program (PLP) class at Annie Gale School will close on June 30, 2010.</li> </ul>
Annually		III	Special Education & Diversity	Area III		Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Ongoing	

## Area IV

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	IV	Regular	West Springs	Wildwood	The construction of the new school in West Springs will have an impact on enrolment at Wildwood School. The anticipated opening date of the school in West Springs is for the 2010-2011 school year.	Complete	Wildwood School will continue to be utilized for home area students and as a bus receiver for the residential district of Cougar Ridge as well as an overflow bus receiver for the residential district of Aspen Woods.
2009-2010	2009-2010	IV	Regular	Elbow Park	Rideau Park, Mount Royal	Review the designation of junior high student residing in Elbow Park.	Complete	In order to provide program continuity for students attending Elbow Park School, the decision was made to expand the Rideau Park School boundary to include the entire Elbow Park School boundary effective August 2010.
2008-2009	2009-2010	IV	Alternative (Traditional Learning Centre)	Area IV	Glamorgan	A middle/junior high program needs to be identified to provide a kindergarten to grade 8 learning continuum for the Traditional Learning Centre program. The staged closure of the regular program at Glamorgan School has provided additional space for the Traditional Learning Centre program to expand.	Complete	Glamorgan School will accommodate the kindergarten to grade 6 Traditional Learning Centre program students for the 2010-2011 school year and will expand by one grade per year to grade 8.

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008		IV	Regular	Altadore	Jennie Elliott, Altadore, Bishop Pinkham and Mount Royal	The community of Altadore is divided with the majority of the residential district being designated to Altadore School and Mount Royal School. A portion of the Altadore residential district east of Crowchild Trail and north of 50 Avenue is designated to Jennie Elliott School and Bishop Pinkham School. A review of the attendance area is required.	Pending	
2008-2009		IV	Regular	Beltline, Downtown, Eau Claire	Connaught	Increasing enrolment at Connaught School. Need to monitor enrolment at Connaught School.	Pending	
2009-2010		IV	Regular	Rosscarrock	Rosscarrock	Regular program enrolment at Rosscarrock School is low.	Pending	
2009-2010		IV	Regular	Ramsay, Inglewood, Piitoayis	Ramsay, Colonel Walker, Piitoayis	Regular program enrolment at Ramsay School and Colonel Walker School is low and declining.	Pending	
2010-2011		IV	Regular	Currie (Garrison Green), Lincoln Park, Rutland Park	Sir James Lougheed	Low enrolment at Sir James Lougheed School suggests a need for a review of student accommodation for kindergarten to grade 6 regular program students.	New	
2010-2011		IV	Regular	Richmond, Bankview, South Calgary	Richmond	Low enrolment at Richmond School suggests a need for a review of student accommodation for kindergarten to grade 6 regular program students.	New	



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2008-2009		IV	Alternative (Spanish Bilingual & French Immersion)	Area IV	Westgate, Bishop Pinkham	A middle/junior high school needs to be identified to provide a kindergarten to grade 9 learning continuum for the Spanish Bilingual program. Additionally, Westgate School cannot continue to accommodate both the Spanish Bilingual and French Immersion program for kindergarten to grade 6 students.	Ongoing	
Annually		IV	Special Education & Diversity (ESL)	Area IV	As indicated in the summary.	Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts to transportation.	Complete	<ul style="list-style-type: none"> <li>• Literacy, English, Academic Development (LEAD) classes expanded at Connaught School.</li> <li>• One Nexus class will close on June 30, 2010.</li> <li>• A French Immersion Learning and Literacy (L&amp;L) class will be relocated from Westgate School to Banff Trail School for the 2010-2011 school year.</li> <li>• Space will be dedicated in the new West High school for special education classes. The Mental Health class and the Paced Learning Program (PLP) classes located at Ernest Manning High School will be relocated to the new West High School for the 2011-2012.</li> <li>• One of The Class (Mental Health) classes at Ernest Manning High School will be relocated to Sir Winston</li> </ul>

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
								Churchill High School for the 2010-2011 school year.
Annually		IV	Special Education	Area IV		Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Ongoing	



## Area V

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	V	Regular	Evergreen, Haysboro, Southwood	Eugene Coste and others to be determined	The construction of a kindergarten to grade 4 school in Evergreen will have an impact on enrolment at Eugene Coste School. The anticipated opening date of the kindergarten to grade 4 school in Evergreen is for the 2010-2011 school year.	Complete	On March 2, 2010, the Board of Trustees approved the closure of the kindergarten to grade 6 regular program at Eugene Coste School. Kindergarten to grade 6 students from Haysboro who wish to enroll in a regular program have been designated to Haysboro School effective the 2010-2011 school year. Kindergarten to grade 4 student residing in the residential district of Evergreen are designated to Evergreen School. Grades 5 and 6 student who reside in the residential district of Evergreen (including Evergreen Estates) are designated to Woodman School. Current grade 4 and 5 student from the residential district of Haysboro, at Eugene Coste School, will have the option to choose Woodman School or Haysboro School for grades 5 and/or 6.
2007-2008	2009-2010	V	Regular	Deer Run, Deer Ridge, Diamond Cove, Queensland	Deer Run, Haultain Memorial, Queensland Downs	Regular program enrolments from the communities of Deer Run, Deer Ridge, Diamond Cove and Queensland are low and/or declining. Excess capacity has been identified in these three schools which has been compounded by the opening of McKenzie Towne School in 2009-2010.	Complete	On February 2, 2010, the Board of Trustees passed a motion to close the kindergarten to grade 6 regular program at Queensland Downs School. Kindergarten to grade 6 students requiring a regular program will either be designated to Haultain Memorial School or Deer Run School, based on their residential district.



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008	2009-2010	V	Regular	Lake Bonavista, Cranston	Andrew Sibbald	The construction of a kindergarten to grade 4 school in Cranston will have an impact on enrolment at Andrew Sibbald School. The anticipated opening date of the kindergarten to grade 4 school in Cranston is in the 2010-2011 school year.	Complete	Andrew Sibbald School will continue to be utilized for home area students and as a bus receiver for the residential district of Auburn Bay.
2009-2010	2009-2010	V	Regular	Evergreen Estates	Centennial, Dr. E.P. Scarlett, Woodman, Harold Panabaker	Need to review the designation of Evergreen Estates for junior and senior high school students as Evergreen Estates is within the Evergreen community.	Complete	Effective for the 2010-2011 school year, Evergreen Estates is designated to the same schools as Evergreen.
2009-2010	2009-2010	V	Regular	Sundance	Sundance, Fish Creek	Monitor enrolment for regular program at Sundance School and Fish Creek School.	Complete	Sundance School is currently able to meet the student accommodation needs of their regular program and the French Immersion program students.
2007-2008	2009-2010	V	Regular/ Alternative	Walden	To be determined	Designated schools are required for students residing in Walden when a Ministerial Order includes Walden in the CBE boundary.	Complete	CBE received a Ministerial Order in June 2009 to include Walden in the CBE boundary. A designation notice was issued on August 27, 2009.
2007-2008		V	Regular	Midnapore	Midnapore	The opening of Bridlewood School for the 2010-2011 school year will result in excess capacity at Midnapore School. Exploration is required to determine how best to utilize this excess capacity.	Pending	

Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
2007-2008		V	Regular	Braeside, Cedarbrae, Oakridge	Braeside, Cedarbrae, Louis Riel	Regular program enrolment from the residential districts of Braeside, Cedarbrae and Oakridge is declining and suggest a need for a review of student accommodation for kindergarten to grade 6 students.	Pending	
2009-2010		V	Regular	Tsui T'ina Nation	Lord Beaverbrook, Dr. E.P. Scarlett	Need to review the designation of Tsui T'ina Nation students for senior high as kindergarten to grade 9 students were designated to Louis Riel School effective for the 2009-2010 school year.	Ongoing	
2010-2011		V	Regular	Canyon Meadows, Southwood	Robert Warren, Harold Panabaker	The junior high designation for regular program students from the residential district of Canyon Meadows needs to be addressed due to low enrolment.	New	
2009-2010		V	Alternative (National Sport Academy)	Area V	Fairview and other schools to be determined	The Board of Trustees approved the closure of the alternative Hockey Life Skills Development Program (National Sport Academy) effective June 30, 2011, for the purpose of its relocation to a site deemed appropriate by administration and that parents be informed by June 30, 2010 of the future placement of the program.	Ongoing	



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
Annually	2009-2010	V	Special Education & Diversity (EDC)	Area V	As indicated in the summary.	Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Complete	<ul style="list-style-type: none"> <li>• An Early Development Centre opened with two classes at Deer Run School and serves students from south Calgary.</li> <li>• Division II Mental Health class at R.T. Alderman School will be relocated to Nellie McClung School for the 2010-2011 school.</li> <li>• Division IV Attitude, Community Competence, Elements of Academic Curriculum Social Skills (ACCESS) class at Dr. E.P. Scarlett High School will close June 30, 2010.</li> <li>• A new Division IV Communication, Sensory and Social Interaction (CSSI) class will open at Dr. E.P. Scarlett High School for the 2010-2011 school year.</li> <li>• Two Division III Paced Learning Program (PLP) classes at Woodman School will be relocated to Wilma Hansen School for the 2010-2011 school year.</li> <li>• Division III Paced Learning Program (PLP) class at Nickle School will be relocated to Samuel W. Shaw School for the 2010-2011 school year.</li> </ul>



Year Identified	Year Completed	Area	Program Type	Communities Impacted	Schools Involved	Issue	Status	Summary
								<ul style="list-style-type: none"> <li>• One of The Class (Mental Health) classes at Lord Beaverbrook High School will be relocated to Centennial High School for the 2010-2011 school year.</li> <li>• The Adapted Learning Program (ALP) class at Mountain Park will be relocated to MidSun School for the 2010-2011 school year.</li> <li>• The Division III Attitude, Community Competence, Elements of Academic Curriculum, Social Skills (ACCESS) class at Woodman School will be relocated to MidSun School for the 2010-2011 school year.</li> <li>• One of the Division III Learning and Literacy classes at Louis Riel School will be relocated to Sir John A. Macdonald for the 2010-2011 school year.</li> </ul>
Annually		V	Special Education	Area V		Need to review placement of special education classes related to the needs of students, the proximity to home and the impacts on transportation.	Ongoing	

Updated: June 1, 2010

## Appendix 2: Community Engagement Plan – Huntington Hills and Area II TLC

Community Engagement Process  
Huntington Hills Community, Area II TLC

**Level of Public Participation (see IAP2): Consult**

**Issues:**

- The new K-4 Panorama Hills School opened August 2009
  - Dr JK Mulloy School has excess capacity when now that Panorama Hills School is open
- The new 5-9 school in Panorama Hills is scheduled to open for August 2012
  - Dr JK Mulloy School will have further excess capacity when the Panorama Hills middle opens
- The TLC program at Highwood School must move to a larger facility for August 2010
- Huntington Hills community does not have enough regular program K-6 students to support the 4 schools
  - A large part of Thorncliffe is designated to CN Gunn
  - Country Hills is designated to Alex Munro

**Calgary Board of Education Alignment**

- The Mega End Statement focuses on ensuring that all students complete high school. In developing our student accommodation plans we are committed to our students and stakeholders by providing continuity for their learning through sustainable programs so that they may achieve this End.
- Three Year Education Plan outcome 3.1; “The education system meets the needs of all K-12 students, our society and the economy.” guides our work during and engagement process.
- Decisions regarding student accommodation require the respectful engagement of stakeholders with due attention paid to the values and criteria stated in Executive Limitation (EL) 14 Student Accommodation.
- As per EL-14, we use clear and timely processes to communicate and engage internal and external stakeholders in order to seek input and participation for each student accommodation plan, through the engagement process.

**Parameters:**

1. Sustainable kindergarten to grade 6 regular programming for the residential districts of:
  - Huntington Hills – both on the west and the east side of Centre Street
  - Thorncliffe
  - Country Hills
  - Panorama Hills
2. Sustainable kindergarten to grade 4 TLC programming for Area II communities currently accommodated at Highwood School
3. Effective use of space & resources
  - For both educational programming and plant operations & maintenance
4. Consideration of effective and efficient transportation and walk zones

**Goal of Public Participation Process: Consult**

To obtain public feedback on the student accommodation proposal, the implementation of the proposal and the proposed administrative recommendation.

**Promise to the Public:**

We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public feedback was incorporated into the student accommodation proposal, the implementation of the proposal and the proposed administrative recommendation.



Community Engagement Process  
Huntington Hills Community, Area II TLC

Decision Making:	
<ul style="list-style-type: none"> <li>Any decisions regarding attendance area changes will be made by the Area II Director in conjunction with the Director of Community Engagement and Operational Planning.</li> <li>Any decisions regarding consideration of closure of programs and/or schools will be made by the Board of Trustees upon a recommendation from the Area II Director and the Director of Community Engagement and Operational Planning.</li> <li>Any decisions regarding the implementation of student accommodation plans resulting from attendance area changes or closures of programs and/or schools will be made by the Area Director and the Director of Community Engagement and Operational Planning.</li> </ul>	
Community Engagement Process:	
<p>1. Start-up Meeting</p> <ul style="list-style-type: none"> <li>Meet with principals and Area II Director to present information regarding the issues and the accommodation proposal</li> <li>To present the community engagement plan</li> </ul> <p>Members to include: Principals, Area II Director and members of Community Engagement and Operational Planning</p>	May 27, 2009
<p>2. Focus Group Meeting</p> <ul style="list-style-type: none"> <li>Meet with principals and parent representatives               <ul style="list-style-type: none"> <li>To seek common ground and identify shared values</li> <li>To develop an understanding of the issues</li> <li>To present the <i>community engagement plan</i> and the <i>student accommodation proposal</i></li> <li>To provide information to focus group participants to take back to their communities/schools</li> </ul> </li> </ul> <p>Members to include: Two parent representatives from each school, principals, Area II Director, members of CEOP</p>	September 9, 2009  7:00  SJAM
<p>3. School Council Meetings</p> <ul style="list-style-type: none"> <li>Principals and parent representatives to present information, student accommodation proposal and community engagement plan shared at the Focus Group meeting</li> <li>Gather feedback from parents</li> </ul>	September 2009
<p>4. Focus Group Meeting</p> <ul style="list-style-type: none"> <li>Share changes to the original student accommodation plan</li> <li>Review feedback from School Council meetings</li> <li>Discuss changed recommended implementation</li> <li>Identify anticipated questions</li> <li>Plan for Open House</li> </ul> <p>Members to include: Two parent representatives from each school, community representatives if appropriate, principals, Area II Director, members of CEOP</p>	October 22, 2009 @Sir John A. MacDonald School 6:30-8:00

Community Engagement Process  
Huntington Hills Community, Area II TLC

5. Open House for Huntington Hills School, Highwood School TLC Program, Catherine Nichols Gunn School, Panorama Hills School and Dr. J.K. Mulloy School <ul style="list-style-type: none"> <li>To provide an opportunity for the broader community to understand the issue, the engagement process and to provide feedback on the student accommodation proposal.</li> </ul>	November 5, 2009 @Sir John A. Mac Donald School 5:00-7:30
6. Focus Group <ul style="list-style-type: none"> <li>Review feedback from Open House</li> <li>Next steps</li> </ul>	November 10, 2009 @Sir John A. MacDonald 6:30
7. Communicate recommendations and/or decisions	December 2009
<b>Community Engagement Process – Internal Stakeholders:</b>	
CEOP support for Area Director and Principals may include: <ul style="list-style-type: none"> <li>Providing assistance or support in engaging all school staff</li> <li>Providing assistance or support in gathering staff feedback</li> </ul>	September 2009 Same afternoon as first focus group meeting
Principals communicate recommendations and/or decisions to staff	December 2009 Same day as final focus group.

### Appendix 3: Calgary Board of Education's EL-4





## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Executive Limitations EL-4: Treatment of Parents and Citizens**

**Monitoring Method: Internal  
Monitoring Frequency: Annual**

With respect to interactions with parents and citizens, the Chief Superintendent shall not cause or allow conditions, procedures or decisions which are unsafe, disrespectful, unfair, discourteous, undignified, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

With respect to staff interactions with parents and other citizens, the Chief Superintendent shall not fail to establish the organizational conditions conducive to an environment of mutual respect, involvement and support.

Accordingly, the Chief Superintendent shall not:

1. Fail to ensure that appropriate participation in decision-making takes place in schools, service units and at the system level;
2. Fail to establish and maintain an organizational culture of appreciation consistent with the Board of Trustees' governing policies;
3. Fail to provide opportunities for parents and community members to have appropriate, respectful, timely and cost effective communications with the Calgary Board of Education;
4. Fail to administer a process for the effective handling of complaints.

Adopted: May 3, 2005

#### Appendix 4: Calgary Board of Education's EL-7



## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Executive Limitations EL-7: Treatment of Staff and Volunteers**

**Monitoring Method: Internal**  
**Monitoring Frequency: Annual**

With respect to treatment of volunteers and paid staff, the Chief Superintendent shall not cause or allow conditions, procedures, actions or decisions that are unsafe or that negatively impact the ability of staff to responsibly perform their jobs and to work in an environment of professional support and courtesy.

Accordingly, the Chief Superintendent shall not fail to:

1. Make reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers;
2. Select the most highly qualified and best-suited candidates for employment;
3. Administer clear personnel rules and procedures for staff;
4. Effectively handle complaints and concerns;
5. Maintain job descriptions for paid staff positions;
6. Protect against illegal discrimination and harassment;
7. Provide for appropriate due process;
8. Protect confidential information;
9. Provide for safe working conditions;
10. Appropriately involve staff in those decisions that directly impact them;
11. Orient staff to the Board of Trustees' expectations as stated in their Ends policies and Board of Trustees' boundaries as stated in their Executive Limitations policies.

Adopted: March 7, 2006



## Appendix 5: Letter of Support

October 7, 2010

Re: Student Accommodation Process – Highwood Traditional Learning Centre (TLC) Program

To Whom It May Concern,

My name is Danielle Wilson and I was the Treasurer of the Highwood School Parent Council and Friends of Highwood School Society from July, 2009 to September, 2010. I am the parent of two children who both attended the TLC program at Highwood and now attend the TLC program at Dr. J.K. Mulloy.

During the 2009-2010 school year, our TLC program was involved in a Student Accommodation Process. We had been placed at Highwood School in 2008 as a temporary location while the Calgary Board of Education considered options of where our permanent location would be.

The Calgary Board of Education provided background information and detailed information of why we were going through the process. They involved all the schools that would potentially be impacted and discussed considerations such as population changes, bussing and walk zone issues, community schools and capacity. Throughout the Student Accommodation Process of determining where our permanent location would be, there were many chances for parents, staff and members of the public to have input.

The Calgary Board of Education encouraged all members of the public to provide input in the process. They provided online surveys to complete, paper forms to fill out and face-to-face meetings. These opportunities to give our input were provided at the start of the process and throughout. During the process, we were often told that no decision had been made yet and that our input was integral to help the school board to make an informed decision.

As a member of the executive of the parent council at Highwood and a TLC parent, many TLC parents would come to me with their questions and concerns as well as asking what opportunities they had for sharing their views. There was always a survey or website I could refer them to, or a date for a meeting they could attend where they could share their views and concerns.

One such venue was a public open house in November, 2009. The open house afforded anyone who was interested in seeing more details about the proposals a chance to see some of those details and also to ask questions in a face-to-face format. The principals of Highwood and Dr. J.K. Mulloy were available, as were the Area II director, Susan Church and the Director of Community Engagement & Operational Planning, Phil Carlton. It was an informal venue where parents, staff and community members could ask and get answers to their questions, as well as provide their input into the process.

Speaking with parents in the days after the meeting, they were appreciative of having the opportunity to provide their input and get feedback. They came away with a better understanding of what was happening and why. They also felt that their concerns were heard and looked forward to hearing how those concerns would be addressed.

Another major example of the public's input making a difference was to do with the concerns many parents had about the open concept school that was proposed for us to move to, Dr. J.K. Mulloy. Many surveys and feedback from parents, focus groups and public meetings indicated that most TLC parents were concerned about open classrooms and noise levels in those classrooms. TLC's mandate includes teacher directed whole group instruction and minimizing distractions. There was great concern voiced that an open concept school would not be able to provide this.

To help determine what could be done to minimize noise, one of our school council co-chairs (a TLC parent) and the Director of Community Engagement & Operational Planning, Phil Carlton, were able to tour three schools: Highwood, Dr. J.K. Mulloy and another open concept TLC school, Chris Akkerman. They looked at what was currently provided at Highwood, what Chris Akkerman had done and what could be done at Dr. J.K. Mulloy to achieve this sound reduction. They brought back their findings to a meeting of parents, staff and the Director of Area II. At the meeting they provided a map of Dr. J. K. Mulloy and a plan of what could be done to help achieve the noise reduction. At that meeting, there was also a chance to ask questions and get clarification. Parents left the meeting feeling positive about their concerns being heard and addressed.

The Calgary Board of Education did a great job of ensuring that all the people that wanted to provide input and ask questions had the opportunity to do so. The final plan demonstrated that they had incorporated the public's input into the plan. They were also responsive to concerns that arose and addressed them throughout the process.

Although I may not agree with every decision that was made, I always felt that my input was valued and necessary to the success of the process. The feedback I got from parents who came to talk to me in my capacity as Treasurer of parent council at Highwood also felt that their input was valued and used in making decisions.

Thank you for your time.

Sincerely,

A handwritten signature in black ink, consisting of a series of loops and a trailing flourish.

Danielle Wilson



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

**November 2, 2010**

**To:** BOARD OF TRUSTEES

**From:** Naomi Johnson, Chief Superintendent of Schools

**Re:** **Summary of the 2009-2010 Provincial Achievement Test and Diploma Examination Results**

**Purpose:** Information and for the Record

**Governance Policy References:** E-2: Academic Success  
EL-3: Information, Counsel and Support to the Board of Trustees  
EL-6: Instructional Program

**Originator:** Cathy Faber, Superintendent, Learning Innovation

**Resource Persons:** Deborah Lewis, Superintendent, Learning Support  
Elizabeth Gouthro, Director, Learning Support  
Ronna Mosher, Director, Learning Innovation  
Sydney Smith, Director, Learning Support  
Michelle Bastock, Senior Education Specialist, Learning Innovation  
Pat Kover, System Assistant Principal, Learning Innovation

**I. RECOMMENDATION**

It is recommended THAT:

1. The Board of Trustees receive the attached report titled "Summary of the 2009-2010 Provincial Achievement Test and Diploma Examinations" for information.

## II. INTRODUCTION

This report outlines the Calgary Board of Education student results in provincial examinations for the 2009-2010 school year.

School by school results for both Provincial Achievement Tests and Diploma Examinations are found on pages 36 – 52.

### **Changes to Provincial Examinations 2009-2010**

Mathematics data at Grades 3, 6 and 9 reflect results from tests based on the 1996/1997 program of studies. 2009-2010 is the pilot year for Grades 3, 6 and 9 Provincial Achievement Tests (PAT) for the new mathematics program of studies which will be fully implemented in the 2010-2011 school year: results cannot be standardized until all students across the province follow the new curriculum and write the corresponding provincial achievement tests. It is, therefore, not possible to infer any trends.

The 2009-2010 school year saw the full provincial implementation of the revised Grade 6 and 9 Social Studies Provincial Achievement Tests, reflecting a new program of studies identified by Alberta Education as a major change in teaching pedagogy and teaching practice. As these are new exams, trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

2009-2010 was the first year for full implementation of Grade 9 Knowledge and Employability PAT, completing what Alberta Education itself identifies as a major change in pedagogy and practice. The Integrated Occupational Program (1991) was withdrawn on August 31, 2006. Knowledge and Employability (K&E) courses for Grades 8 and 9 were implemented in September 2006.

Changes were also made to the diploma exam program. In September 2009, the province canceled Part A: Written of diploma exams in Pure Mathematics 30, Applied Mathematics 30, Biology 30, Chemistry 30, Physics 30 and Science 30. In the 2009-2010 administrations of diploma examinations, students were assessed by means of multiple choice and numerical response questions.

New diploma exams were introduced in 2009-2010 school year for the new programs of study in Social Studies 30-1 and Social Studies 30-2. As these are new exams, trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

### III. ANALYSIS

#### Analysis of Provincial Achievement Tests

#### 2009-2010 Calgary Board of Education Achievement Results Comparison to the Province

<b>Calgary Board of Education</b> <b>ACHIEVEMENT TEST RESULTS: STUDENTS ENROLLED</b> <b>School Year 2009-2010 <sup>1</sup></b>											
SUBJECT AND GRADE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 3</b>											
Eng.Lang.Arts	6933	42061	92.6	91.1	1.5	83.4	81.6	1.8	20.6	19.5	1.1
Fr.Lang.Arts	497	3018	97.0	97.3	-0.3	86.3	84.1	2.2	20.5	16.3	4.2
Math <sup>2</sup>	940	19407	86.4	88.3	-1.9	74.5	76.4	-1.9	23.7	24.8	-1.1
<b>Grade 6</b>											
Eng.Lang.Arts	7062	43607	92.5	90.7	1.8	85.6	83.3	2.3	20.4	18.9	1.5
Fr.Lang.Arts	371	2487	98.4	97.5	0.9	93.0	88.3	4.7	17.3	15.9	1.4
Math <sup>2</sup>	1422	21607	88.7	88.3	0.4	78.5	74.4	4.1	19.3	16.5	2.8
Science	7046	43517	92.3	90.5	1.8	78.3	76.8	1.5	26.8	26.4	0.4
Soc. Studies	7059	43609	92.6	90.3	2.3	73.5	71.0	2.5	15.5	16.4	-0.9
<b>Grade 9</b>											
Eng.Lang.Arts	7509	43654	91.3	89.8	1.5	80.3	79.3	1.0	15.6	15.0	0.6
Fr.Lang.Arts	673	2403	98.2	98.0	0.2	86.8	86.1	0.7	13.1	12.4	0.7
Math <sup>2</sup>	3908	21713	90.7	86.8	3.9	73.4	66.4	7.0	26.8	19.8	7.0
Science	7293	43375	92.5	90.4	2.1	75.2	73.6	1.6	19.5	17.7	1.8
Soc. Studies	7519	43772	92.2	90.2	2.0	70.2	68.9	1.3	19.1	18.8	0.3

<sup>1</sup> Jurisdiction results are presented with percentages based on all students enrolled in the grade.

<sup>2</sup> Math results are for schools that followed the old curriculum. New curriculum results will not be standardized until next year.

Table 1

At Grades 3, 6 and 9 (Table 1), Provincial Achievement Test results this year reveal that participation and overall student achievement, including that of English Language Learners and Students Identified with Special Education Needs, at the Calgary Board of Education is above that of the province in English Language Arts, French Language Arts, Mathematics, Social Studies and Science.



There are two exceptions: Grade 3 Mathematics, both at the acceptable standard and the standard of excellence, and Grade 6 Social Studies at the standard of excellence. As described in the changes section, in both of these exceptional cases the implementation of new curriculum is a factor.

Calgary Board of Education has a significantly higher percentage of writers who are English Language Learners (Table 2) by comparison with the province.

**Calgary Board of Education  
English Language Learners Achievement Test Results  
School Year 2009-2010**

SUBJECT AND GRADE	PERCENTAGE OF TOTAL that are ENGLISH AS A SECOND LANGUAGE (%) CBE      Prov.		RESULTS BASED ON ENGLISH AS A SECOND LANGUAGE STUDENTS WHO WROTE THE TEST					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 3</b>								
Lang.Arts	29.5	13.9	85.4	83.8	1.6	16.0	14.4	1.6
Fr. Lang.Arts	9.3	5.0	86.7	86.5	0.2	13.3	16.9	-3.6
Math <sup>2</sup>	21.9	13.3	84.8	82.8	2.0	27.5	23.1	4.4
<b>Grade 6</b>								
Lang.Arts	29.2	12.4	86.9	84.5	2.4	15.5	11.9	3.6
Fr. Lang.Arts	10.1	4.6	94.6	83.0	11.6	16.2	14.3	1.9
Math <sup>2</sup>	23.2	12.4	85.7	77.0	8.7	25.3	14.0	11.3
Science	29.4	12.5	78.5	77.3	1.2	23.4	20.2	3.2
Soc. Studies	29.3	12.4	74.8	70.5	4.3	14.9	12.7	2.2
<b>Grade 9</b>								
Lang.Arts	22.5	7.9	79.9	75.6	4.3	9.1	7.2	1.9
Fr. Lang.Arts	8.0	4.3	73.6	75.5	-1.9	9.4	9.8	-0.4
Math <sup>2</sup>	19.7	8.0	82.0	74.0	8.0	35.6	28.0	7.6
Science	22.1	7.9	75.7	71.9	3.8	20.0	16.3	3.7
Soc. Studies	22.5	8.0	70.3	66.4	3.9	17.7	14.4	3.3

<sup>2</sup> Math results are for schools that followed the old curriculum. New curriculum results will not be standardized until next year.

Table 2

Calgary Board of Education also has a higher percentage than the province of writers who are identified with special education needs (Table 3).

**Calgary Board of Education**  
**Students with Identified Special Education Needs Achievement Test Results**  
**School Year 2009-2010**

SUBJECT AND GRADE	PERCENTAGE OF TOTAL THAT ARE SPECIAL EDUCATION (%) CBE      Prov.		RESULTS BASED ON SPECIAL EDUCATION STUDENTS WHO WROTE THE TEST					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 3</b>								
Lang.Arts	9.1	7.6	90.4	84.2	6.2	16.9	9.5	7.4
Fr.Lang.Arts	3.1	2.9	100.0	83.7	16.3	20.0	9.3	10.7
Math <sup>2</sup>	8.3	6.6	70.8	73.3	-2.5	16.7	12.9	3.8
<b>Grade 6</b>								
Lang.Arts	13.2	9.7	89.9	81.7	8.2	9.9	5.9	4.0
Fr.Lang.Arts	5.8	4.3	95.2	77.1	18.1	4.8	5.7	-0.9
Math <sup>2</sup>	12.8	8.4	76.5	61.1	15.4	13.6	6.0	7.6
Science	12.8	9.7	75.9	69.6	6.3	19.0	14.2	4.8
Soc. Studies	13.2	9.8	63.8	56.9	6.9	8.1	5.8	2.3
<b>Grade 9</b>								
Lang.Arts	12.8	8.2	70.3	65.6	4.7	5.3	3.6	1.7
Fr.Lang.Arts	5.6	3.3	75.7	71.4	4.3	5.4	5.2	0.2
Math <sup>2</sup>	11.8	7.8	54.9	46.2	8.7	10.5	6.2	4.3
Science	12.9	8.3	63.4	60.1	3.3	8.5	7.2	1.3
Soc. Studies	13.2	8.4	54.0	49.3	4.7	9.0	7.0	2.0

<sup>2</sup> Math results are for schools that followed the old curriculum. New curriculum results will not be standardized until next year.

Table 3

Achievement of writers who are English Language Learners (Table 2) and/or Students with Identified Special Education Needs (Table 3) continues to be above the province at the acceptable standard and the standard of excellence in all curricula assessed.

There are exceptions: Grade 3 French Language Arts at the standard of excellence (English Language Learners) and Grade 9 French Language Arts at both the acceptable standard and the standard of excellence (English Language Learners) and Grade 6 French Language Arts at the standard of excellence (Students with Identified Special Education Needs). Because the numbers of English Language Learners and Students with Identified Special Education Needs enrolled in French Language Arts are small, these percentages may represent a difference of one or two students.

It should be noted that students identified as gifted are not included in numbers recorded in Table 3.

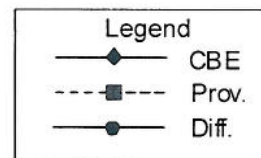
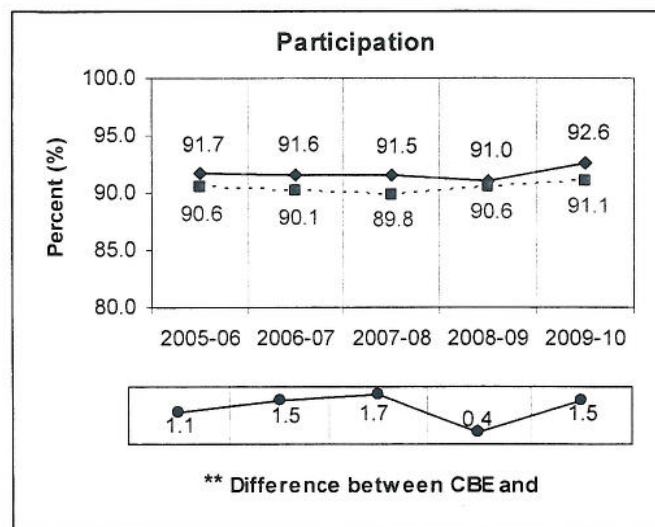
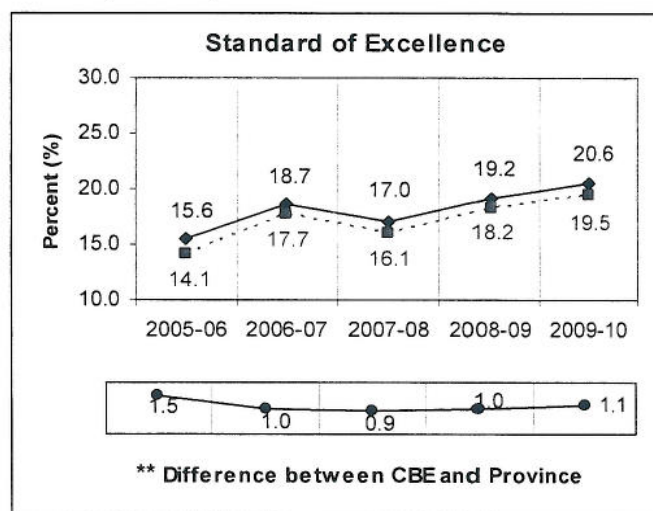
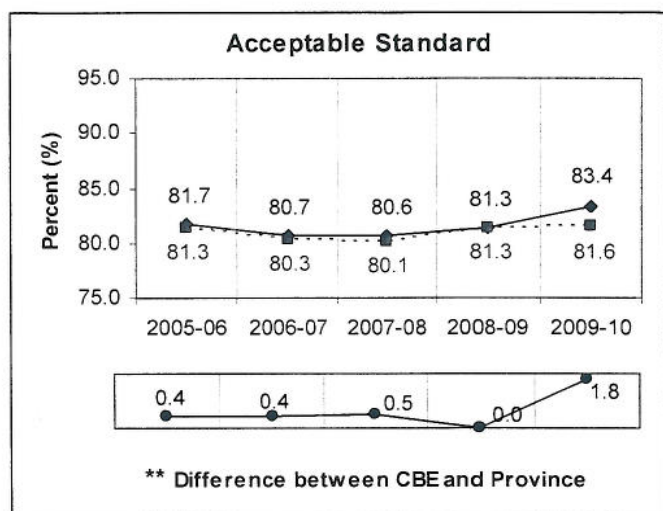
## Calgary Board of Education Trends Five Year Trends

### Grade 3 English Language Arts Results

- Improvement in Grade 3 English Language Arts has continued.
- The percentage of students achieving at both the acceptable standard (83.4%) and the standard of excellence (20.6%) has increased, as has the participation rate (92.6%).
- In all three areas, Calgary Board of Education exceeds the province by an increased margin. Given that these percentages are based on the total number of students enrolled, this improvement is significant.

### Grade 3 English Language Arts Results

#### \*All Students Enrolled (Cohort)



Note:

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

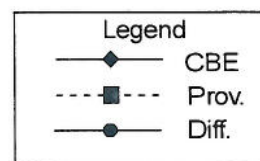
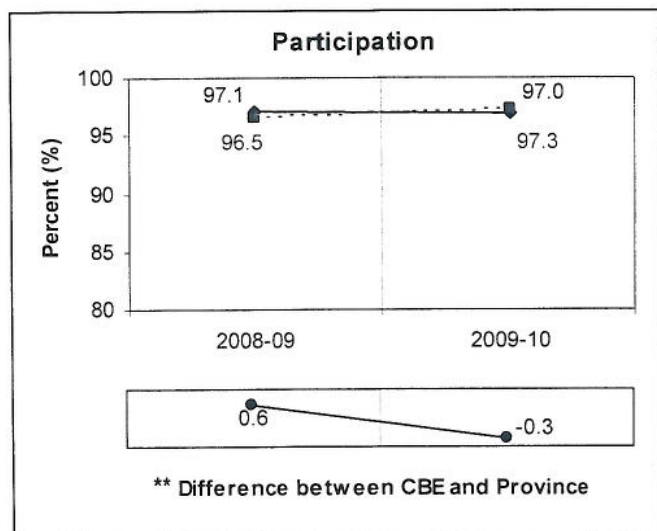
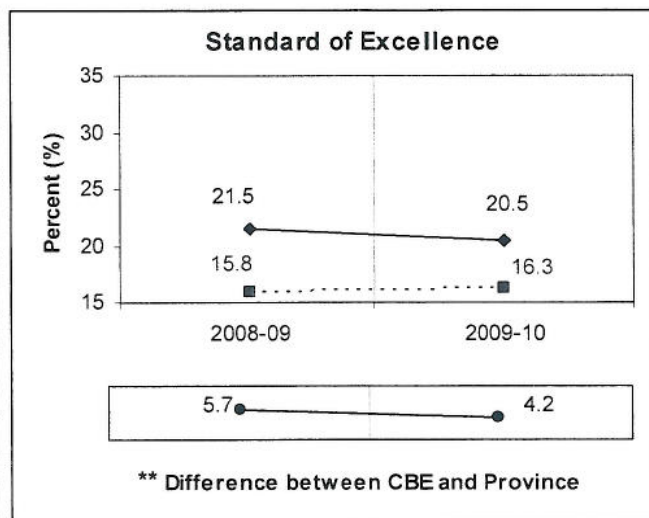
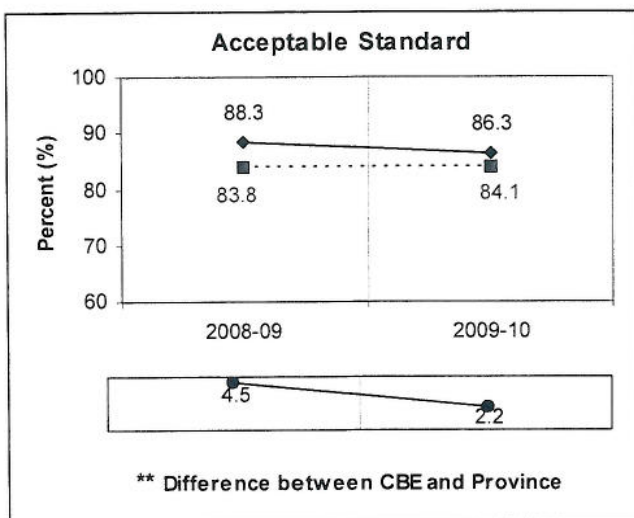
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.



- Two years ago, following the declining trend in Grade 3 English Language Arts Provincial Achievement Tests results, an intentional focus on literacy across the curriculum spurred a renewed effort in the Kindergarten to Grade 3 support initiative.
  - Literacy across the curriculum has been a focus of work in Professional Learning Communities (PLCs).

## Grade 3 French Language Arts Results<sup>1</sup>

**\*All Students Enrolled (Cohort)**



Note:

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

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

<sup>1</sup> Grade 3 French Language Arts Provincial Achievement Test was standardized in 2008-2009.

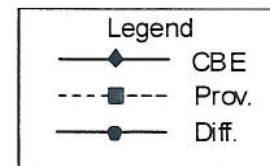
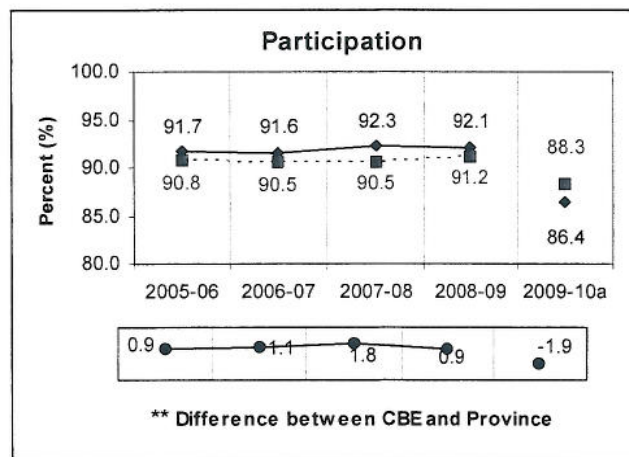
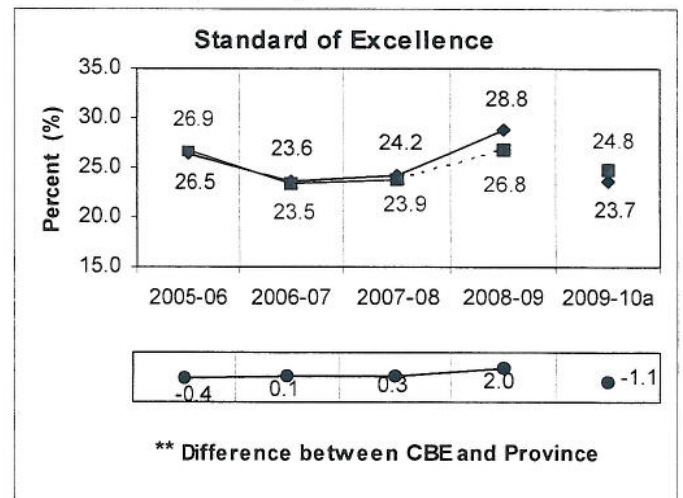
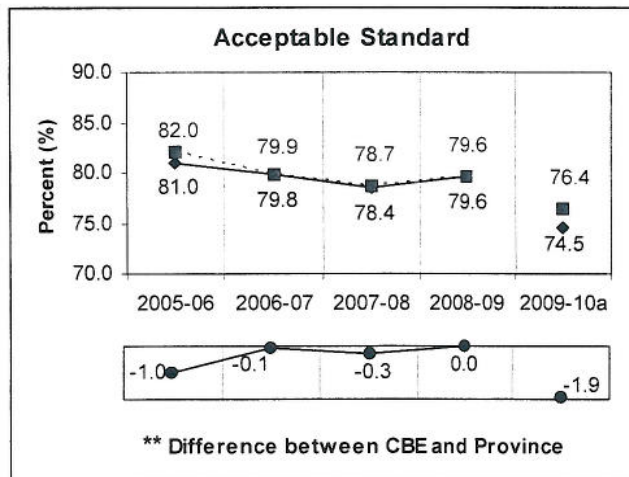
## Grade 3 French Language Arts Results <sup>1</sup>

- The Grade 3 French Language Arts Provincial Achievement Test was standardized in 2008 – 2009. The 2009 – 2010 administration is the second year that results have been available.
- For the second year, Calgary Board of Education continues to achieve above the province at the acceptable standard and the standard of excellence.
- The percentage of students achieving at the acceptable standard was down in both Calgary Board of Education (2%) and the province (2.2%), resulting in a slight increase (0.2%) in the difference between the two.

## Grades 3, 6 and 9 Mathematics Results

- It is not possible to derive any information on trends from the mathematics results for 2009 – 2010.
  - Results released reflect only those for students enrolled in classes using the 1996/1997 program of studies.
  - Large numbers of Calgary Board of Education students, at all three grade levels, were enrolled in classes piloting the new program of studies, to be implemented province-wide in the school year 2010-2011.

### Grade 3 Mathematics: \*All Students Enrolled (Cohort)



Note:

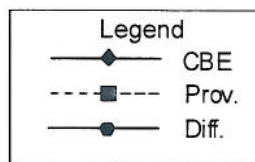
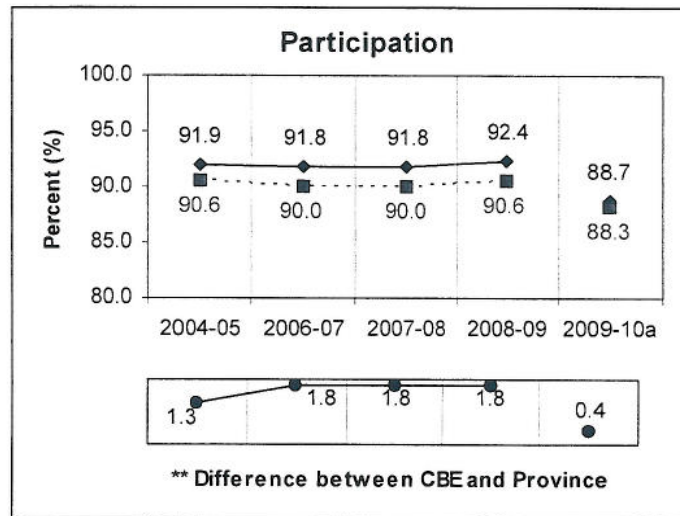
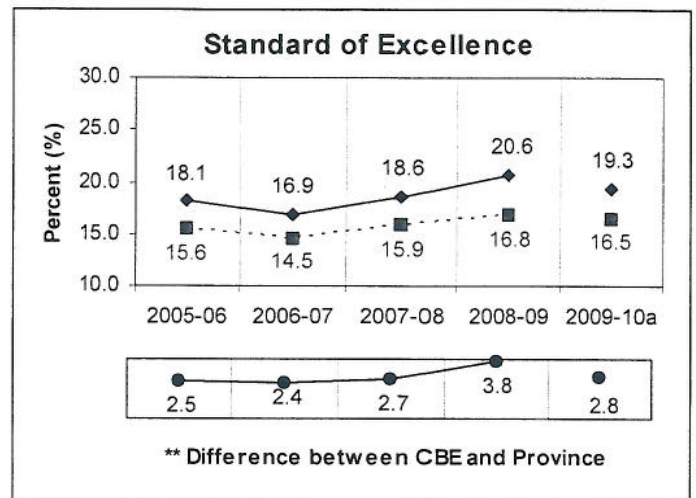
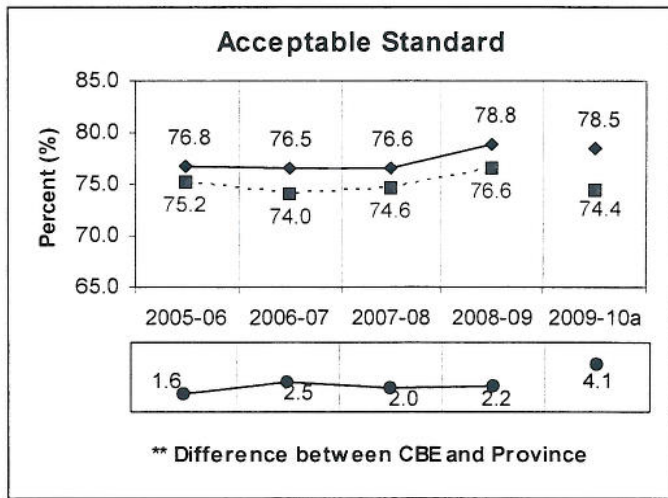
\* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

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

a. Math results are for schools that followed the old curriculum. New results will not be standardized until next year. 14% of CBE students wrote the exam based on the old curriculum.

## Grade 6 Mathematics

\*All Students Enrolled (Cohort)



Note:

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

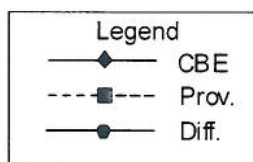
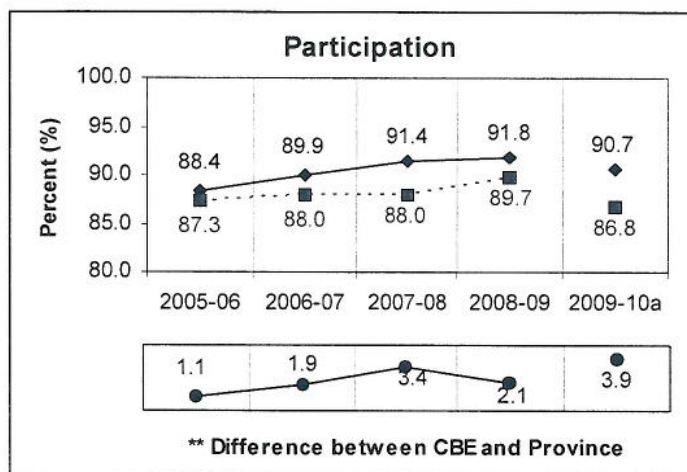
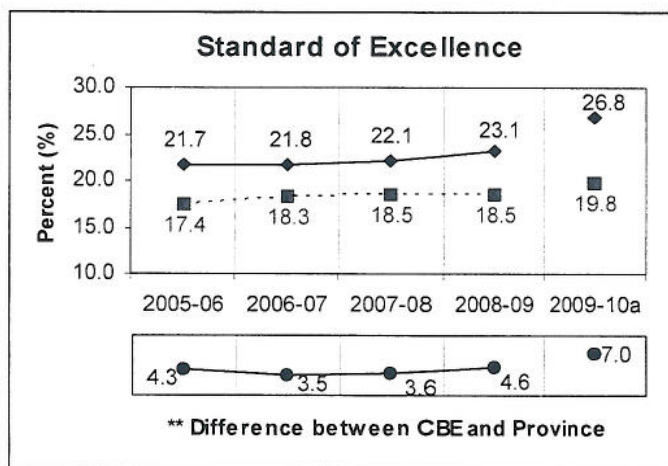
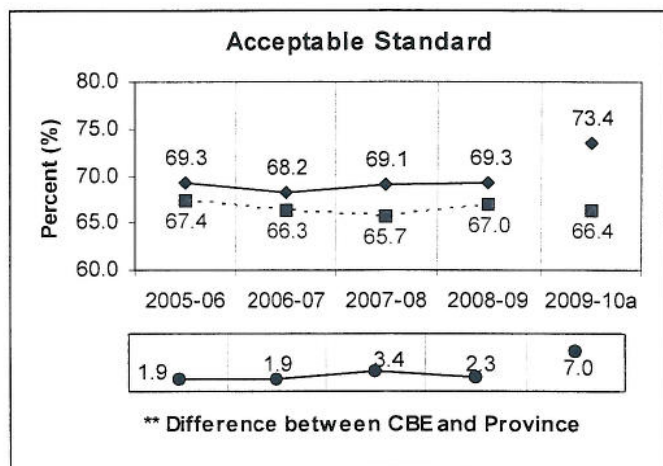
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

a. Math results are for schools that followed the old curriculum. New results will not be standardized until next year. 20% of CBE students wrote the exam based on the old curriculum.



## Grade 9 Mathematics

**\*All Students Enrolled (Cohort)**



Note:

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

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

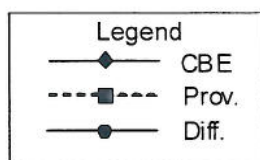
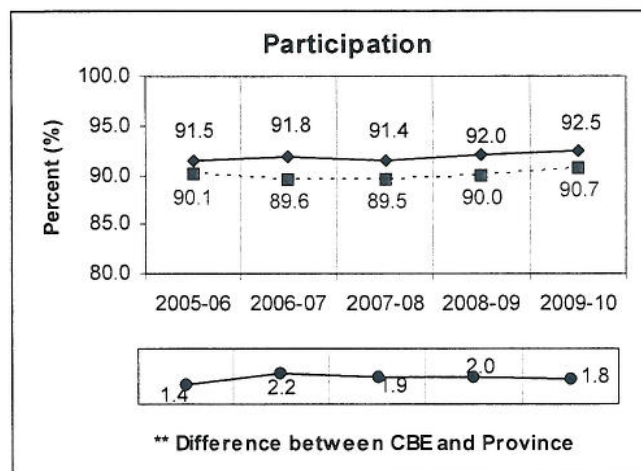
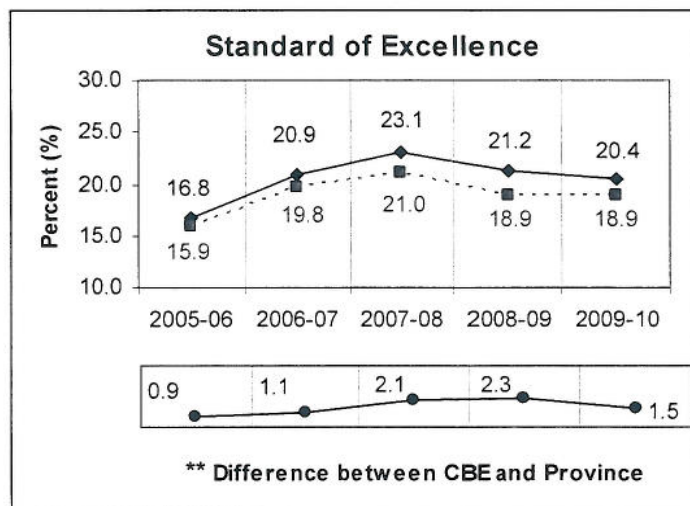
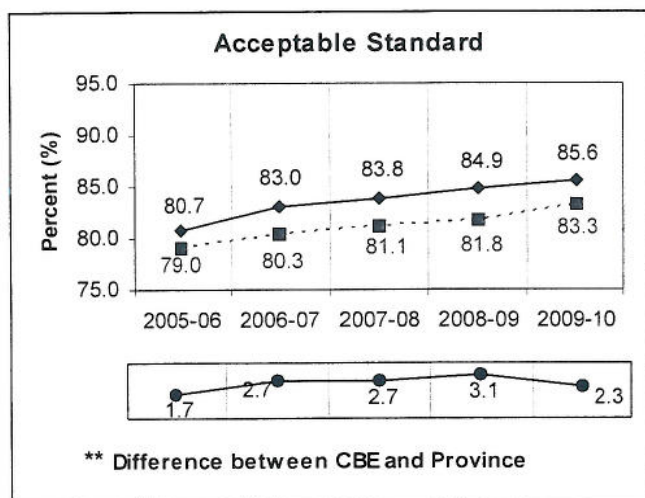
a. Math results are for schools that followed the old curriculum. New results will not be standardized until next year. 53% of CBE students wrote the exam based on the old curriculum.

## Grade 6 English Language Arts Results

- At the standard of excellence, Calgary Board of Education results (20.4%) remained above provincial results (18.9%) by 1.5%;
- This reflects a decline at the standard of excellence in Calgary Board of Education results of 0.8% by comparison with 2008-2009; results at the provincial level did not decline.

### Grade 6 English Language Arts Results

#### \*All Students Enrolled (Cohort)



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

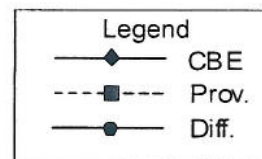
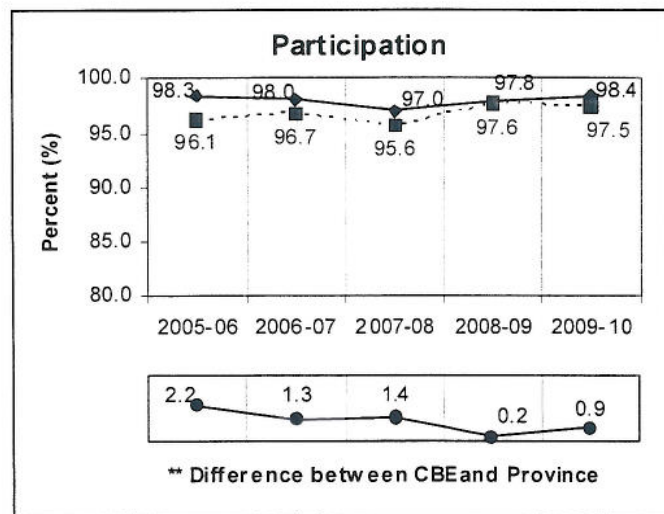
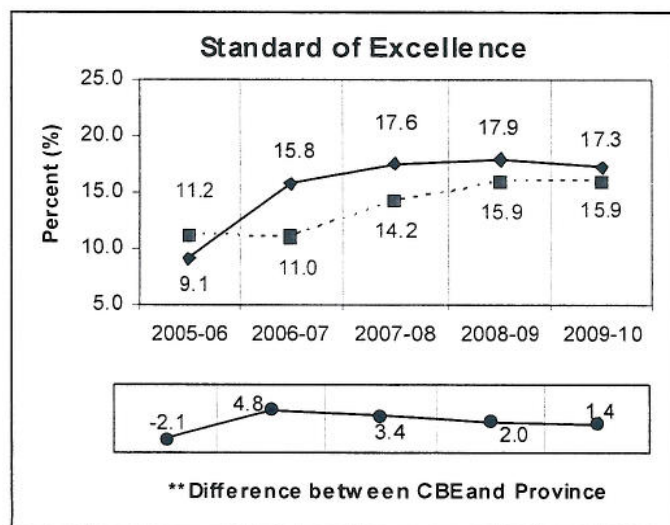
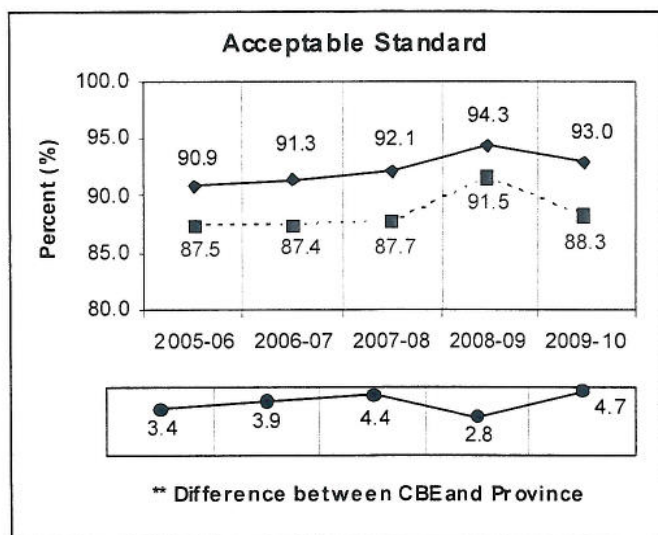
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

## Grade 6 French Language Arts Results

- Results in Grade 6 French Language Arts at the acceptable standard have declined at both Calgary Board of Education (1.3%) and provincial levels (3.2%), resulting in a difference of 4.7% above the province.
- At the standard of excellence, Calgary Board of Education declined by 0.6% while the province maintained the percentage from 2008-2009, resulting in a difference of 1.4% above the province. The number of Calgary Board of Education students enrolled in Grade 6 French Language Arts is small (371).

### Grade 6 French Language Arts Results

#### \*All Students Enrolled (Cohort)



Note:

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

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

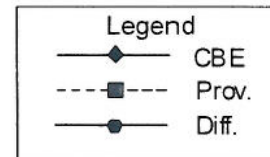
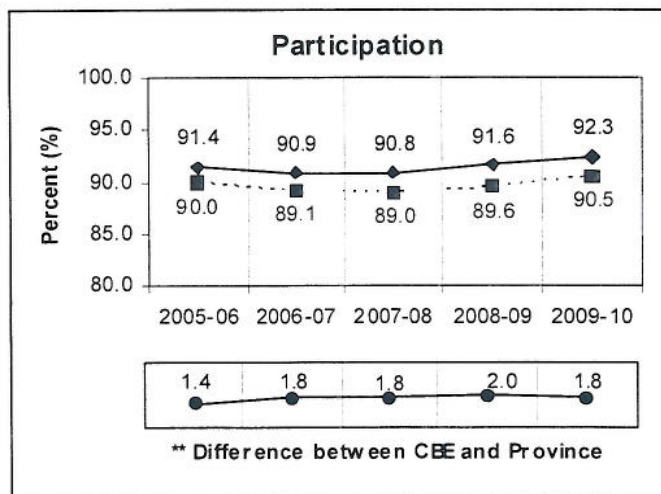
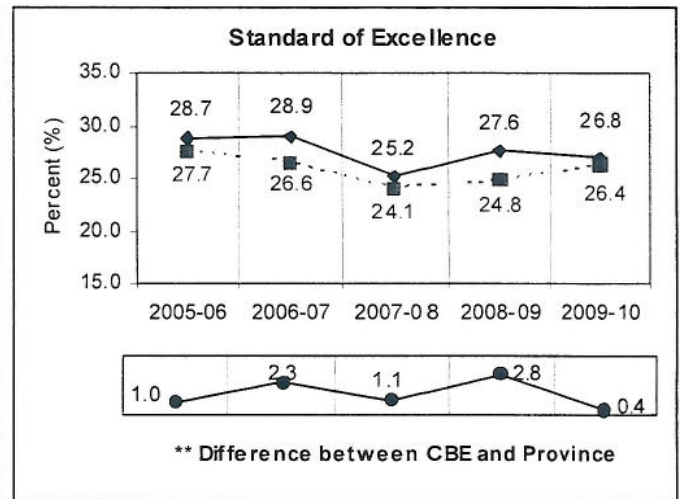
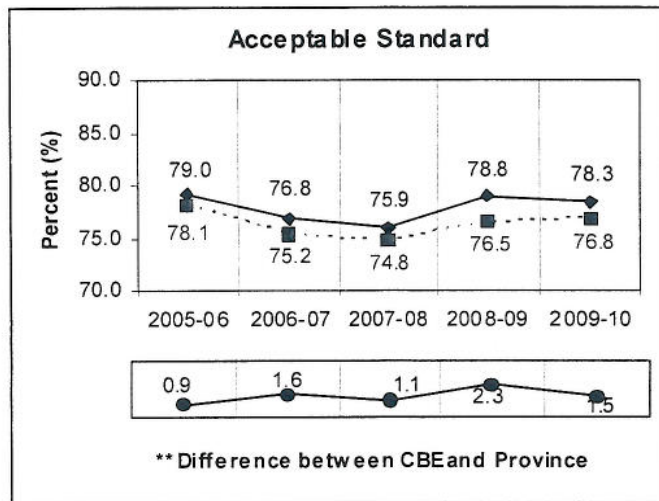


## Grade 6 Science Results

- Grade 6 Science results for Calgary Board of Education have declined by 0.5% at the acceptable standard and by 0.8% at the standard of excellence by comparison with Calgary Board of Education 2008-2009 results.
- This decline is not mirrored in provincial results. At the standard of excellence the province reports an increase of 1.6%.
- Steps being taking to address concerns raised by these results include
  - Item analysis of the Grade 6 Science PAT to confirm areas of strength and areas for growth;
  - A system position supporting elementary science;
  - A science leaders group conducting action research;
  - Job embedded professional development;
  - Work in professional learning communities;
  - A focus on assessment through the Grade Level of Achievement summer institute.

## Grade 6 Science Results

### \*All Students Enrolled (Cohort)



Note:

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

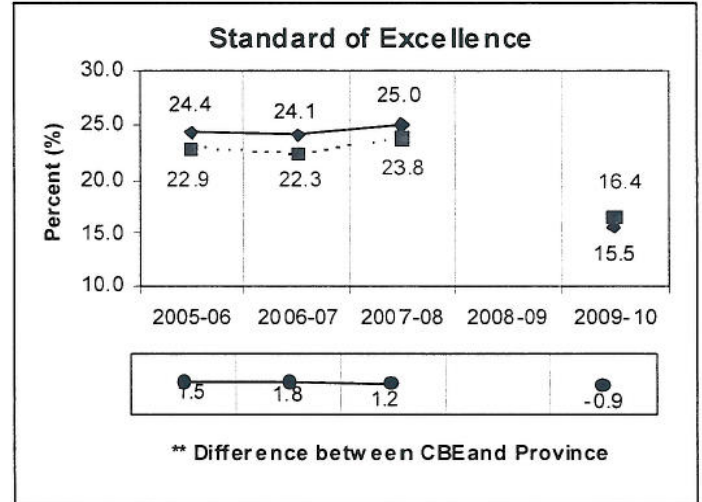
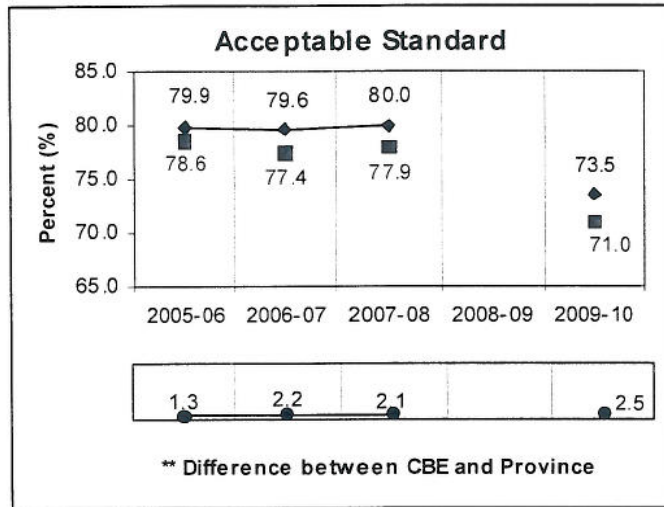
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

## Grade 6 and 9 Social Studies Results

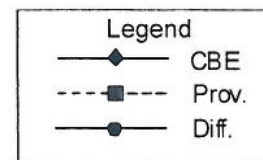
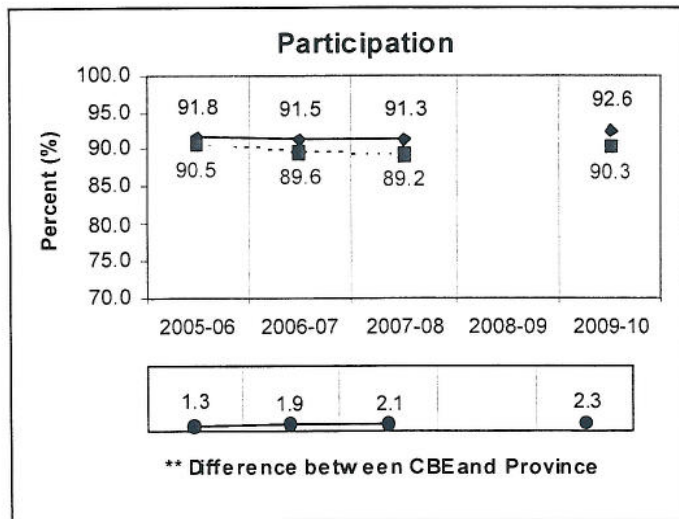
As these are new exams, trend analysis is not possible. The 2009-2010 reporting year will provide the baseline data for future trend analysis.

### Grade 6 Social Studies Results

#### \*All Students Enrolled (Cohort)



2008-2009: Social Studies exam based on a new curriculum. Results are not reported.  
 2009-2010: New results are standardized in this reporting period.



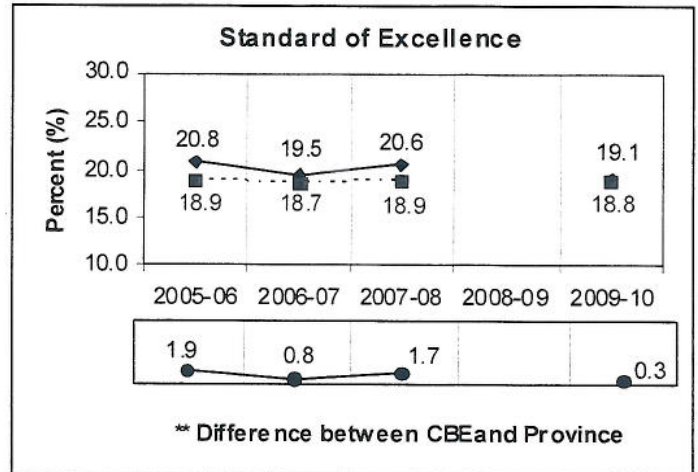
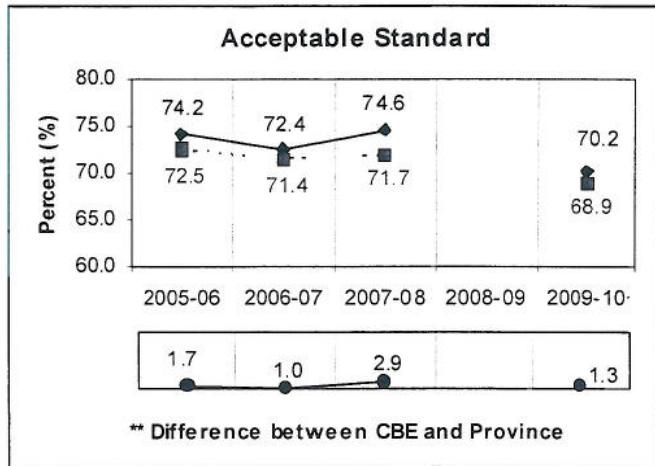
Note:

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

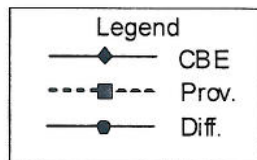
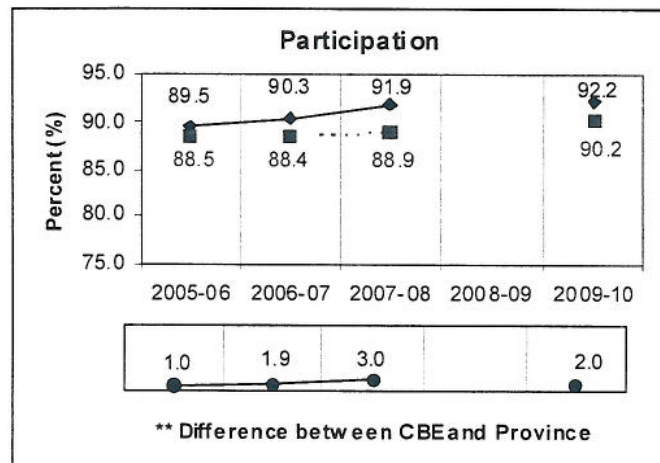
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

## Grade 9 Social Studies Results

\*All Students Enrolled (Cohort)



2008-2009: Social Studies exam based on a new curriculum. Results are not reported.  
 2009-2010: New results are standardized in this reporting period.



Note:

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

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

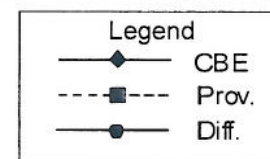
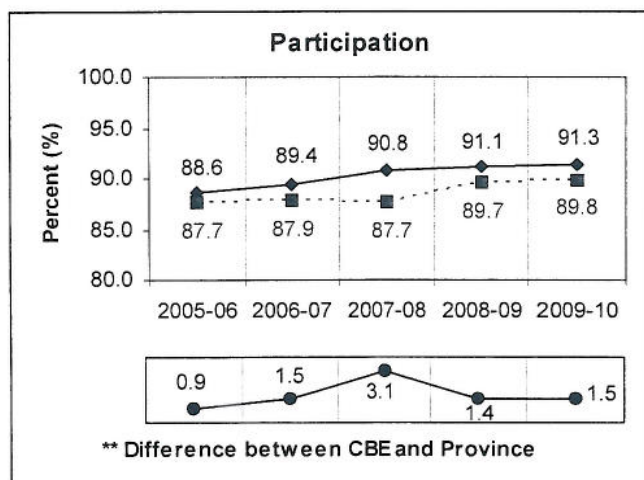
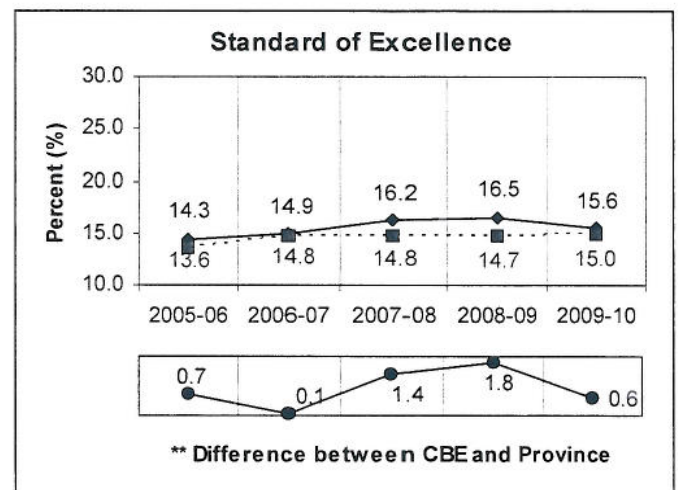
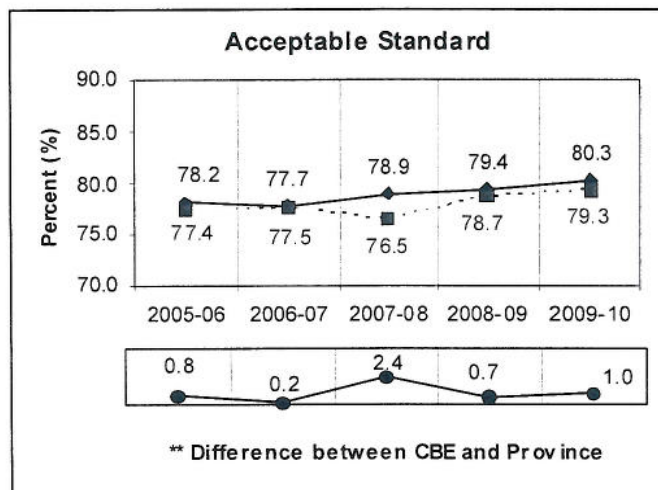


## Grade 9 English Language Arts Results

- Grade 9 English Language Arts results continue to trend upwards at the acceptable level, from 79.4% in 2008-2009 to 80.3% at 2009-2010.
- At the acceptable level Calgary Board of Education result this year is 1% above the province.
- At the standard of excellence, the result for the Calgary Board of Education remain above the province by 0.6%
  - Calgary Board of Education results at the standard of excellence have declined by 0.9% from 2008-2009.

## Grade 9 English Language Arts Results

\*All Students Enrolled (Cohort)



Note:

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

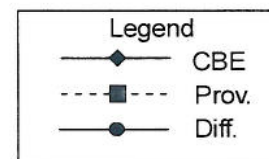
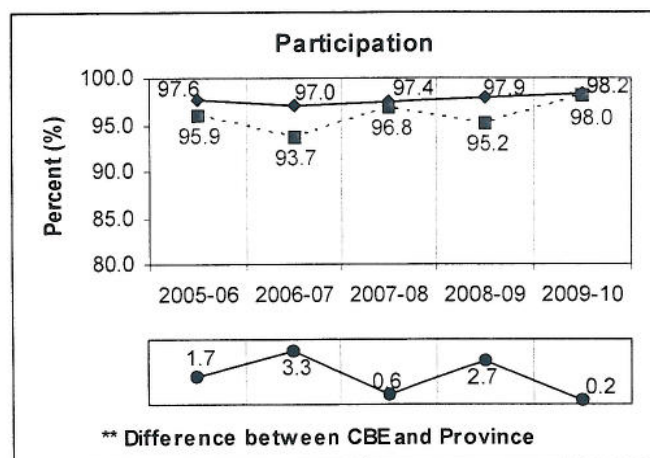
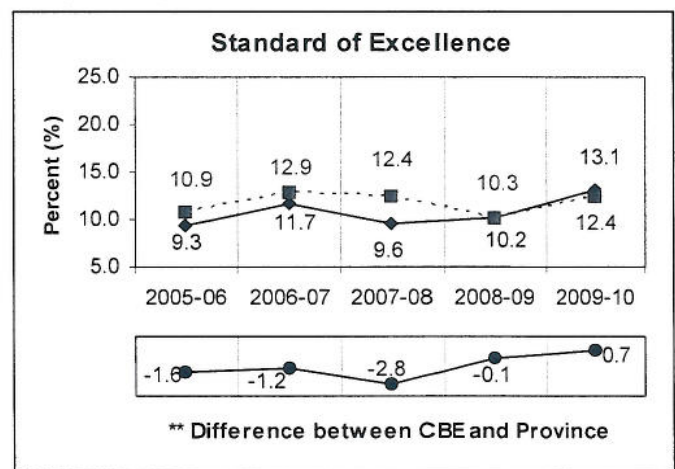
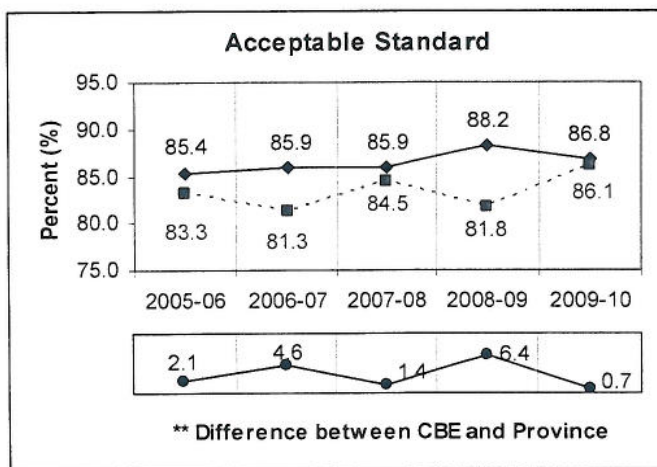
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

## Grade 9 French Language Arts (FLA) results

- At the standard of excellence, Calgary Board of Education results on the Grade 9 French Language Arts (FLA) Provincial Achievement Test show an increase from 10.2% in 2008-2009 to 13.1% in 2009-2010
  - The result is a difference above the province of 0.7% by contrast with a difference of -1.6% (below the province) in 2008-2009.
  - The cohort is small, comprised of 673 students,
  - Early and late immersion students, taught separately in Grade 7 and Grade 8 FLA classes, are blended in Grade 9 FLA.
  - Early and late immersion students write the same Grade 9 FLA Provincial Achievement Test

### Grade 9 French Language Arts Results

#### \*All Students Enrolled (Cohort)



Note:

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

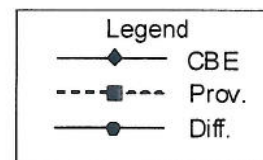
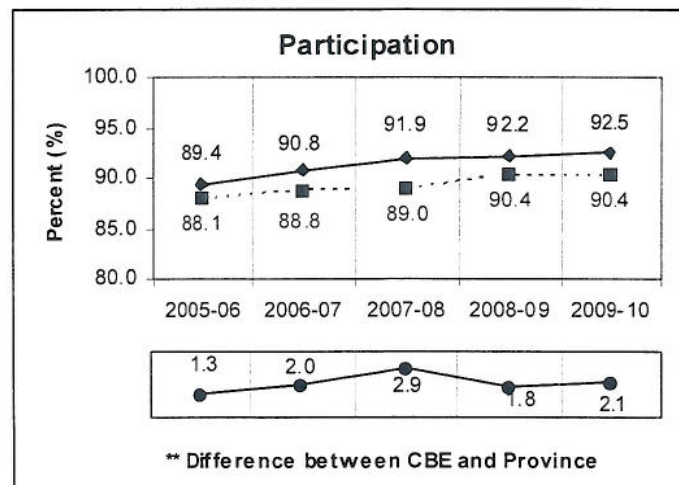
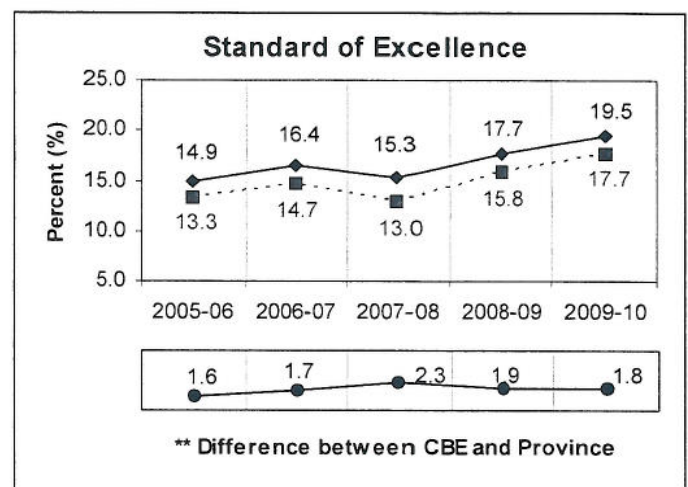
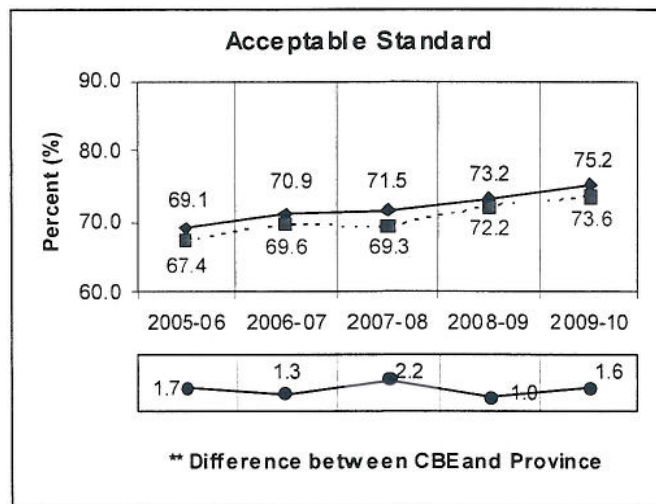
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

## Grade 9 Science Results

- Calgary Board of Education Grade 9 Science results demonstrate a consistent upward trend since 2005-2006, the first year of implementation of the revised Grade 9 Science Provincial Achievement Test.
- The percentage of Calgary Board of Education students achieving at the acceptable standard has risen from 69.1% in 2005-2006 to 75.2% in 2009-2010.
- The percentage of Calgary Board of Education students achieving at the standard of excellence has risen from 14.9% to 19.5%.
- The 2003 program of studies becoming better established may be a contributing factor.

### Grade 9 Science Results

**\*All Students Enrolled (Cohort)**



Note:

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

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



### Grade 9 Knowledge and Employability Results (Table 5)

- Grade 9 Knowledge and Employability results at Calgary Board of Education are below those in the province in all curricula for which tests are available.
- Participation rates in all curricular areas are below those in the province, ranging from -2.5 in mathematics to -5.6 in English Language Arts.

#### Calgary Board of Education Knowledge and Employability Achievement Test Results School Year 2009-2010

SUBJECT AND GRADE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
Grade 9 Eng.Lang.Arts	201	1587	76.6	82.2	-5.6	57.7	66.8	-9.1	8.0	7.8	0.2
Math	270	1894	84.8	87.3	-2.5	60.4	65.6	-5.2	14.4	15.3	-0.9
Science	181	1526	83.4	86.7	-3.3	66.3	67.2	-0.9	12.7	14.3	-1.6
Soc. Studies	193	1557	82.4	85.2	-2.8	62.2	64.6	-2.4	10.9	15.7	-4.8

† Jurisdiction results are presented with percentages based on all students enrolled in the grade.

- Several factors should, however be noted
  - The cohort sizes are small and results are disproportionately impacted by numbers of students absent, excused, for whom results were withheld or, in case of K&E English Language Arts, who wrote only one part of the test.
    - At the Calgary Board of Education level, a higher percentage of requests for excused status was granted.
    - In the case of English Language Arts, a further factor was the percentage of students who wrote only one part of the test and who were, because the test was deemed incomplete, also included in the category *below acceptable standard*.

Breakdown of Students for whom Test Results are not Available*								
	Students Absent		Students Excused		Students who wrote, results withheld		Students who wrote only one part of the test	
	CBE	Province	CBE	Province	CBE	Province	CBE	Province
ELA	4.5	4.5	6.5	5.3	0	0	12.4	7.9
Math	8.1	7.9	7.0	4.8	0	0	N/A	N/A
Science	8.8	7.0	7.7	6.4	0	0	N/A	N/A
Social Studies	10.9	8.6	6.7	6.2	0	0.1	N/A	N/A

\* Reported as percentages, not numbers

- For the purposes of cohort reporting, the students for whom results are not available are reported in the number of students who wrote but achieved below the acceptable standard; when calculation is based on the results of students who wrote the test, a very different story emerges.

SUBJECT AND GRADE	NUMBER OF STUDENTS WRITING TEST		RESULTS BASED ON ONLY STUDENTS WHO WROTE THE TESTS					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 9</b>								
Eng.Lang.Arts	154/201	1305	75.3	81.2	-5.9	10.4	9.4	1.0
Math	229/270	1642	71.2	75	-3.8	17	17.5	-0.5
Science	151/181	1316	79.5	77.4	2.1	15.2	16.5	-1.3
Soc. Studies	159/193	1319	75.5	75.8	-0.3	13.2	18.5	-5.3

- As far as possible, Calgary Board of Education students are supported and encouraged to achieve their fullest potential which may result in students who might otherwise enroll in K&E courses choosing to strive for success in more academic settings.
- This group includes learners who may best express their understanding using multiple modes of expression.

## Analysis of Diploma Exams

### 2009-2010 Calgary Board of Education Diploma Examination Results Comparison to the Province

In all subject areas, 73% or more of Calgary Board of Education students achieve at the acceptable standard. With the exception of Science 30, all Calgary Board of Education diploma exam results at the standard of excellence are above provincial levels. At the standard of excellence, particularly strong results were achieved in French Language Arts 30 (21.0%, 4.7% above the province), Pure Math 30 (38.8%, 9.1% above the province), Biology 30 (35.5%, 7.4% above the province), Chemistry 30 (39.5%, 9.6% above the province), and Physics 30 (28.3%, 8.0% above the province).

While participation rates on diploma exams are lower than the province in some areas, participation rates on courses perceived as academic, English 30-1, French Language Arts 30, Social Studies 30-1, Pure Math 30, Chemistry 30 and Physics 30 are higher by between 1.2% (Physics 30) and 5.1% (Pure Math 30).

In English 30-1 and 30-2, results at the acceptable standard are below those in the province. In English 30-1, Calgary Board of Education is -2.5 below the province; in English 30-2, Calgary Board of Education is -1.8 below the province. Results in Science 30 were below



those in the province both at the acceptable standard (-1.2) and the standard of excellence (-4.0).

**Calgary Board of Education**  
**DIPLOMA EXAM RESULTS**  
**SCHOOL YEAR 2009-2010 (Entire School Year Results) <sup>1</sup>**

COURSE <sup>5</sup>	NUMBER WRITING		PARTICIPATION RATE (%) <sup>2</sup>			ACCEPTABLE STANDARD (%) <sup>3</sup>			DIPLOMA MARKS STANDARD OF EXCELLENCE (%) <sup>4</sup>		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English 30-1	5168	24,972	64.2	59.9	4.3	82.6	85.1	-2.5	10.7	10.1	0.6
English 30-2	1800	11,727	22.4	28.1	-5.7	87.0	88.8	-1.8	10.2	9.8	0.4
Fr. Lang. Arts 30	452	1,324	5.6	3.2	2.4	94.9	93.7	1.2	21.0	16.3	4.7
Social 30	158	1,778	2.0	4.3	-2.3	73.9	67.8	6.1	17.4	10.4	7.0
Social 30-1 <sup>6</sup>	4195	20,752	52.1	49.8	2.3	86.4	84.5	1.9	19.2	16.1	3.1
Social 30-2 <sup>6</sup>	2433	12,664	30.2	30.4	-0.2	85.7	85.0	0.7	17.4	13.7	3.7
Social 33	121	1,371	1.5	3.3	-1.8	81.4	76.4	5.0	14.3	11.5	2.8
Pure Math 30	4101	19,163	51.0	45.9	5.1	85.2	82.9	2.3	38.8	29.7	9.1
Applied Math 30	1610	9,094	20.0	21.8	-1.8	78.0	77.3	0.7	15.5	12.6	2.9
Biology 30	3356	18,896	41.7	45.3	-3.6	84.8	81.4	3.4	35.5	28.1	7.4
Chemistry 30	3463	16,311	43.0	39.1	3.9	82.6	79.0	3.6	39.5	29.9	9.6
Physics 30	1891	9,294	23.5	22.3	1.2	79.9	73.9	6.0	28.3	20.3	8.0
Science 30	747	4,197	9.3	10.1	-0.8	78.9	80.1	-1.2	18.8	22.8	-4.0

<sup>1</sup> Entire school year results show the performance of all students in the school authority for all tests.

<sup>2</sup> The participation rate reflects the percentage of students enrolled in their third year of high school in the province on September 30th of the reported school year and who completed the course by August 31st of the reported school year. Students may have completed the course in the reported year or an earlier school year.

<sup>3</sup> Percent of Students obtaining Acceptable Standard ie. Pass - a mark of 50% to 100%.

<sup>4</sup> Percent of Students obtaining Standard of Excellence ie. Honors - a mark of 80% to 100%.

<sup>5</sup> Students writing French translations of the examinations are included in the statistics.

<sup>6</sup> Percentages are based on a new exam.

Table 5

**Calgary Board of Education Five Year Trends**

***English 30-1 Results***

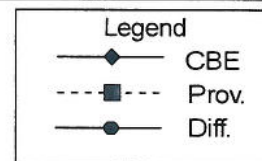
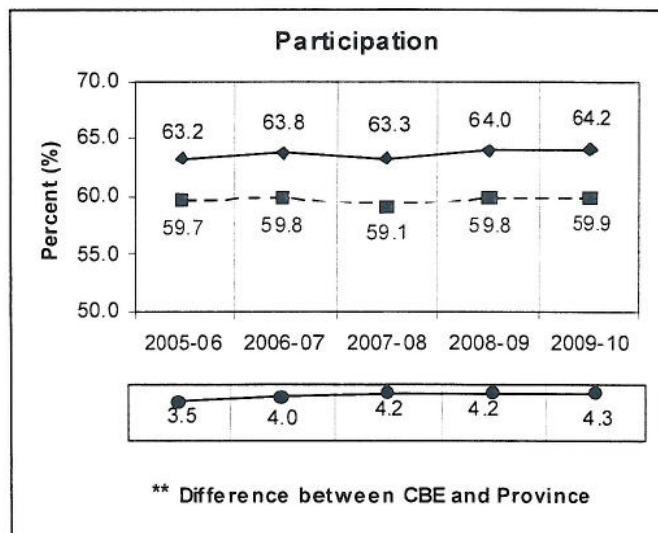
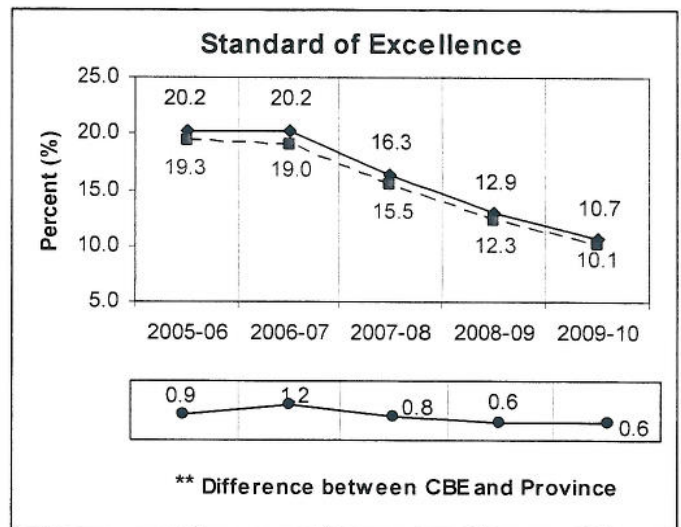
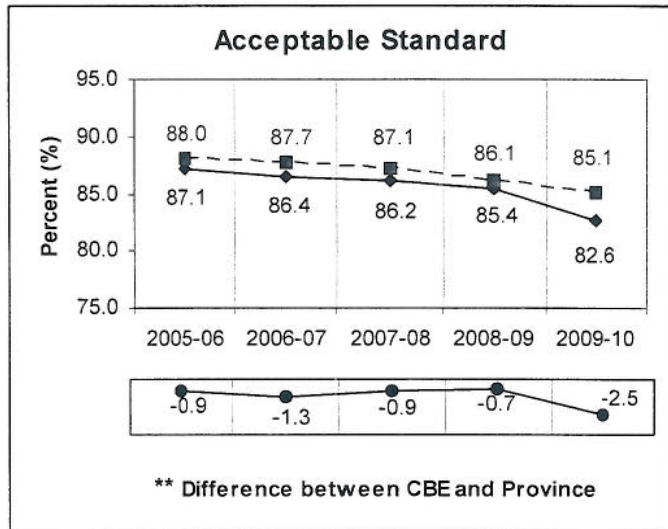
- Participation rates in English 30-1 in 2009-2010 are 4.3% above the province, a consistent trend over the last five years.
- Results at both the acceptable standard and the standard of excellence are trending down over a five year period for both the Calgary Board of Education and the province.
  - Alberta Education and the Calgary Board of Education have recognized this as a concern and are investigating.
  - One hypothesis is that while the broadened definition of text and the expanded choice of literary text offer the potential for greater student engagement, they may perhaps also result in students choosing to write on texts which do not provide sufficient depth of analysis.



- Within the Calgary Board of Education, students are supported and encouraged to achieve their personal potential, resulting in students choosing to enroll in English 30-1 rather than English 30-2.
- The higher participation rate in English 30-1 is consistently paralleled by a lower participation rate in English Language Arts 30-2 of between 5.0% and 6% below the province.

## Five-Year Diploma Examinations Results

### English Language Arts 30-1

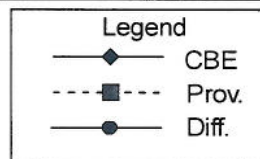
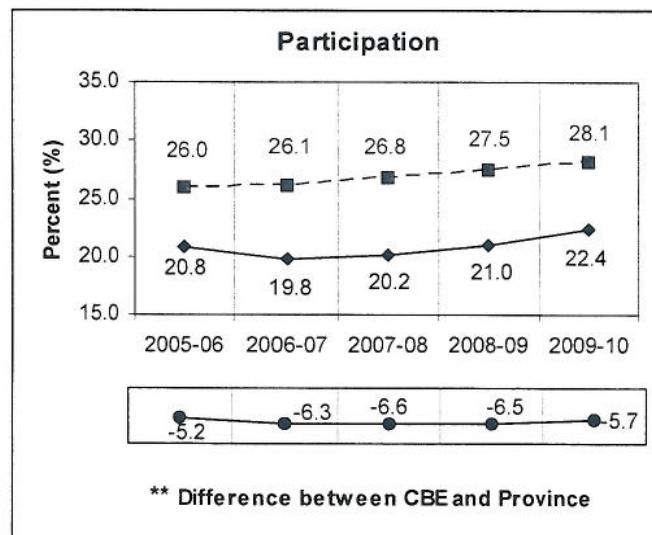
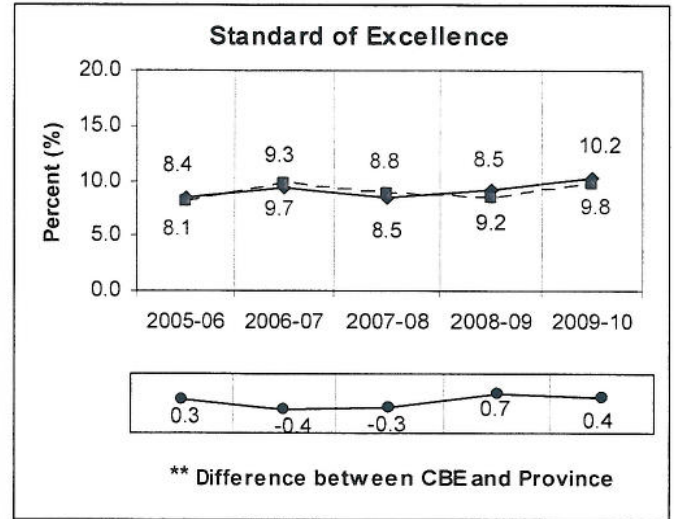
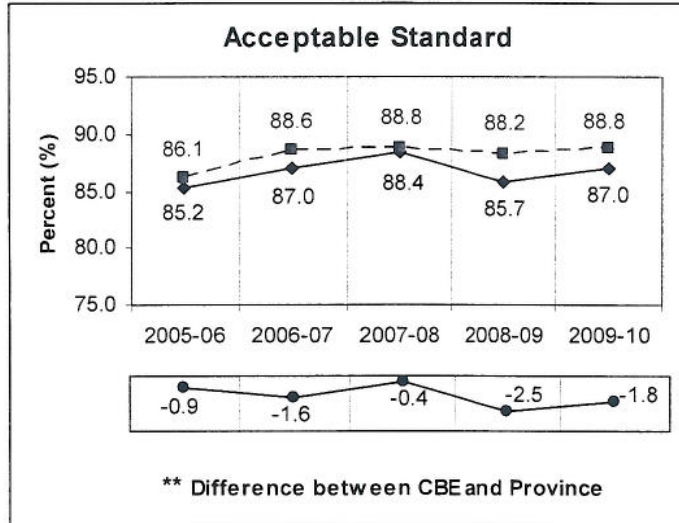


#### NOTE:

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

## Five-Year Diploma Examinations Results

### English Language Arts 30-2



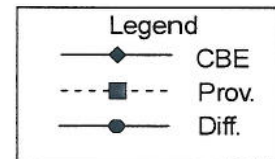
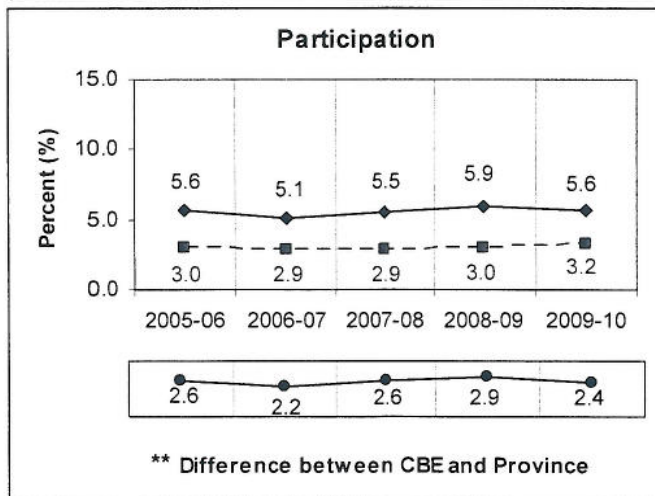
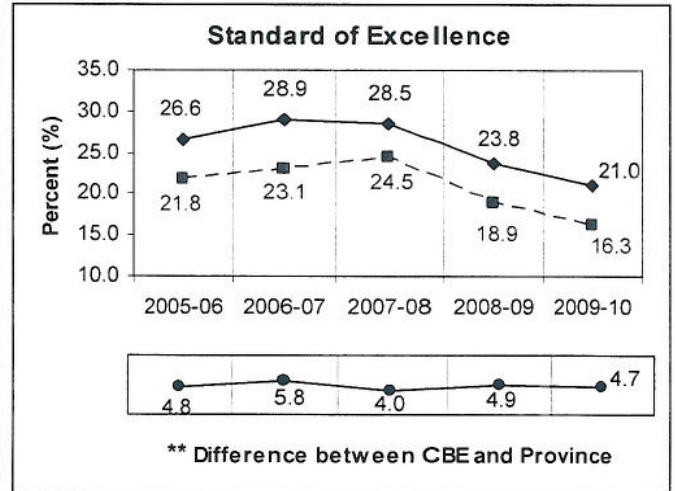
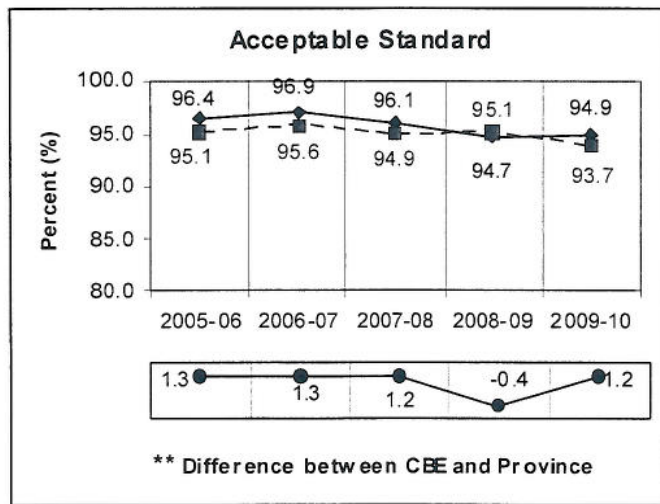
**NOTE:**

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

## ***French Language Arts 30 Results***

- The Calgary Board of Education remains above the province in French Language Arts 30 at both the acceptable standard and the standard of excellence.
- Results show a parallel decline at the standard of excellence for both Calgary Board of Education and the province in 2009 – 2010.
- Students in French Language Arts 30 have French as an additional language and are reading complex texts and writing literary analysis of them in that additional language.
- The reading comprehension portion of the FLA diploma exam is the same as that for Français 30 (Francophone – French as a first language).

### **Five-Year Diploma Examinations Results French Language Arts 30**



#### **NOTE:**

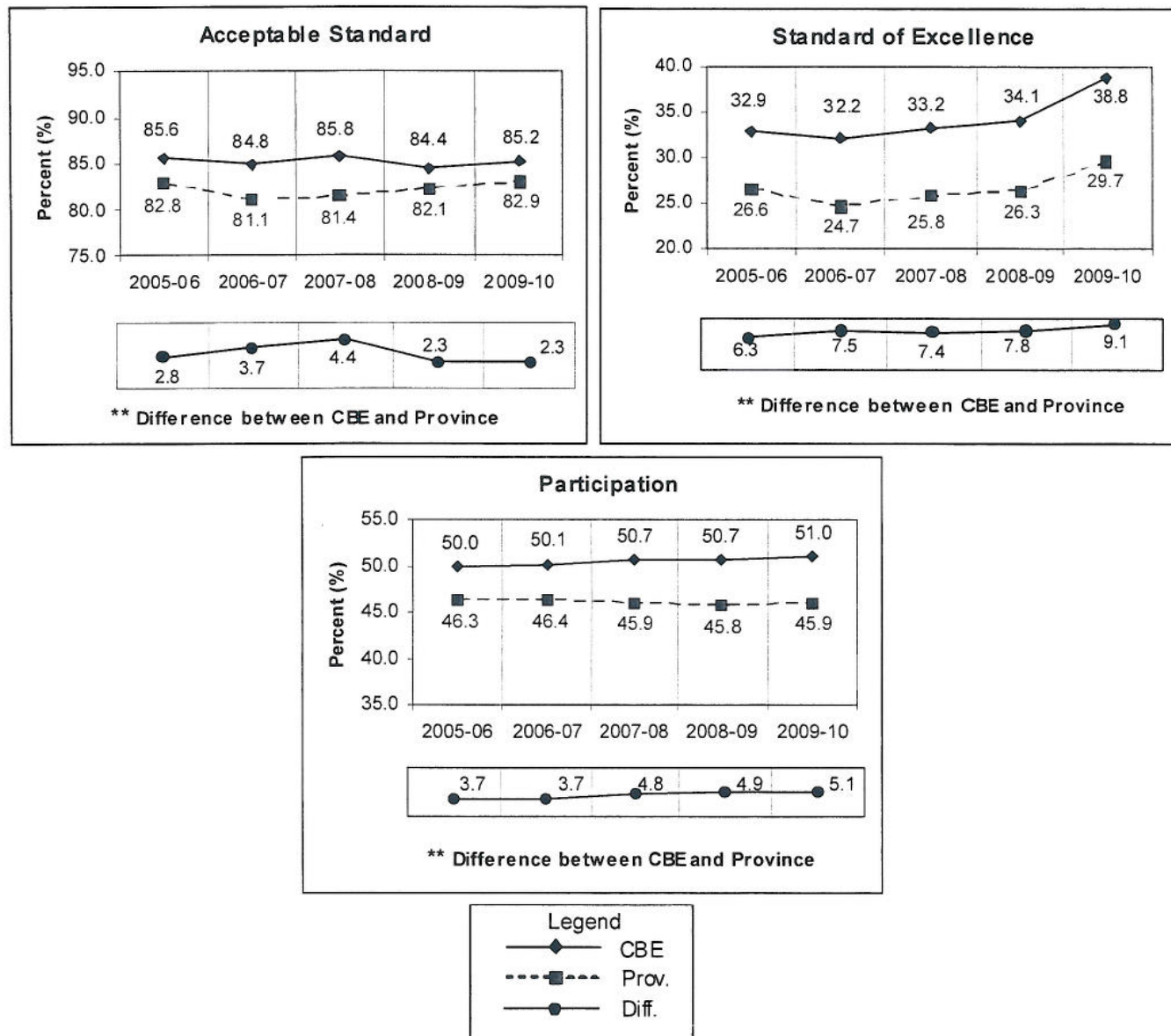
A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.



## Pure Mathematics 30 Results

- Achievement in Pure Mathematics 30 is consistently above that of the province, particularly at the standard of excellence.
- In 2009-2010, 38.8% of students (approximately 1591 of the total 4101 who wrote the exam) achieved the standard of excellence, 9.1% above the province.

### Five-Year Diploma Examinations Results Pure Math 30



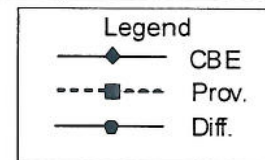
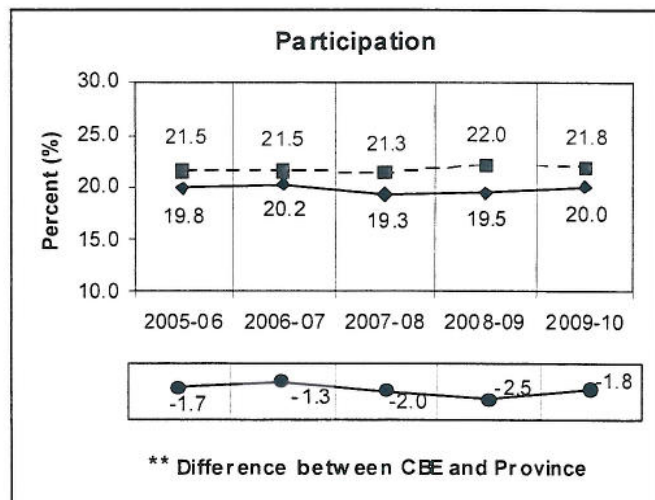
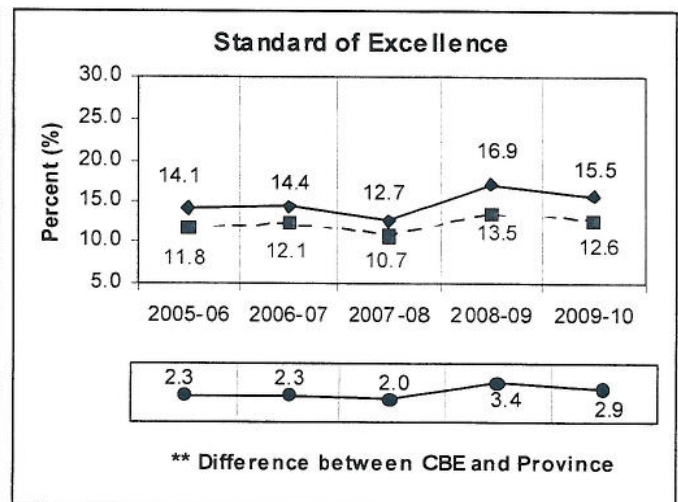
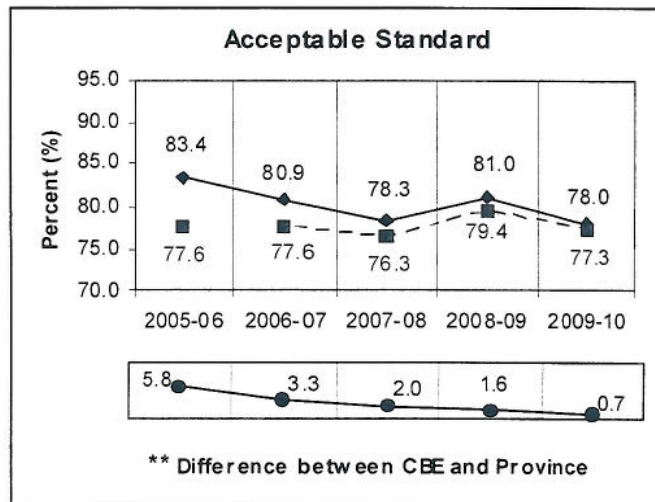
#### NOTE:

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

## Applied Mathematics 30 Results

- In Applied Mathematics 30, Calgary Board of Education students continue to achieve above the province.
- The decline in Calgary Board of Education results at both the acceptable standard (from 81.0% in 2008-2009 to 78% in 2009-2010) and at the standard of excellence (from 16.9% in 2008-2009 to 15.5% in 2009-2010) resulted in a difference of 0.7% above the province at the acceptable standard and 2.9% above the province at the standard of excellence.
- There was a similar decline in the province.
- This year saw the cancellation of Part A: Written Response of the mathematics and science exams, resulting in an exam based solely on multiple choice and numerical response.
  - This change in exam design may influence the reliability of comparison with previous years.
  - Data will be requested to further understanding of the context of these results.

### Five-Year Diploma Examinations Results Applied Math 30



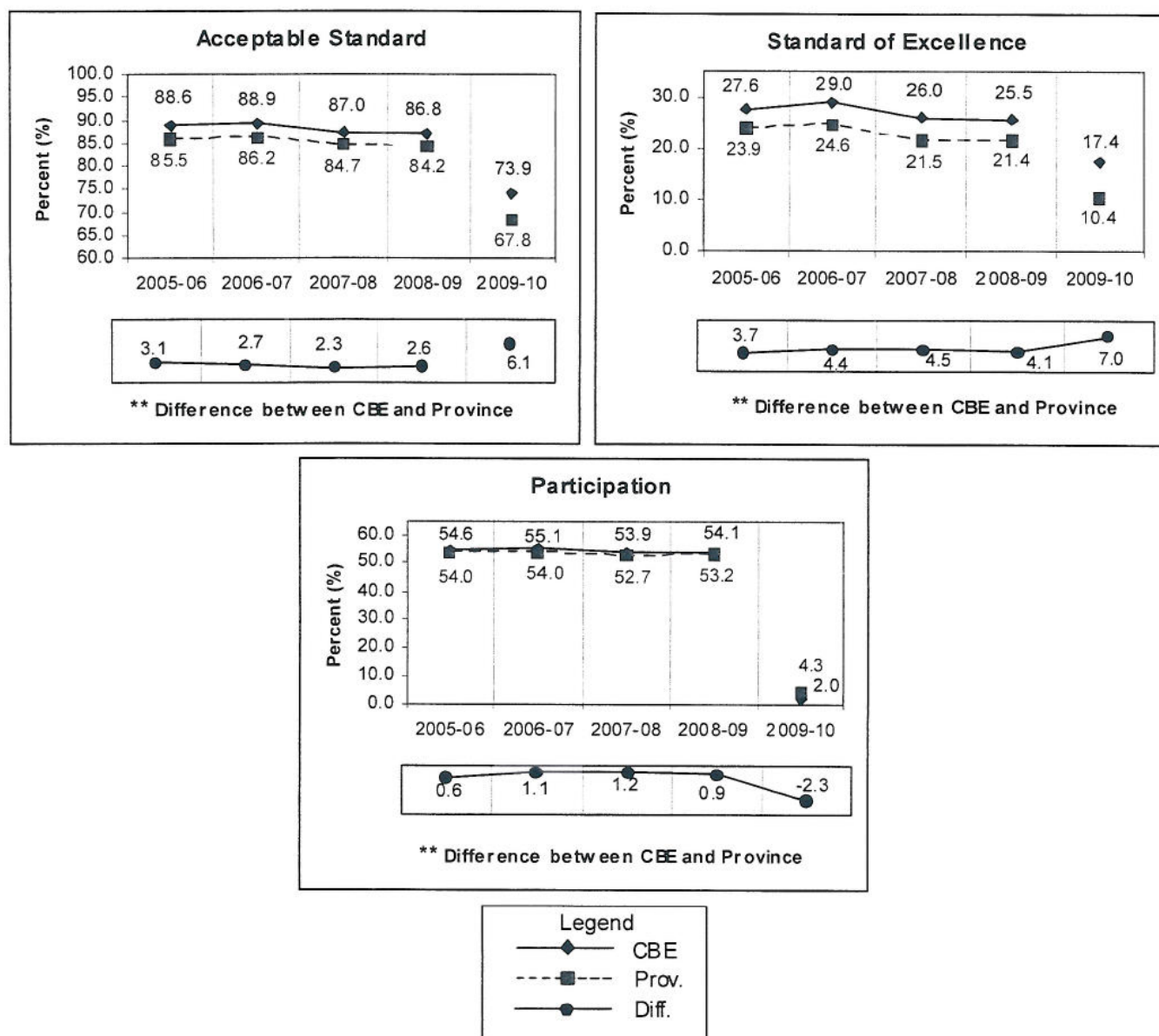
#### NOTE:

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

## Social Studies 30 and Social Studies 33 Results

- Social Studies 30 and Social Studies 33 exams, based on the 1990 program of studies, are being phased out.
- These exams will be offered for the last time in the 2010-2011 administrations.
- The number of students who wrote these exams was very small (158 for Social Studies 30 and 121 for Social Studies 33).

### Five-Year Diploma Examinations Results Social Studies 30 \*



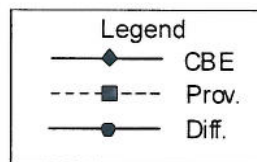
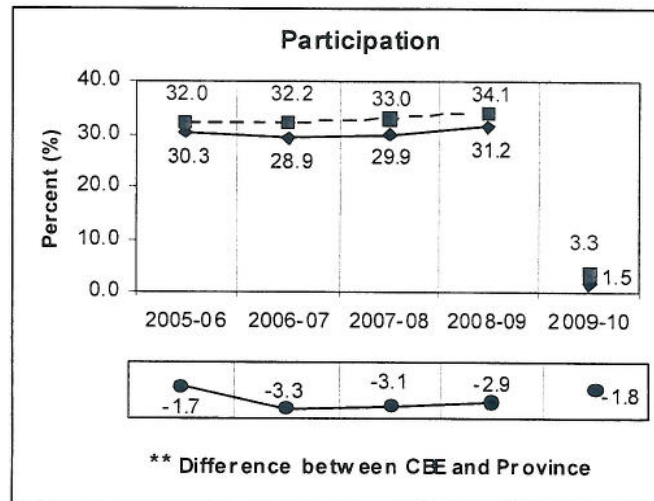
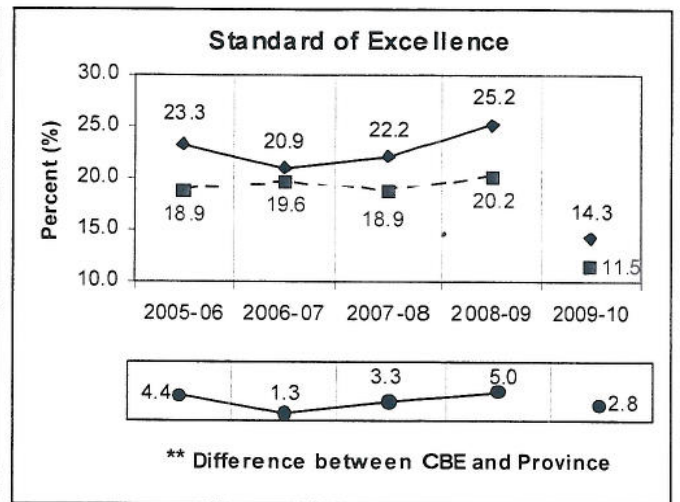
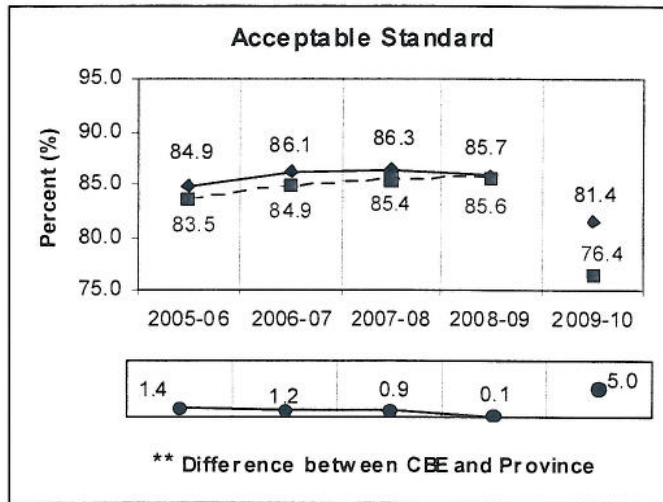
#### NOTE:

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

\* Results are for schools that followed the old curriculum.



## Social Studies 33



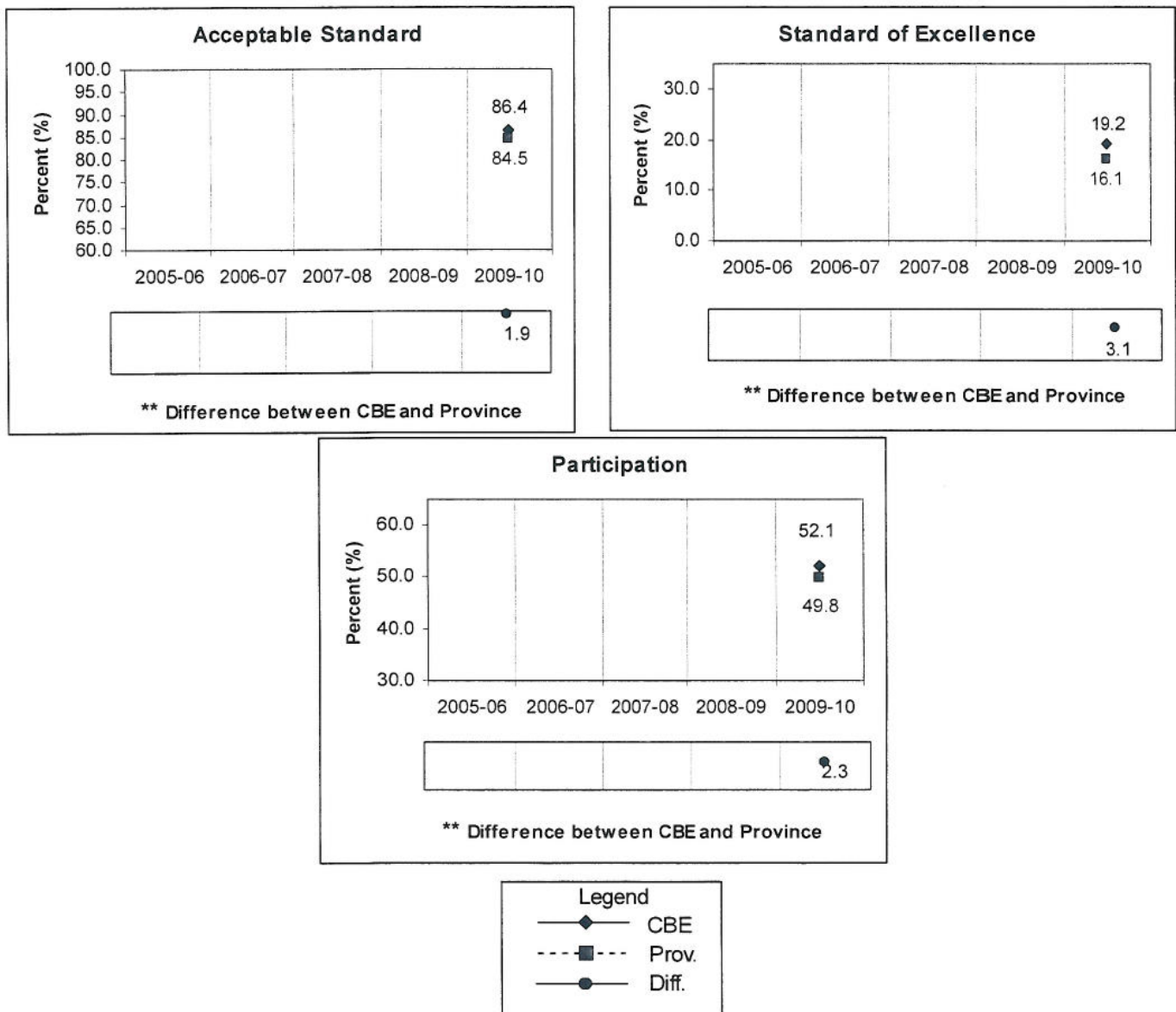
**NOTE:**

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

## Social Studies 30-1 and 30-2 Results

- 2009-2010 was the implementation year for diploma exams based on the new programs of studies in Social Studies 30-1 and 30-2.
- These results will establish the baseline for future trends.

### Five-Year Diploma Examinations Results Social Studies 30-1 \*

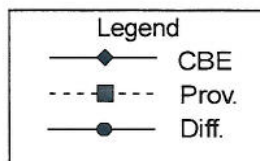
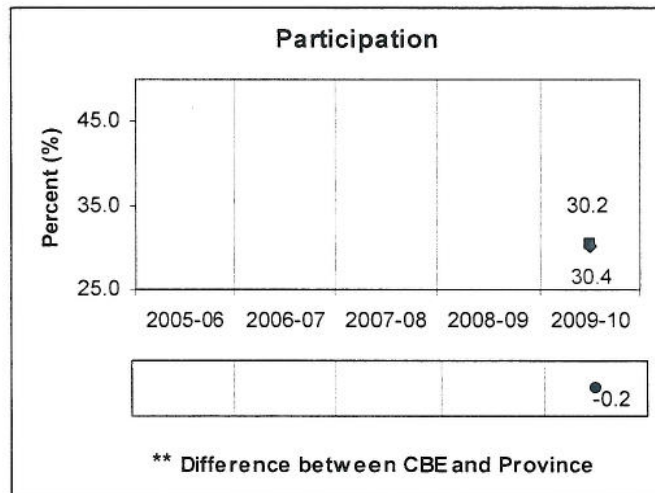
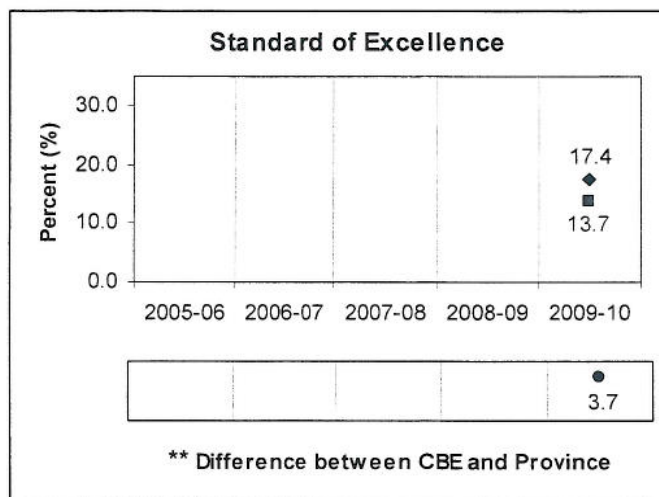
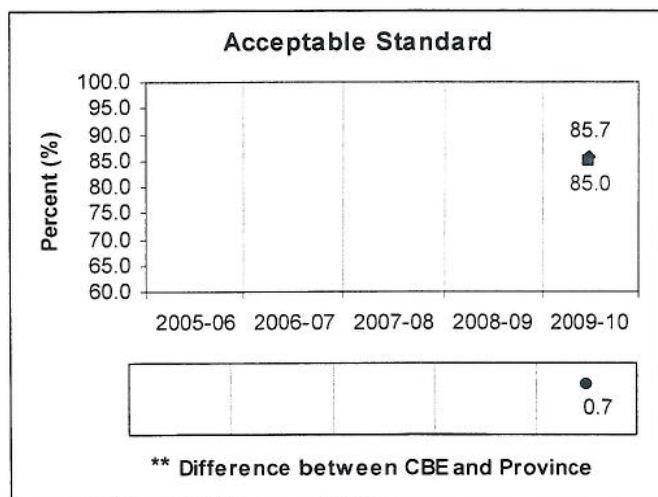


#### NOTE:

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

\* Results are for schools that followed the new curriculum.

## Five-Year Diploma Examinations Results Social Studies 30-2 \*



NOTE:

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

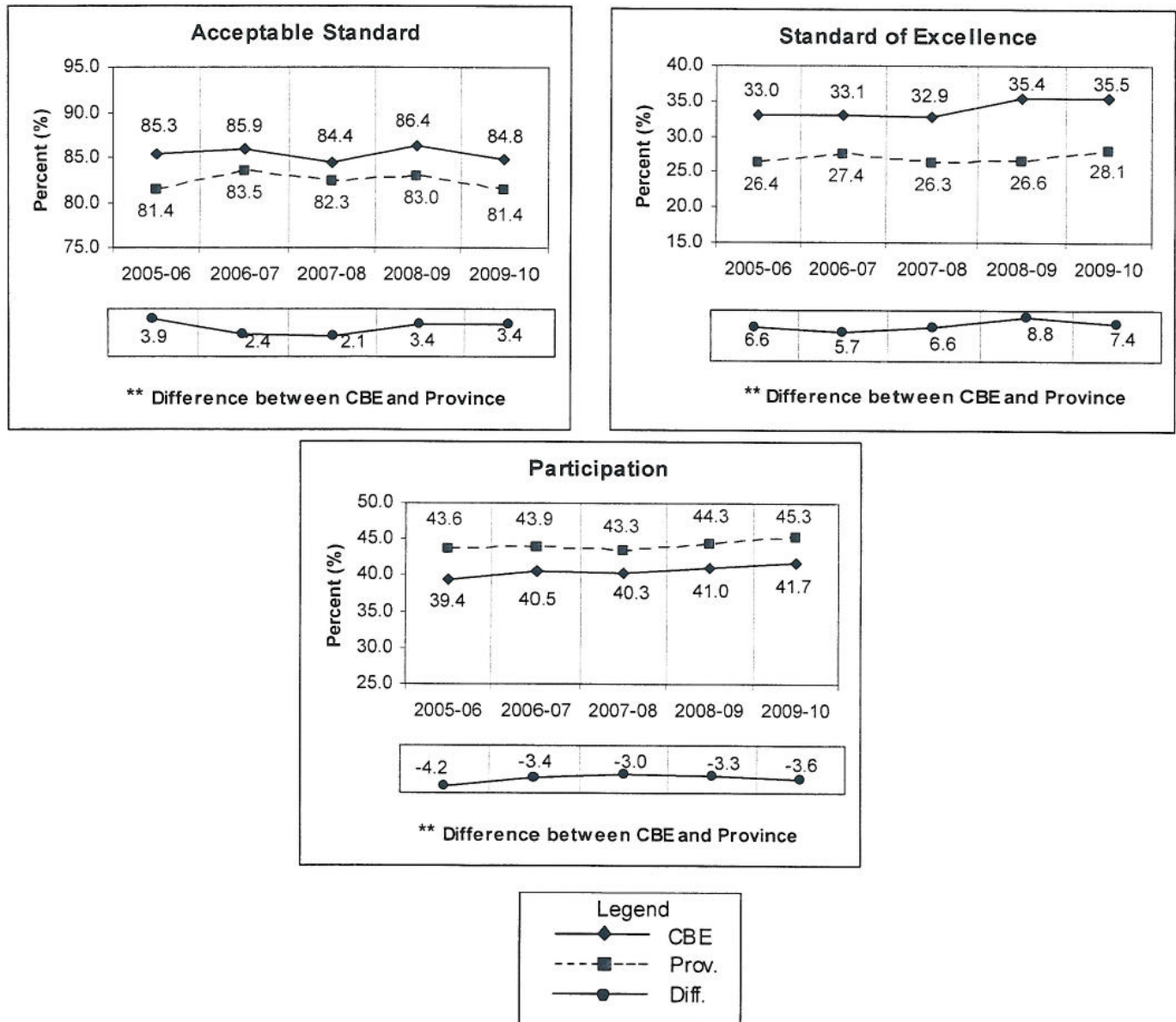
\* Results are for schools that followed the new curriculum.



## Biology 30 Results

- Participation rates in Biology 30 on a year by year basis are between 3.0% and 4.2% below the province,
- Calgary Board of Education continues to achieve above the province at the acceptable standard and the standard of excellence.
- The decline at the acceptable standard was mirrored by a similar decline in the province.

### Five-Year Diploma Examinations Results Biology 30



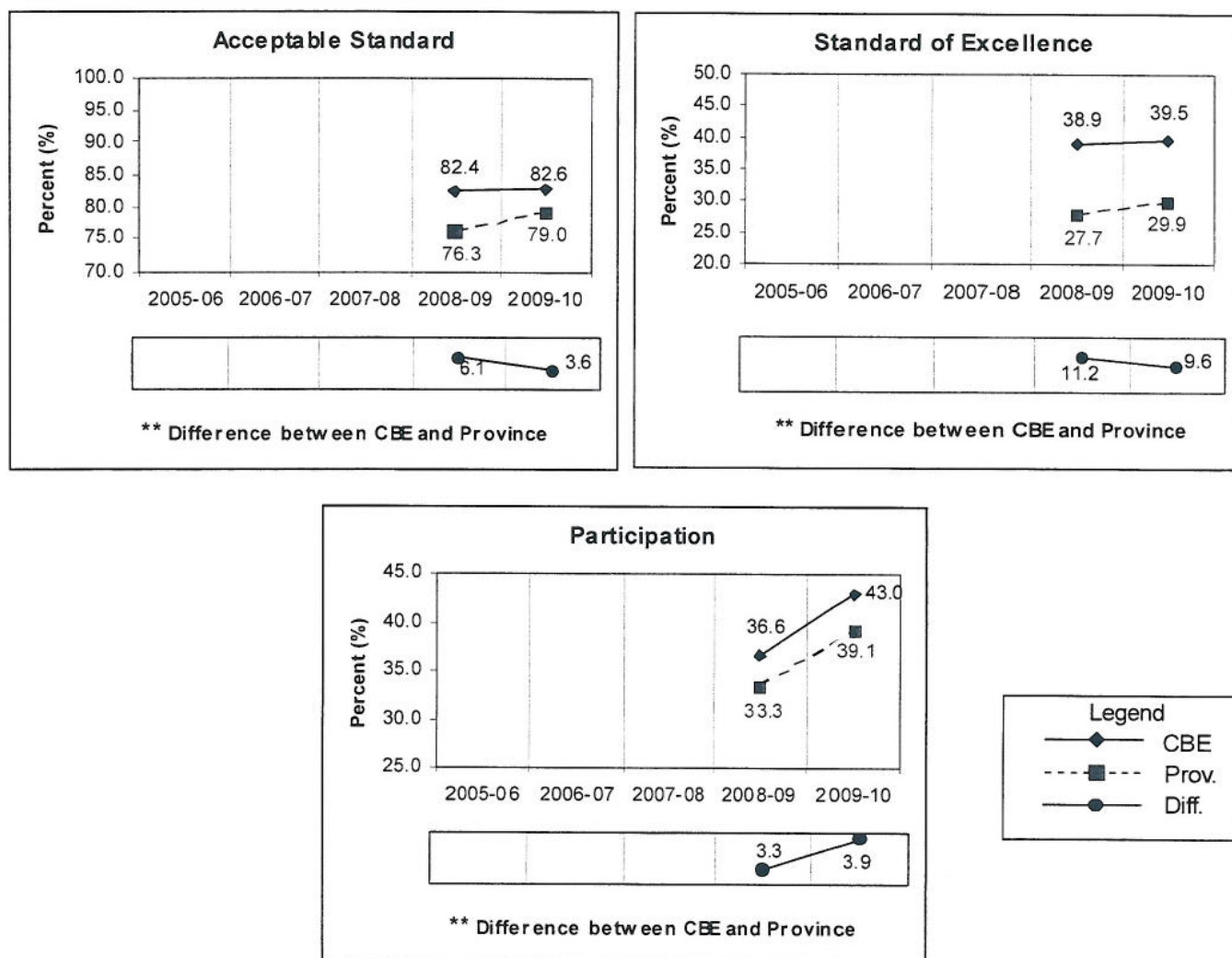
NOTE:

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

## Chemistry 30 and Physics 30 Results

- This is only the second year of the diploma examinations for the new programs in both Chemistry 30 and Physics 30; trends, therefore, are still being established.
- In both subjects, early indications are that students are achieving above the province at both the acceptable standard and the standard of excellence.

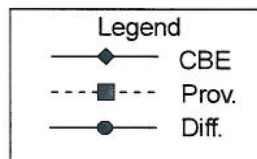
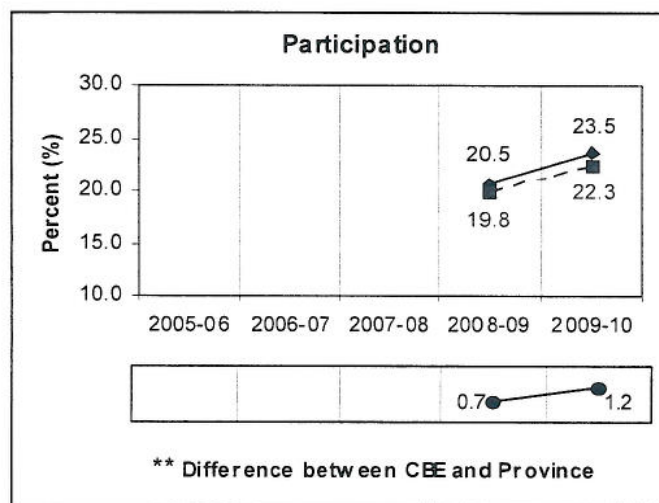
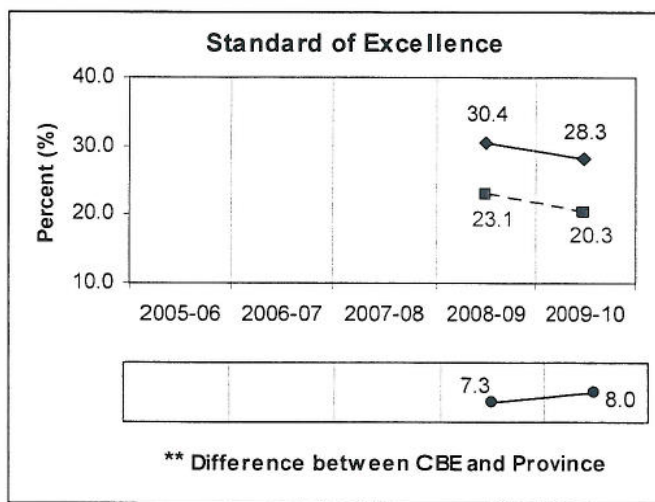
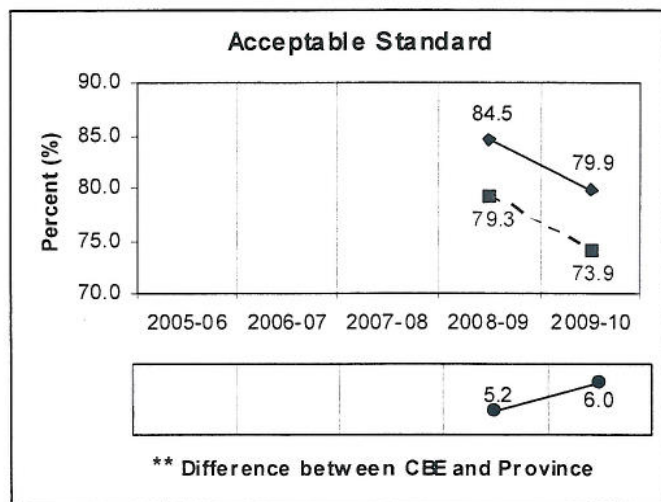
### Five-Year Diploma Examinations Results Chemistry 30



#### NOTE:

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

## Five-Year Diploma Examinations Results Physics 30



NOTE:

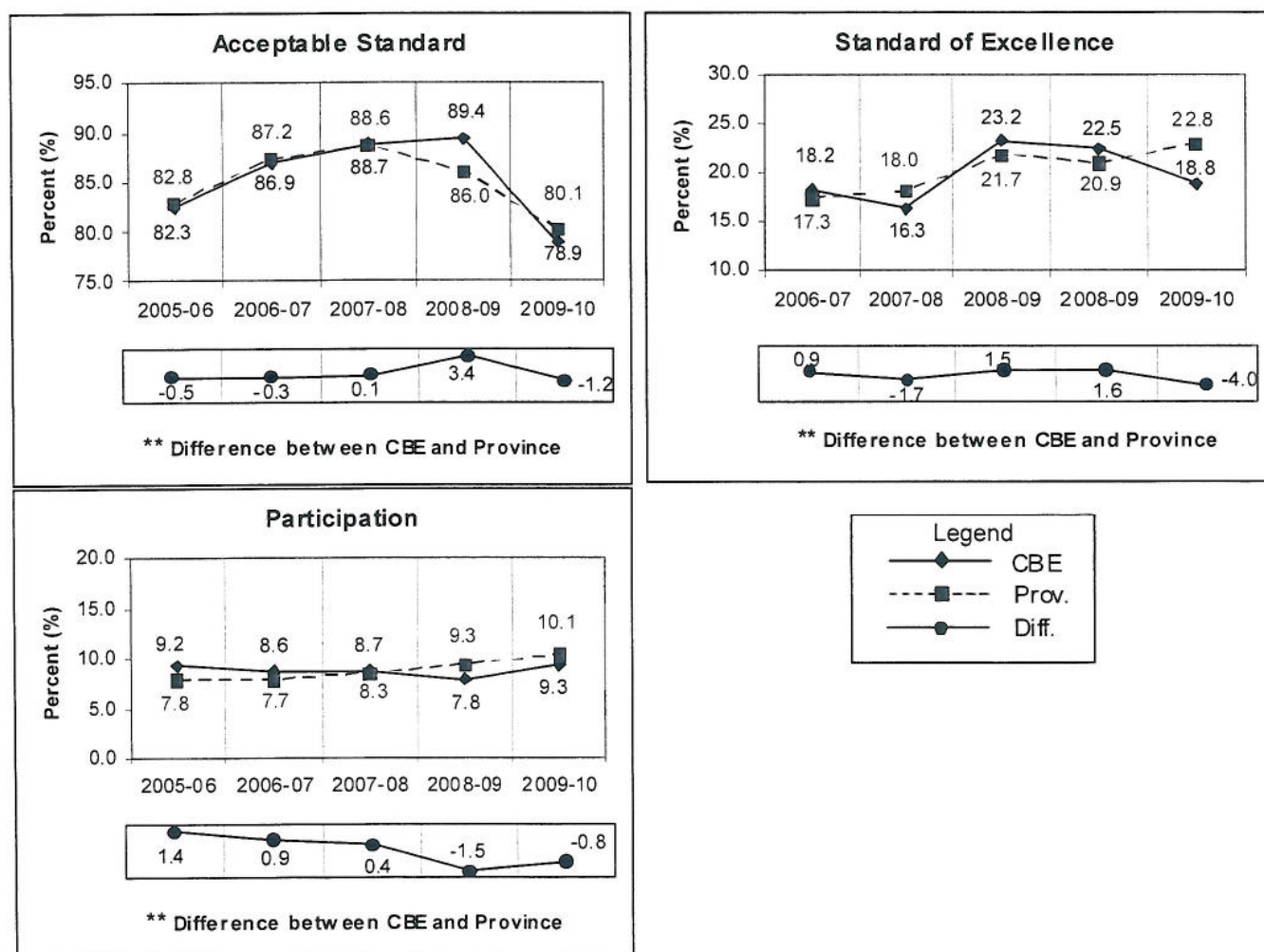
A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.



## Science 30 Results

- The decline in achievement in Science 30 is particularly noticeable.
- The decline in Calgary Board of Education results is mirrored by a similar decline in the province.
- This year saw the cancellation of Part A: Written Response of the mathematics and science exams, resulting in an exam based solely on multiple choice and numerical response.
  - This change in exam design may influence the reliability of comparison with previous years.
- Data have been requested to inform a more detailed understanding.

### Five-Year Diploma Examinations Results Science 30



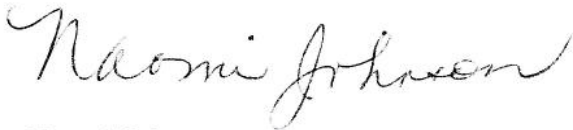
NOTE:

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

#### IV. CONCLUSION

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 information which allows us to perform a detailed analysis of our areas for growth as well as our strengths, thereby providing data to inform the adjustment cycle at the system, Area and school levels. Such data constitute a foundation upon which to interrogate instructional practices and respond intentionally through the development of action plans.

The Calgary Board of Education remains committed to demonstrating high standards in learner outcomes and supporting Ends 2: Academic Success. The Chief Superintendent commends students of the Calgary Board of Education on their accomplishment and recognizes the contribution made by parents, Calgary Board of Education staff and the broader community in achieving these results.

A handwritten signature in cursive script that reads "Naomi Johnson".

Naomi Johnson  
Chief Superintendent of Schools  
Calgary Board of Education

**Calgary Board of Education**  
**2009-10 Achievement Test Results Based On All Students Enrolled**  
**Grade 3 Tests**

	Language Arts			Mathematics**		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
<b>CBE (Combined)</b>	92.6	83.4	20.6	86.4	74.5	23.7
<b>CBE (English)</b>				84.9	74.7	24.7
<b>CBE (French)</b>	97.0	86.3	20.6	90.2	73.8	21.1
<b>Prov. (Combined)</b>	91.1	81.6	20.5	88.3	76.4	24.8
<b>Prov. (English)</b>				86.8	75.3	25.4
<b>Prov. (French)</b>	97.3	84.1	16.3	97.7	83.8	20.8
Abbeydale School	96.6	67.8	5.1			
Acadia School	94.5	74.0	6.8			
Alex Ferguson School	97.4	97.4	60.5			
Alex Munro School	95.1	77.0	11.5			
Altadore School	91.7	91.7	20.8			
Andrew Sibbald School	98.8	84.3	19.3			
Annie Foote School	84.7	66.1	6.8			
Banff Trail (Bilingual) <sup>2</sup>	95.5	88.6	15.9			
Banff Trail (French)	95.5	86.4	15.9	97.7	90.9	36.4
Banting And Best School	93.5	76.1	10.9			
Battalion Park School	95.2	94.2	32.7			
Beddington Heights School	86.8	58.5	17.0	90.6	67.9	18.9
Belfast School	100.0	92.1	15.8			
Belvedere Parkway School	94.6	86.5	23.0			
Bowcroft School	93.0	90.7	11.6			
Braeside School	86.7	80.0	6.7	86.7	73.3	20.0
Brentwood School	95.2	93.3	34.6			
Briar Hill School	100.0	100.0	57.7	100.0	96.2	50.0
Buchanan School	78.9	73.7	0.0			
Cambrian Heights School	90.2	82.4	11.8			
Canyon Meadows School	95.6	85.3	26.5			
Capitol Hill School	60.0	60.0	10.0			
Cappy Smart School	78.3	65.2	4.3	78.3	69.6	8.7
Captain John Palliser School	90.0	90.0	23.3			
C. N. Gunn School	84.3	64.7	3.9			
Cecil Swanson School	78.9	55.3	7.9			
Cedarbrae School	92.6	81.5	14.8	51.9	37.0	0.0
Chaparral School	99.0	91.2	9.8			
Chief Justice Milvain School	82.4	69.1	8.8			
Chinook Park (Combined)				78.1	76.6	40.6
Chinook Park (English)	76.6	76.6	39.1	71.1	68.9	31.1
Chinook Park (French)	100.0	100.0	15.8	94.7	94.7	63.2
Chris Akkerman School	97.9	84	14.9			
Citadel Park School	96.6	88.5	23			
Collingwood School	97.6	96.4	26.2			
Colonel J Fred Scott School	94.3	87.1	18.6			
Colonel Saunders School	96.1	96.1	34.0			
Colonel Walker School	84.2	68.4	5.3			
Connaught School	53.8	50	7.7			
Coventry Hills School	95.5	82.9	11.7			
Crossing Park School	97.3	78.2	7.3			
Dalhousie School	96.8	93.5	25.8			



	Language Arts			Mathematics**		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
Deer Run School	96.9	87.5	9.4			
Douglas Harkness School	84.4	65.6	6.3			
Douglasdale School	96.6	92.1	21.3			
Dr. E. W. Coffin School	88.9	88.9	48.1			
Dr. J. K. Mulloy School	100.0	75.0	16.7			
Earl Grey School	100.0	100.0	52.0			
Edgemont School	92.6	91.5	46.8			
Elbow Park School	96.2	92.3	50.0			
Elboya School	87.1	83.9	29.0	87.1	83.9	38.7
Erin Woods School	79.5	54.5	4.5			
Ethel M. Johnson School	90.0	55.0	10.0			
Falconridge School	100.0	87.0	10.1			
Glamorgan School	95.2	95.2	45.2			
Glenbrook School	88.6	62.9	0.0			
Glendale School	100.0	92.5	25.0			
Grant MacEwan School	87.9	80.3	12.1			
Greenview <sup>2</sup>						
Guy Weadick School	83.8	59.5	0.0	81.0	61.9	23.8
Harold W Riley Elementary						
Haultain Memorial School	97.1	82.9	17.1	97.1	85.7	8.6
Hawkwood School	94.6	92.9	32.1			
Haysboro School	86.7	86.7	13.3	86.7	86.7	6.7
Hidden Valley (Combined)						
Hidden Valley (English)	98.5	90.2	24.1			
Hidden Valley (French)	100.0	90.3	29.0			
Highwood Bilingual School <sup>2</sup>	98.5	89.4	27.3			
Highwood School (French)	95.0	80.0	15.0			
Hillhurst School	92.3	88.5	15.4			
Huntington Hills School	88.2	82.4	35.3			
James Short Memorial School	98.7	61.3	2.7			
Janet Johnstone School	93.7	81	16.5			
Jennie Elliott School	94.0	91.7	31			
Keeler School	83.3	69.4	2.8			
Killarney School	83.3	83.3	26.7			
King George (Combined)				95.8	71.8	12.7
King George (English)	95.8	81.7	19.7	91.3	91.3	26.1
King George (French)	97.9	79.2	16.7	97.9	62.5	6.3
Lake Bonavista School	95.6	95.6	46.7	100	100	46.7
Langevin School	94.3	75.5	22.6			
Le Roi Daniels School	98.4	95.1	50.8			

	Language Arts			Mathematics**		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
Louis Riel School	95.3	93	16.3			
Maple Ridge School	90.4	75	7.7			
Marion Carson School	93.6	91.5	40.4			
Marlborough School	88.2	59.2	7.9			
Mayland Hts. (Combined)						
Mayland Hts. (English)	94.2	84.6	9.6			
Mayland Hts. (French)	100.0	73.5	8.8			
McKenzie Lake School	100.0	96.9	15.6			
McKenzie Towne School	96.2	90.4	25.0			
Midnapore School	98.7	94.7	21.1			
Monterey Park School	91.8	77.3	6.2			
Mount View School	94.1	88.2	11.8			
Nellie McClung School	100.0	95.9	34.7			
North Haven School	100.0	89.7	20.5	100.0	79.5	15.4
O. S. Geiger School	88.5	76.9	7.7	88.5	65.4	13.5
Olympic Heights School	95.2	92.3	37.5			
Panorama Hills School	89.9	87	15.9			
Patrick Airlie School	92.0	88.0	4.0			
Penbrooke Meadows School	90.3	90.3	35.5			
Piitoyis Family School	61.1	44.4	0	61.1	33.3	0.0
Pineridge School	87.0	65.2	0.0			
Prince of Wales School	100.0	100.0	34.4			
Queen Elizabeth School	76.0	72.0	16.0			
Queensland Downs School	93.3	80.0	6.7			
Radisson Park School	91.8	70.5	3.3			
Ramsay School	100.0	92.3	15.4			
Ranchlands School	88.6	77.3	18.2			
Richmond School	91.7	58.3	8.3	91.7	75	0.0
Rideau Park School	85.0	80.0	35.0	85.0	80.0	22.5
Riverbend School	98.4	84.4	9.4			
Roland Michener School	80.0	53.3	13.3	86.7	80.0	33.3
Rosedale School	100.0	96.6	34.5			
Rosemont School	100.0	92.3	7.7			
Rosscarrock School	90.9	68.2	18.2			
Rundle School	83.9	66.1	7.1			
Sam Livingston School	98.7	97.4	39.5			
Sam Livingston School (French)	98.7	90.8	25.0			
Scenic Acres School	95.2	92.9	33.3			
Silver Springs School	92.3	88.5	26.9			
Simons Valley School	94.2	84.1	18.8			
Sir James Loughheed School	81.8	45.5	9.1			
Somerset School	98.3	93.1	31			
Stanley Jones School	76.0	72.0	0.0			

**Calgary Board of Education**  
**2009-10 Achievement Test Results Based On All Students Enrolled**  
**Grade 3 Tests**

Sunalta School	86.8	86.8	45.3			
Sundance School (Combined)						
Sundance School (English)	93.2	84.9	17.8			
Sundance School (French)	91.7	85.4	22.9			
Sunnyside School	86.4	86.4	45.5			
Taradale School	91.8	84.5	9.3			
Terrace Road School	93.3	93.3	53.3			
The Hamptons	97.5	92.5	27.5	97.5	95	57.5
Thorncliffe School	94.7	89.5	15.8			
Tuscany School	96.3	90.4	22.2			
University School	84.4	73.3	17.8			
Valley View School	65.8	60.5	10.5			
Varsity Acres School <sup>2</sup>	100.0	96.0	25.3			
Varsity Acres School (French)	100.0	88.0	26.7	74.7	58.7	10.7
Vista Heights School	90.9	59.1	4.5			
W. H. Cushing Workplace	100.0	100.0	31.6			
W.O. Mitchell School	100.0	95.7	21.7			
West Dalhousie School	96.2	94.2	44.2			
West Dover School	100.0	90.9	9.1			
Westgate School (Combined)				96.0	85.0	25.0
Westgate School (English)	90.0	77.0	21.0	96.7	93.3	33.3
Westgate School (French)	92.9	82.9	12.9	95.7	81.4	21.4
Wildwood School	86.5	74.3	2.7			
William Reid School <sup>2</sup>	96.9	93.8	34.4			
William Reid School (French)	96.9	96.9	31.3			
Woodbine School	88.2	88.2	26.5	88.2	79.4	38.2
Woodlands School	81.6	76.3	21.1			

\* Results are not publicly released for fewer than 6 students.

<sup>2</sup> All tests, except Language Arts, are written in French.

\* \* Math 6 results are for schools that followed the old curriculum. New curriculum results will not be standardized until next year.

The following schools are single track French Bilingual schools:

Banff Trail, Highwood, Sam Livingston, Varsity Acres and William Reid.

In these schools, students write both English Language Arts and French Language Arts Provincial Achievement Tests; the first row for each school reflects achievement in English language arts; the second row reflects achievement in French language arts.

These schools are dual track, housing both a French Bilingual and another program:

Chinook Park, Hidden Valley, King George, Mayland Heights, Sundance and Westgate.

In dual track schools, achievement is reported for both English language arts and French language arts; all students write the English Language Arts Provincial Achievement Test; students enrolled in the French Bilingual program also write the French Language Arts Provincial Achievement Test.



**Calgary Board of Education**  
**2009-10 Achievement Test Results Based On All Students Enrolled**  
**Grade 6 Tests**

	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
CBE (Combined)	92.5	85.6	20.4	88.7	78.5	19.3	92.3	78.3	26.8	92.6	73.5	15.5
CBE (English)				86.3	75.4	20.5	92.0	78.3	27.5	92.4	73.6	15.9
CBE (French Immersion)	98.4	93.0	17.3	99.3	91.5	14.0	97.3	78.5	12.9	97.0	71.0	7.8
Prov. (Combined)	90.7	83.3	18.9	88.3	74.4	16.5	90.5	76.8	26.4	90.3	71.0	16.4
Prov. (English)				87.0	72.8	16.3	89.9	76.6	27.0	89.8	70.9	16.7
Prov. (French Immersion)	97.5	88.3	15.9	98.5	86.6	18.8	98.5	79.5	18.3	98.4	72.3	12.0
Abbeyle School	98.1	69.8	3.8				98.1	47.2	9.4	98.1	43.4	7.5
Alex Ferguson School	93.5	93.5	38.7				93.5	90.3	54.8	93.5	90.3	16.1
Alex Munro School	85.4	73.2	2.4				90.0	80.0	15.0	87.8	68.3	14.6
Altadore School	66.7	66.7	22.2				70.4	59.3	11.1	70.4	51.9	0.0
Annie Foote School	95.7	87.2	14.9				93.6	76.6	19.1	95.7	76.6	10.6
Arbour Lake School	95.9	93.4	20.7				96.7	88.4	32.2	95.9	86.8	23.1
Balmoral School	96.4	94.9	33.3				96.4	92.8	44.9	97.8	91.3	24.6
Banff Trail School <sup>2</sup>	97.5	95.0	15.0									
Banff Trail School (French)	95.0	85.0	12.5	100.0	82.5	12.5	100.0	70.0	7.5	97.5	62.5	5.0
Battalion Park School	94.2	94.2	36.2				92.8	92.8	58.0	94.2	89.9	33.3
Belfast School	90.9	87.9	18.2				90.9	90.9	24.2	90.9	78.8	6.1
Belvedere Parkway School	93.0	90.7	16.3				90.7	81.4	23.3	93.0	69.8	4.7
Bowcroft School	92.9	88.1	19.0				90.5	76.2	26.2	92.9	76.2	21.4
Braeside School	81.3	75.0	12.5	81.3	65.6	9.4	81.3	71.9	6.3	81.3	71.9	6.3
Brentwood School	97.9	94.8	44.8				96.9	92.7	59.4	97.9	88.5	37.5
Briar Hill School	93.5	90.3	38.7				90.3	80.6	19.4	93.5	77.4	16.1
Buchanan School	93.8	75	12.5	93.8	81.3	6.3	93.8	75	6.3	93.8	62.5	0.0
Cambrian Heights School	88.9	83.3	18.5				88.9	68.5	16.7	88.9	72.2	16.7
Capitol Hill School	92.0	92.0	48.0	100.0	100.0	72.0	100.0	92.0	28.0	100.0	92.0	52.0
Cappy Smart School	93.8	81.3	0.0	93.8	56.3	0.0	93.8	53.1	6.3	93.8	40.6	0.0
Captain John Palliser School	95.6	89.7	23.5				95.6	88.2	44.1	97.1	88.2	26.5
C. N. Gunn School	88.4	83.7	14.0				90.5	73.8	23.8	88.4	60.5	4.7
Cecil Swanson School	91.3	60.9	6.5				91.3	60.9	4.3	91.3	50.0	0.0
Cedarbrae School	100.0	96.0	16.0	100.0	88.0	24.0	100.0	76.0	20.0	100.0	76.0	8.0
Chief Justice Milvain School	92.3	86.5	11.5				92.3	73.1	9.6	92.3	75.0	17.3
Chinook Park (Combined)				100.0	93.1	15.5	94.8	86.2	17.2	94.8	82.8	5.2
Chinook Park (English)	94.8	89.7	19.0	100.0	90.2	19.5	92.7	85.4	19.5	92.7	78	7.3
Chinook Park (French)	100.0	94.1	35.3	100.0	100.0	5.9	100.0	88.2	11.8	100.0	94.1	0.0
Chris Akkerman School	96.6	82.8	24.1				96.6	79.3	31.0	96.6	72.4	20.7
Colonel Irvine School	97.4	75	6.6				98.7	73.3	16	97.4	67.1	7.9
Colonel J Fred Scott School	95.5	91	11.9				94.0	92.5	17.9	95.5	82.1	13.4
Colonel Macleod School	97.6	93.9	12.2				97.6	86.6	35.4	97.6	85.4	15.9
Colonel Walker School	81.3	81.3	12.5				87.5	81.3	37.5	87.5	75	12.5

**Calgary Board of Education**  
**2009-10 Achievement Test Results Based On All Students Enrolled**  
**Grade 6 Tests**

	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
CBE (Combined)	92.5	85.6	20.4	88.7	78.5	19.3	92.3	78.3	26.8	92.6	73.5	15.5
CBE (English)				86.3	75.4	20.5	92.0	78.3	27.5	92.4	73.6	15.9
CBE (French Immersion)	98.4	93.0	17.3	99.3	91.5	14.0	97.3	78.5	12.9	97.0	71.0	7.8
Prov. (Combined)	90.7	83.3	18.9	88.3	74.4	16.5	90.5	76.8	26.4	90.3	71.0	16.4
Prov. (English)				87.0	72.8	16.3	89.9	76.6	27.0	89.8	70.9	16.7
Prov. (French Immersion)	97.5	88.3	15.9	98.5	86.6	18.8	98.5	79.5	18.3	98.4	72.3	12.0
Connaught School	56.3	37.5	3.1				56.3	25	6.3	56.3	31.3	6.3
Crossing Park School	96.3	89.9	8.3				97.2	85.3	14.7	97.2	87.2	13.8
Dalhousie School	87.5	87.5	20.8	87.5	75.0	25.0	87.5	70.8	29.2	87.5	70.8	16.7
David Thompson School	91.5	74.4	11.1	92.3	79.5	6.0	91.5	69.2	14.5	88.9	64.1	12.8
Deer Run School	94.1	90.2	7.8				94.1	80.4	15.7	94.1	76.5	2.0
Douglas Harkness School	89.2	81.1	10.8				89.2	64.9	5.4	89.2	64.9	10.8
Dr. E. W. Coffin School	89.7	89.7	48.7	94.9	92.3	51.3	97.4	97.4	76.9	97.4	97.4	30.8
Dr. Oakley School	96.2	84.6	3.8	61.5	42.3	0.0						
Edgemont School	96.1	92.9	34.6				96.9	96.9	55.1	96.9	93.7	34.6
Elbow Park School	100.0	100.0	48.6				97.3	97.3	56.8	100.0	100.0	40.5
Elboya School	95.2	90.5	42.9	97.6	90.5	35.7	97.6	85.7	40.5	97.6	83.3	23.8
Erin Woods School	86.3	74.5	11.8				86.3	58.8	5.9	86.3	29.4	2.0
Eugene Coste School	95.0	90.0	16.3				93.8	85.0	32.5	95.0	82.5	26.3
Fairview Junior High (Combined)				97.6	93.7	22.8	96.9	85.0	26.0	98.4	74.8	15.0
Fairview Junior High (English)	97.6	94.5	29.1	95.8	91.7	31.9	95.8	93.1	44.4	100.0	84.7	23.6
Falconridge School	93.8	84.4	12.5				93.8	68.8	18.8	93.8	50.0	4.7
Fish Creek School	96.6	94.6	31.8				97.3	93.2	38.1	98.0	91.2	25.7
G. W. Skene School	93.4	71.1	2.6				92.1	43.4	3.9	94.7	36.8	3.9
Glamorgan School	91.7	91.7	16.7				91.7	87.5	25.0	95.8	87.5	12.5
Glenbrook School	94.9	82.1	10.3				92.3	76.9	15.4	92.3	71.8	0.0
Glendale School	98.0	90.0	22.0				98.0	86.0	16.0	98.0	82.0	8.0
Grant MacEwan School	98.8	80.7	14.5				98.8	66.3	6.0	98.8	51.8	2.4
Greenview <sup>2</sup>												
Harold W Riley Elem.												
Haultain Memorial School	100.0	95.0	45.0	100.0	90.0	60.0	100.0	100.0	55.0	100.0	100.0	45.0
Hawkwood School	97.8	93.5	31.2				96.8	87.1	39.8	97.8	87.1	22.6
Haysboro School	76.9	69.2	23.1	84.6	53.8	15.4	76.9	69.2	30.8	84.6	46.2	15.4



**Calgary Board of Education**  
**2009-10 Achievement Test Results Based On All Students Enrolled**  
**Grade 6 Tests**

	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
Highwood School <sup>2</sup>	100.0	88.2	17.6									
Highwood (FLA)												
Highwood School (French)	100.0	82.4	17.6				100.0	64.7	17.6	100.0	35.3	0.0
Hillhurst School	95.5	95.5	52.3				100.0	97.7	69.8	97.7	97.7	38.6
Huntington Hills School	86.0	72.1	18.6				79.1	69.8	39.5	83.7	65.1	30.2
Janet Johnstone												
Jennie Elliott School	92.2	90.6	40.6				96.8	90.5	50.8	96.9	82.8	26.6
Keeler School	55.1	49.0	6.1				55.1	26.5	2.0	55.1	32.7	2.0
Killamey School	84.6	73.1	15.4				88.5	69.2	19.2	96.2	69.2	11.5
King George School (Combined)							100.0	90.0	37.5	100.0	72.5	25.0
King George School (English)	100.0	97.5	42.5				100.0	100.0	55.6	100.0	77.8	11.1
King George School (French)	100.0	93.5	25.8				100.0	87.1	32.3	100.0	71.0	29.0
Lake Bonavista School	100.0	100.0	50.0	100.0	100.0	0.0	100.0	50.0	50.0	100.0	50.0	0.0
Langevin School	96.7	91.8	29.5				96.6	91.5	42.4	96.7	91.8	18
Le Roi Daniels												
Louis Riel School	95.2	81.0	19.0				93.7	71.4	30.2	98.4	71.4	12.7
Marion Carson School	91.7	89.4	19.7				92.4	90.2	50.8	93.2	85.6	23.5
Marlborough School	94.6	82.4	12.2				94.6	70.3	9.5	94.6	63.5	2.7
Midnapore School	93.4	92.1	15.8				93.4	75.0	17.1	93.4	65.8	10.5
Monterey Park School	93.7	80.2	10.8				93.7	70.3	18.9	93.7	65.8	5.4
Mount View School	91.3	87.0	4.3				91.3	91.3	8.7	87.0	78.3	13.0
Mountain Park School	95.6	88.0	19.0				94.3	87.3	34.2	95.6	65.8	9.5
Nellie McClung School	95.7	95.7	62.9	97.1	95.7	54.3	97.1	97.1	57.1	97.1	92.9	34.3
Nickle School	97.8	95.5	14.6				96.6	84.3	25.8	98.9	82	20.2
North Haven School	96.2	94.3	26.4	96.2	83.0	15.1	94.3	83.0	20.8	94.3	77.4	5.7
O. S. Geiger School	88.7	67.6	7.0	88.7	67.6	5.6	88.7	53.5	2.8	88.7	66.2	2.8
Olympic Heights School	97.1	95.1	27.2				96.1	94.2	47.6	96.1	93.2	23.3
Patrick Airlie School	80.8	69.2	0.0				80.8	50.0	3.8	80.8	34.6	0.0
Penbrooke Meadows School	85.3	79.4	5.9				85.3	61.8	8.8	85.3	67.6	2.9
Piitoayis Family School	76.9	46.2	0.0				91.7	25.0	0.0	84.6	15.4	0.0
Pineridge School	91.1	73.3	6.7				91.1	71.1	11.1	91.1	60	2.2



<b>Calgary Board of Education</b> <b>2009-10 Achievement Test Results Based On All Students Enrolled</b> <b>Grade 6 Tests</b>												
	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
Prince of Wales School	100.0	100.0	41.5				100.0	94.3	47.2	100.0	92.5	20.8
Queen Elizabeth School	76.7	70.0	16.7				73.3	70.0	23.3	73.3	70.0	20.0
Queensland Downs School	96.8	90.3	9.7				96.8	74.2	19.4	100.0	71.0	9.7
Ramsay School	90.9	90.9	27.3				90.9	90.9	27.3	100.0	72.7	0.0
R.T. Alderman School	93.5	88.9	10.2				93.5	83.3	43.5	93.5	77.8	13.9
Ranchlands School	96.7	93.3	38.3				98.3	90	50	98.3	95	35
Richmond School	75.0	68.8	6.3	81.3	56.3	6.3	81.3	43.8	6.3	81.3	56.3	0.0
Rideau Park School	93.0	93.0	48.8	90.7	88.4	27.9	88.4	86.0	46.5	90.7	86.0	23.3
Riverbend School	98.3	84.7	8.5				100.0	94.8	24.1	98.3	71.2	1.7
Robert Warren School	93.4	83.6	21.3				95.1	86.9	27.9	93.4	73.8	13.1
Roland Michener School	72.7	45.5	3.0	72.7	48.5	0.0	72.7	48.5	3.0	72.7	42.4	0.0
Rosedale School	95.0	90.0	30.0				95.0	85.0	25.0	95.0	90.0	25.0
Rosemont School	100.0	94.7	0.0				100.0	73.7	10.5	100	84.2	5.3
Rosscarrock School	69.2	57.7	0.0				69.2	50.0	3.8	69.2	53.8	3.8
Rundle School	92.5	79.1	7.5				95.5	73.1	13.4	95.5	68.7	10.4
Sam Livingston (Combined)												
Sam Livingston (English)												
Sam Livingston (French)												
Samuel W. Shaw School	92.4	86.1	18.8				91.7	87.5	22.2	91.6	66.4	5.6
Senator Patrick Burns School	100.0	98.8	13.8				100.0	82.5	20.0	100.0	80.0	10.0
Sherwood School	95.7	76.6	6.4				95.7	51.1	6.4	97.9	44.7	2.1
Silver Springs School	94.9	92.3	38.5				94.9	92.3	64.1	94.9	89.7	35.9
Simon Fraser School	93.3	88.9	15.6				93.3	84.4	26.7	95.6	82.2	24.4
Simons Valley School	88.1	83.3	29.8				88.1	77.4	22.6	89.3	72.6	15.5
Sir James Lougheed School	100.0	91.7	8.3				100.0	58.3	8.3	100.0	66.7	0.0
Sir Wilfred Laurier School	86.9	72.1	8.2				81.7	61.7	13.3	83.6	63.9	9.8
Stanley Jones School	86.8	83	11.3				88.5	65.4	7.7	86.8	64.2	1.9
Sunalta School	84.1	84.1	59.1				84.1	84.1	77.3	84.1	84.1	65.9
Sundance Elem. (Combined)							97.1	81.2	15.9	97.1	73.9	13
Sundance Elem. (English)	97.1	95.7	18.8				95.3	81.4	23.3	95.3	74.4	18.6
Sundance Elem. (French)	100.0	100.0	7.7				100.0	80.8	3.8	100.0	73.1	3.8
Sunnyside Community	84.6	84.6	46.2				84.6	84.6	46.2	84.6	84.6	46.2
Taradale School	92.0	80.0	8.0	37.3	30.7	4.0	93.3	65.3	6.7	93.3	65.3	17.3
Terrace Road School	80.0	80.0	20.0				85.0	80.0	20.0	85.0	70.0	35.0
Thorncliffe School	100.0	91.7	16.7				100.0	75.0	16.7	100.0	41.7	0.0
University School	97.0	90.9	24.2				97.0	87.9	21.2	97.0	66.7	6.1

<b>Calgary Board of Education</b> <b>2009-10 Achievement Test Results Based On All Students Enrolled</b> <b>Grade 6 Tests</b>												
	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
Valley Creek (Combined)				95.2	90.5	23.8	98.6	83.6	23.6	98.6	94.3	27.1
Valley Creek (English)	97.9	93.6	25				99.2	85.7	25.2	99.2	95	30.3
Valley Creek (French)	95.2	90.5	19	95.2	90.5	23.8	95.2	71.4	14.3	95.2	90.5	9.5
Valley View School	73.3	53.3	0.0				73.3	26.7	3.3	73.3	20.0	0.0
Varsity Acres School <sup>2</sup>	96.8	96.8	22.2									
Varsity Acres School (French)	96.8	93.7	20.6	100	93.7	17.5	100	92.1	28.6	100	82.5	14.3
Vista Heights School	78.6	64.3	0.0	78.6	42.9	0.0	78.6	35.7	7.1	78.6	42.9	0.0
W. O. Mitchell School	96.3	90.7	24.1				96.3	87.0	22.2	96.3	72.2	5.6
West Dalhousie School	89.5	87.7	31.6	91.1	85.7	39.3	91.2	86	43.9	91.2	86	36.8
West Dover School	97.5	80.0	5.0				100.0	56.4	7.7	95.0	40.0	2.5
Westgate School <sup>2</sup>	100.0	98.1	17.3									
Westgate School (French)	100.0	94.2	11.5	98.1	92.3	13.5	84.6	71.2	3.8	86.5	59.6	1.9
Wildwood School	95.8	90.3	22.2	94.4	83.3	29.2				95.8	81.9	15.3
William Reid School <sup>2</sup>	100.0	96.2	38.5									
William Reid School (French)	100.0	100.0	19.2				100.0	84.6	7.7	100.0	80.8	3.8
Willow Park School	98.0	95.1	38.2	98.0	88.2	16.7	99.0	91.2	42.2	99.0	89.2	22.5
Woodbine School	97.9	95.8	16.7	100.0	91.7	12.5	95.8	81.3	27.1	95.8	91.7	22.9
Woodlands School	93.2	93.2	13.6				95.3	93	27.9	93.2	84.1	18.2
<sup>*</sup> Results are not publicly released for fewer than 6 students. <sup>2</sup> All tests, except Language Arts, are written in French. <sup>**</sup> Math 6 results are for schools that followed the old curriculum. New curriculum results will not be standardized until next year.												

The following schools are single track French Bilingual schools:

Banff Trail, Highwood, Sam Livingston, Varsity Acres and William Reid.

In these schools, students write both English Language Arts and French Language Arts Provincial Achievement Tests; the top row reflects achievement in English language arts, the second row reflects achievement in French language arts.

These schools are dual track, housing both a French Bilingual and another program:

Chinook Park, Hidden Valley, King George, Mayland Heights, Sundance and Westgate.

In dual track schools, achievement is reported for both English language arts and French language arts; all students write the English Language Arts Provincial Achievement Test; students enrolled in the French Bilingual program also write the French Language Arts Provincial Achievement Test.



**Calgary Board of Education**  
**2009-10 Achievement Test Results Based On All Students Enrolled**  
**Grade 9 Tests**

	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
<b>CBE (Combined)</b>	<b>91.3</b>	<b>80.3</b>	<b>15.6</b>	<b>90.7</b>	<b>73.4</b>	<b>26.8</b>	<b>92.5</b>	<b>75.2</b>	<b>19.5</b>	<b>92.2</b>	<b>70.2</b>	<b>19.1</b>
<b>CBE (English)</b>				<b>89.4</b>	<b>70.5</b>	<b>25.5</b>	<b>91.9</b>	<b>73.9</b>	<b>19.4</b>	<b>91.5</b>	<b>68.6</b>	<b>19.1</b>
<b>CBE (French Immersion)</b>	<b>98.2</b>	<b>86.8</b>	<b>13.1</b>	<b>98.4</b>	<b>90.7</b>	<b>34.2</b>	<b>98.7</b>	<b>88.1</b>	<b>20.3</b>	<b>98.8</b>	<b>86.5</b>	<b>18.9</b>
<b>Prov. (Combined)</b>				<b>86.8</b>	<b>66.4</b>	<b>19.8</b>	<b>90.4</b>	<b>73.6</b>	<b>17.7</b>	<b>90.2</b>	<b>68.9</b>	<b>18.8</b>
<b>Prov. (English)</b>	<b>89.8</b>	<b>79.3</b>	<b>15.0</b>	<b>85.4</b>	<b>64.0</b>	<b>19.0</b>	<b>89.8</b>	<b>72.9</b>	<b>17.8</b>	<b>89.7</b>	<b>68.0</b>	<b>18.8</b>
<b>Prov. (French Immersion)</b>	<b>98.0</b>	<b>86.1</b>	<b>12.4</b>	<b>98.3</b>	<b>85.9</b>	<b>26.6</b>	<b>98.7</b>	<b>84.5</b>	<b>17.3</b>	<b>98.5</b>	<b>83.1</b>	<b>18.3</b>
A. E. Cross School	90.2	73.4	11.4	89.6	63.2	15.4	88.5	71.6	17.5	89.6	67.2	16.9
Annie Gale School	91.2	69.6	4.1				91.8	56.7	4.1	90.1	60.2	7.0
Arbour Lake School	94.8	87.7	17.5				93.5	78.6	11.0	94.2	79.2	26.0
Bishop Pinkham (Combined)				96.3	91.6	33.6	97.6	87.6	29.4	97.6	82.4	19.4
Bishop Pinkham (English)	97.6	91.8	34.7				93.9	87.9	37.9	93.9	77.3	31.8
Bishop Pinkham (French)	98.1	84.6	7.7	99.0	94.2	34.6	100.0	87.5	24.0	100.0	85.6	11.5
Bob Edwards School (Combined)				92.4	56.3	8.9	92.4	58.9	1.9	93.1	58.1	6.3
Bob Edwards School (English)	93.1	74.4	6.3	89.9	52.5	7.1	89.9	52.5	3.0	91.1	54.5	5.0
Bob Edwards School (French)	95.0	55.0	3.3	96.6	62.7	11.9	96.6	69.5	0.0	96.6	64.4	8.5
Branton School (Combined)												
Branton School (English)	98.8	98.5	32.8									
Branton School (French)	98.8	92.7	14.3	98.8	95.3	41.1	98.8	93.4	25.2	98.8	90.3	23.6
Clarence Sansom School	93.0	73.7	5.3	93.6	57.6	5.2	92.4	67.4	14.5	93.0	59.9	12.2
Colonel Irvine School	93.5	84.7	14.1	93.5	70.6	20.0	93.5	78.2	22.4	93.5	72.4	13.5
Colonel Macleod School	93.3	74.4	5.6				94.3	69.3	14.8	93.3	60.0	13.3
Crescent Heights High School	96.2	92.5	15.1	95.3	87.7	43.4	100.0	95.3	38.7	100.0	86.8	40.6
Crossing Park School	95.3	83.0	9.4				96.3	82.6	25.7	94.3	74.5	12.3
David Thompson School	76.0	67.4	14.0	70.5	51.9	7.0	86.0	68.2	19.4	92.3	56.9	9.2
Dr. Gladys McKelvie Egbert	88.9	55.6	2.2	91.7	51.2	3.6	91.2	74.7	13.2	93.3	54.4	4.4
Dr Gordon Higgins School	86.7	55.5	0.0				88.3	54.7	5.5	88.3	46.9	7.8
Elboya School (Combined)				96.8	89.5	51.6	96.8	89.5	36.8	97.9	85.3	30.5
Elboya School (English)	96.8	93.7	45.3	98.0	86.3	51.0	98.0	88.2	37.3	100.0	84.3	37.3
Elboya School (French)	95.5	86.4	18.2	95.5	93.2	52.3	95.5	90.9	36.4	95.5	86.4	22.7
Ernest Morrow School	75.8	63.9	4.6							77.4	52.8	9.7
F. E. Osborne School												
Fairview School (Combined)				99.3	86.7	21.0	98.6	88.8	22.4	98.6	80.4	18.9
Fairview School (English)	99.3	95.8	25.2	100.0	78.7	21.3	100.0	85.1	17.0	97.9	63.8	14.9
Fairview School (French)	99.0	89.6	19.8	99.0	90.6	20.8	97.9	90.6	25.0	99.0	88.5	20.8
G. P. Vanier School (Combined)							95.8	70.0	7.5	96.7	79.3	14.9
G. P. Vanier School (English)	95.0	85.0	23.3				89.4	57.4	10.6	91.7	60.4	6.3
G. P. Vanier School (French)	100.0	90.4	11.0				100.0	78.1	5.5	100.0	91.8	20.5
H. D. Cartwright School	87.5	84.6	13.2				88.8	79.1	19.4	86.8	70.6	14.7



Calgary Board of Education 2009-10 Achievement Test Results Based On All Students Enrolled Grade 9 Tests												
	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
CBE (Combined)	91.3	80.3	15.6	90.7	73.4	26.8	92.5	75.2	19.5	92.2	70.2	19.1
CBE (English)				89.4	70.5	25.5	91.9	73.9	19.4	91.5	68.6	19.1
CBE (French Immersion)	98.2	86.8	13.1	98.4	90.7	34.2	98.7	88.1	20.3	98.8	86.5	18.9
Prov. (Combined)				86.8	66.4	19.8	90.4	73.6	17.7	90.2	68.9	18.8
Prov. (English)	89.8	79.3	15.0	85.4	64.0	19.0	89.8	72.9	17.8	89.7	68.0	18.8
Prov. (French Immersion)	98.0	86.1	12.4	98.3	85.9	26.6	98.7	84.5	17.3	98.5	83.1	18.3
Harold Panabaker (Combined)							97.9	83.9	14.5	96.4	73.7	16.5
Harold Panabaker (English)	94.3	86.1	9.8				97.4	82.1	16.7	95.5	72.0	17.8
Harold Panabaker (French)	97.3	89.2	16.2				100.0	91.9	5.4	100.0	81.1	10.8
Ian Bazalgette School	85.7	44.9	3.1				89.6	33.3	2.1	88.9	32.3	4.0
John Ware School	99.2	99.2	40.3	97.9	97.9	97.9	99.2	89.9	39.5	99.2	94.6	58.1
Juno Beach Academy	92.3	59.0	7.7				92.3	51.3	0.0	92.3	56.4	10.3
Langevin School	91.1	80.0	11.1				84.4	77.8	17.8	91.1	77.8	24.4
Louis Riel School	91.7	75.0	15.5				92.9	69.0	10.7	89.3	59.5	16.7
Midsun School	94.4	91.4	16.4				93.4	82.2	23.1	93.4	79.6	27.6
Montgomery Junior High	84.8	74.6	15.9	81.8	58.4	12.4	86.9	68.6	18.2	87.0	65.9	19.6
Mount Royal School	82.9	70.5	15.2	89.2	77.5	29.4	88.3	73.8	21.4	84.8	70.5	25.7
Mountain Park School	93.2	89.1	10.9				93.2	74.8	4.8	94.6	79.6	16.3
National Sport School	83.9	83.9	22.6				90.3	74.2	6.5	93.5	71.0	19.4
Nickle School	91.5	84.5	14.0	93.8	76.0	18.6	93.0	79.8	13.2	91.5	70.5	18.6
Queen Elizabeth High School	92.3	85.1	46.4	93.4	93.4	78.9	93.4	83.2	42.5	92.3	82.1	38.1
R. T. Alderman School	89.6	87.2	15.2	90.4	78.4	16.8	92.8	82.4	29.6	92.8	74.4	20.0
Rideau Park School	90.9	90.0	36.4	88.2	84.5	49.1	89.1	89.1	65.5	89.1	84.5	30.9
Robert Warren School	94.1	82.4	15.1	95.7	75.2	21.4	95.8	79.0	19.3	95.0	68.9	14.3
Rosedale School	95.0	90.0	30.0				95.0	85.0	50.0	95.0	80.0	45.0
Senator P. Burns School	96.3	88.1	15.6				96.3	82.6	17.4	96.3	78.0	16.5
Sherwood School	93.2	78.0	5.9	94.9	50.0	3.4	94.9	51.1	6.4	95.8	55.1	2.5
Simon Fraser School	94.2	88.4	17.9				97.1	86.7	32.4	97.1	83.8	29.5
Sir John A Macdonald School	92.9	71.0	7.8				93.6	63.8	8.9	94.0	64.0	13.8
Sir John Franklin School	81.1	65.3	6.3				83.0	56.4	9.6	83.2	47.4	8.4
Sir Wilfrid Laurier School	82.9	56.1	7.3				75.0	40.6	6.3	80.5	29.3	0.0
Stanley Jones School	95.5	95.5	25.0				88.6	84.1	22.7	90.9	88.6	38.6
Terry Fox School	92.6	69.5	3.7				92.6	59.3	1.6	92.6	54.3	5.3
Thomas B Riley School	89.5	78.1	15.8	84.0	56.8	12.3	91.2	71.1	17.5	91.4	63.8	14.7
Tom Baines School	96.7	92.3	22.0	96.3	90.1	48.2	96.7	91.2	43.8	95.6	87.2	28.6
Valley Creek School	98.2	93.6	13.6				97.3	85.5	16.4	98.2	75.5	18.2
Vincent Massey School	97.6	88.5	18.7	94.2	84.1	34.6	98.1	82.2	21.2	98.6	79.4	29.2
Willow Park School	99.3	94.3	25.7	99.3	73.2	10.1	99.3	82.9	11.4	99.3	80.7	22.9
Wilma Hansen School	93.4	78.3	8.6				94.2	68.2	9.7	95.5	63.9	13.5
Woodman School	85.2	71.6	10.6	86.0	68.1	28.1	86.4	74.0	20.9	89.0	66.9	22.0
* Results are not publicly released for fewer than 6 students. ** Math 9 results are for schools that followed the old curriculum. New curriculum results will not be standardized until next year.												

**Calgary Board of Education**  
**Diploma Examination Results 1**  
**Year 2009-2010**

	Number of Students Writing	Part. Rate <sup>2</sup> %	School Awarded Mark			Diploma Mark			Final Course Mark		
			Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.
<b>English Language Arts 30-1</b>											
<b>CBE <sup>5</sup></b>	<b>5,168</b>	<b>64.2</b>	<b>93.4</b>	<b>28.7</b>	<b>70.1</b>	<b>82.6</b>	<b>10.7</b>	<b>62.6</b>	<b>94.2</b>	<b>14.8</b>	<b>66.8</b>
<b>PROV <sup>5</sup></b>	<b>24,972</b>	<b>59.9</b>	<b>96.6</b>	<b>31.1</b>	<b>71.9</b>	<b>85.1</b>	<b>10.1</b>	<b>63.0</b>	<b>96.6</b>	<b>15.3</b>	<b>67.8</b>
Alternative	36	41.2	100.0	38.9	74.9	91.7	5.6	62.2	97.2	11.1	68.8
Bowness	301	71.7	93.0	22.9	69.0	83.7	7.6	62.1	95.3	10.3	65.8
CBe - Learn	418	52.7	90.0	29.4	69.5	70.1	6.2	57.8	90.2	12.2	64.1
Centennial	350	67.2	94.0	29.4	70.8	86.6	10.9	63.4	94.9	15.7	67.4
Central Memorial	389	73.3	90.2	27.2	68.7	85.1	9.3	63.2	94.3	13.1	66.3
Chinook Learning Services	805	51.1	84.2	14.2	63.1	66.3	2.1	55.0	86.3	3.9	60.5
Crescent Heights	251	61.5	90.4	19.9	67.1	75.7	6.8	59.3	91.2	10.4	63.6
Dr. E. P. Scarlett	432	80.3	98.1	35.0	74.1	93.5	16.9	68.6	99.5	20.8	71.6
Ernest Manning	170	57.4	94.7	24.1	68.8	84.1	8.8	63.0	95.9	10.0	66.2
Forest Lawn	136	31.5	91.2	19.9	67.0	69.9	6.6	57.2	92.6	8.1	62.4
Henry Wise Wood	291	70.7	96.6	27.1	71.8	89.0	13.7	65.1	96.6	18.6	68.8
James Fowler	182	45.7	86.8	13.7	64.7	65.4	1.1	54.0	84.6	1.6	59.7
John G Diefenbaker	308	69.1	97.7	35.4	72.9	86.7	9.1	63.6	96.4	16.2	68.5
Juno Beach Academy	26	64.0	76.9	23.1	61.8	61.5	0.0	50.7	61.5	0.0	56.5
Lester B. Pearson	327	72.0	97.2	22.6	69.3	73.7	3.7	57.2	95.1	5.8	63.5
Lord Beaverbrook	346	60.7	95.4	38.2	72.6	78.9	7.2	60.1	95.4	16.2	66.7
Louise Dean	7	3.4	85.7	0.0	60.4	57.1	0.0	52.7	100.0	0.0	57.4
National Sport	42	87.5	100.0	33.3	73.6	100.0	9.5	63.7	100.0	11.9	69.0
Queen Elizabeth	150	83.4	95.3	32.7	71.0	94.7	28.0	71.5	96.7	30.0	71.5
Sir Winston Churchill	509	84.5	96.5	25.7	71.2	93.7	19.1	68.5	98.0	21.4	70.1
Western Canada	594	88.3	98.8	47.0	75.8	91.9	19.7	68.7	98.0	27.4	72.5
William Aberhart	340	84.0	92.6	36.8	71.5	92.1	15.6	66.9	95.3	19.7	69.5
<b>English Language Arts 30-2</b>											
<b>CBE <sup>5</sup></b>	<b>1,800</b>	<b>22.4</b>	<b>88.3</b>	<b>10.0</b>	<b>62.6</b>	<b>87.0</b>	<b>10.2</b>	<b>64.2</b>	<b>94.7</b>	<b>6.6</b>	<b>63.8</b>
<b>PROV <sup>5</sup></b>	<b>11,727</b>	<b>28.1</b>	<b>92.0</b>	<b>9.9</b>	<b>64.2</b>	<b>88.8</b>	<b>9.8</b>	<b>64.4</b>	<b>95.8</b>	<b>6.2</b>	<b>64.7</b>
Alternative	10	8.8	90.0	20.0	68.3	100.0	20.0	73.2	100.0	20.0	70.9
Bowness	101	22.4	85.1	6.9	58.7	86.1	8.9	63.6	94.1	5.9	61.5
CBe - Learn	87	25.6	88.5	4.6	61.9	82.8	12.6	64.7	94.3	2.3	63.8
Centennial	176	32.0	96.6	23.9	69.0	94.3	14.2	67.0	98.3	11.4	68.3
Central Memorial	112	18.1	74.1	3.6	55.3	91.1	8.9	66.2	87.5	3.6	61.0
Chinook Learning Services	192	36.0	91.1	9.9	62.9	79.2	14.1	61.1	92.2	14.6	63.5
Crescent Heights	120	24.9	80.8	4.2	57.9	86.7	7.5	64.1	93.3	2.5	61.3
Dr. E. P. Scarlett	92	15.5	97.8	20.7	70.0	90.2	14.1	68.1	100.0	14.1	69.3
Ernest Manning	83	24.4	90.4	15.7	65.1	83.1	7.2	63.4	96.4	7.2	64.5
Forest Lawn	190	44.1	80.5	3.2	56.6	90.5	7.9	64.1	92.6	4.2	60.7
Henry Wise Wood	103	22.1	92.2	16.5	66.2	88.3	9.7	66.6	98.1	8.7	66.6
Jack James	27	12.9	63.0	0.0	53.0	77.8	0.0	55.3	81.5	0.0	55.3
James Fowler	172	34.8	79.1	5.8	59.2	79.1	11.0	61.8	90.7	2.9	60.8
John G Diefenbaker	136	28.7	96.3	11.8	66.3	81.6	8.8	61.9	95.6	6.6	64.3
Lester B. Pearson	133	24.8	90.2	1.5	60.9	81.2	8.3	61.2	94.0	0.8	61.3
Lord Beaverbrook	195	32.5	90.3	9.7	63.6	92.3	6.2	64.3	96.9	4.1	64.3
Louise Dean	13	6.9	100.0	0.0	59.7	100.0	0.0	66.8	100.0	0.0	64.4
Queen Elizabeth	40	15.3	90.0	12.5	65.3	95.0	25.0	71.2	100.0	12.5	68.5
Sir William Van Home	36	30.8	86.1	13.9	62.2	83.3	2.8	57.3	88.9	2.8	60.6
Sir Winston Churchill	86	13.8	94.2	15.1	67.3	97.7	11.6	68.0	98.8	9.3	67.9
Western Canada	51	7.4	98.0	15.7	68.1	90.2	11.8	65.8	98.0	9.8	67.2
William Aberhart	169	35.5	98.2	58.6	79.0	97.6	18.3	69.2	100.0	30.2	74.4



**Calgary Board of Education**  
**Diploma Examination Results 1**  
**Year 2009-2010**

	Number of Students Writing	Part. Rate <sup>2</sup> %	School Awarded Mark			Diploma Mark			Final Course Mark		
			Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.
<b>Fr. Language Arts 30-1</b>											
<b>CBE <sup>5</sup></b>	<b>452</b>	<b>5.6</b>	<b>99.4</b>	<b>59.3</b>	<b>79.7</b>	<b>94.9</b>	<b>21.0</b>	<b>68.9</b>	<b>100.0</b>	<b>33.1</b>	<b>74.6</b>
<b>PROV <sup>5</sup></b>	<b>1,324</b>	<b>3.2</b>	<b>99.1</b>	<b>52.0</b>	<b>78.0</b>	<b>93.7</b>	<b>16.3</b>	<b>67.4</b>	<b>99.6</b>	<b>28.2</b>	<b>72.9</b>
Dr. E. P. Scarlett	89	16.2	100.0	56.2	79.1	98.9	22.5	70.9	100.0	36.0	75.3
Lester B. Pearson	48	9.9	100.0	35.4	74.6	72.9	4.2	57.3	100.0	10.4	66.3
Western Canada	166	26.8	100.0	68.7	82.2	96.4	27.7	70.8	100.0	41.0	76.8
William Aberhart	169	35.5	98.2	58.6	79.0	97.6	18.3	69.2	100.0	30.2	74.4
<b>Social Studies 30</b>											
<b>CBE <sup>5</sup></b>	<b>158</b>	<b>2.0</b>	<b>91.3</b>	<b>47.8</b>	<b>70.8</b>	<b>73.9</b>	<b>17.4</b>	<b>57.4</b>	<b>91.3</b>	<b>21.7</b>	<b>65.2</b>
<b>PROV <sup>5</sup></b>	<b>17,778</b>	<b>4.3</b>	<b>96.6</b>	<b>26.3</b>	<b>69.8</b>	<b>67.8</b>	<b>10.4</b>	<b>58.1</b>	<b>91.1</b>	<b>13.5</b>	<b>64.4</b>
CBe - Learn	11	2.6	100.0	45.5	71.3	72.7	18.2	56.5	90.9	18.2	65.3
<b>Social Studies 30-1</b>											
<b>CBE <sup>5</sup></b>	<b>4,195</b>	<b>52.1</b>	<b>97.1</b>	<b>35.8</b>	<b>73.3</b>	<b>86.4</b>	<b>19.2</b>	<b>66.2</b>	<b>97.2</b>	<b>23.8</b>	<b>70.1</b>
<b>PROV <sup>5</sup></b>	<b>20,752</b>	<b>49.8</b>	<b>98.3</b>	<b>34.6</b>	<b>73.4</b>	<b>84.5</b>	<b>16.1</b>	<b>64.6</b>	<b>97.3</b>	<b>21.1</b>	<b>69.3</b>
Alternative	20	26.5	100.0	20.0	72.2	90.0	10.0	63.5	100.0	10.0	68.0
Bowness	246	58.9	97.2	41.1	72.5	80.1	10.2	61.1	95.5	15.9	67.1
CBe - Learn	150	38.4	92.0	41.3	73.5	69.3	6.0	58.3	91.3	18.7	66.3
Centennial	289	53.6	97.2	24.9	71.0	91.3	19.4	67.3	97.2	22.8	69.4
Central Memorial	370	70.6	96.2	32.4	72.2	84.3	12.7	64.4	96.2	19.7	68.6
Chinook Learning Services	242	20.2	86.4	17.4	65.1	66.1	3.7	55.3	88.4	5.8	61.4
Crescent Heights	238	54.5	95.0	32.4	72.4	76.5	10.1	60.9	97.1	15.5	66.9
Dr. E. P. Scarlett	411	73.7	98.3	48.4	77.3	91.5	22.4	68.5	99.5	29.9	73.2
Ernest Manning	145	47.5	100.0	29.7	72.0	88.3	16.6	66.6	99.3	21.4	69.6
Forest Lawn	118	26.9	97.5	28.0	71.0	75.4	5.1	59.6	95.8	9.3	65.6
Henry Wise Wood	251	62.8	98.4	37.1	74.9	86.9	20.7	67.3	97.2	26.3	71.4
James Fowler	86	21.0	90.7	10.5	64.5	76.7	5.8	59.3	90.7	7.0	62.2
John G Diefenbaker	231	50.5	100.0	40.7	75.1	95.7	20.3	70.1	99.6	27.3	72.9
Juno Beach Academy	23	60.0	100.0	30.4	70.6	52.2	4.3	53.5	91.3	8.7	62.4
Lester B. Pearson	238	50.6	98.7	27.7	72.8	69.3	4.2	57.4	95.8	10.1	65.4
Lord Beaverbrook	254	43.9	97.6	33.9	72.1	91.3	17.3	65.9	97.6	23.6	69.2
National Sport	31	70.0	96.8	61.3	80.5	96.8	19.4	69.3	100.0	35.5	75.2
Queen Elizabeth	164	79.0	97.6	50.6	78.5	86.0	28.7	67.6	98.8	31.7	73.4
Sir Winston Churchill	382	64.7	99.5	42.9	76.3	97.6	44.8	76.3	99.7	42.7	76.6
Western Canada	531	78.5	98.7	37.5	74.0	94.4	29.8	71.6	98.7	32.4	73.1
William Aberhart	354	76.9	96.9	37.6	73.3	94.4	23.2	69.7	99.2	26.6	71.7



**Calgary Board of Education**  
**Diploma Examination Results 1**  
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	Number of Students Writing	Part. Rate <sup>2</sup> %	School Awarded Mark			Diploma Mark			Final Course Mark		
			Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.
Pure Math 30											
CBE <sup>5</sup>	4,101	51.0	92.5	41.3	73.2	85.2	38.8	71.3	91.5	39.9	72.7
PROV <sup>5</sup>	19,163	45.9	94.5	39.6	73.3	82.9	29.7	68.0	92.6	33.2	71.0
Bowness	199	43.6	91.5	37.2	72.1	85.4	32.2	69.8	91.0	36.2	71.3
CBe - Learn	219	39.6	87.7	36.5	69.3	71.2	20.5	61.8	84.5	26.0	66.1
Centennial	230	43.6	92.6	37.0	72.1	94.3	41.3	74.2	94.3	36.1	73.4
Central Memorial	255	49.8	94.1	37.6	71.8	83.1	21.2	66.5	91.4	29.4	69.4
Chinook Learning Services	746	37.6	84.2	27.3	67.0	69.8	15.7	59.6	82.4	20.9	64.4
Crescent Heights	215	47.4	92.6	33.5	71.0	79.5	25.6	66.1	89.3	27.4	68.9
Dr. E. P. Scarlett	396	68.9	96.0	41.2	74.8	88.1	40.4	73.1	94.9	41.4	74.3
Ernest Manning	138	48.8	89.9	35.5	71.7	86.2	41.3	72.4	89.1	41.3	72.3
Forest Lawn	104	21.2	96.2	38.5	74.2	87.5	23.1	68.6	95.2	28.8	71.6
Henry Wise Wood	236	52.7	95.8	45.8	75.7	97.5	64.4	82.5	97.9	57.2	79.3
James Fowler	164	39.7	82.9	25.0	65.7	54.9	12.8	54.4	70.7	14.6	60.3
John G Diefenbaker	278	63.9	92.4	46.0	73.5	87.4	48.6	74.6	92.8	46.8	74.4
Juno Beach Academy	11	32.0	81.8	27.3	63.2	45.5	0.0	49.0	63.6	0.0	56.4
Lester B. Pearson	271	54.0	89.7	31.7	70.2	79.3	38.4	69.1	87.1	36.2	69.9
Lord Beaverbrook	239	42.2	92.1	32.2	71.0	85.8	31.8	70.1	91.2	33.9	70.8
National Sport	35	70.0	100.0	51.4	76.1	94.3	31.4	71.1	94.3	34.3	73.8
Queen Elizabeth	156	75.2	96.2	59.0	79.0	91.7	51.9	75.9	95.5	58.3	77.7
Sir Winston Churchill	477	78.6	96.0	52.2	77.0	95.2	58.9	79.5	96.9	54.3	78.5
Western Canada	661	80.9	94.7	54.9	77.7	92.4	54.9	78.1	94.9	55.5	78.1
William Aberhart	318	74.6	92.8	41.5	73.8	90.6	44.7	74.6	94.7	43.7	74.5

Applied Math 30											
CBE <sup>5</sup>	1,610	20.0	85.9	13.7	63.7	78.0	15.5	62.3	87.9	12.7	63.6
PROV <sup>5</sup>	9,094	21.8	91.4	15.7	65.7	77.3	12.6	61.2	89.6	11.5	63.8
Alternative	8	11.8	100.0	0.0	69.0	87.5	0.0	62.8	100.0	0.0	66.1
Bowness	131	32.4	89.3	17.6	65.0	89.3	19.8	67.1	93.1	17.6	66.4
CBe - Learn	62	16.0	83.9	9.7	61.1	72.6	4.8	56.4	83.9	4.8	59.2
Centennial	213	39.5	93.0	28.2	70.4	90.1	22.5	67.7	95.8	24.9	69.3
Central Memorial	121	23.7	87.6	13.2	63.7	90.9	27.3	68.9	91.7	18.2	66.6
Chinook Learning Services	283	22.5	70.7	10.2	57.9	71.7	13.8	60.6	13.4	80.6	61.8
Crescent Heights	99	22.8	88.9	6.1	62.2	67.7	14.1	58.7	84.8	10.1	60.8
Dr. E. P. Scarlett	99	17.7	90.9	14.1	66.2	80.8	16.2	64.2	88.9	9.1	65.5
Ernest Manning	62	19.0	93.5	32.3	69.4	96.8	33.9	72.7	93.5	29.0	71.3
Forest Lawn	103	23.5	88.3	5.8	61.8	74.8	8.7	59.1	87.4	5.8	60.8
Henry Wise Wood	114	25.8	82.5	15.8	66.2	85.1	22.8	67.2	92.1	17.5	67.0
James Fowler	79	15.8	73.4	2.5	55.2	53.2	1.3	49.5	69.6	2.5	52.7
John G Diefenbaker	96	20.8	91.7	20.8	67.0	72.9	11.5	60.3	88.5	9.4	63.9
Lester B. Pearson	144	29.4	80.6	8.3	59.6	56.9	4.2	51.8	74.3	4.2	56.0
Lord Beaverbrook	148	24.2	88.5	8.1	62.3	85.8	20.3	65.1	91.9	10.8	64.0
Queen Elizabeth	35	14.6	100.0	11.4	70.0	77.1	0.0	59.9	100.0	2.9	65.2
Sir Winston Churchill	74	13.2	90.5	6.8	63.8	86.5	16.2	65.7	93.2	6.8	89.6
Western Canada	59	9.2	91.5	18.6	67.0	71.2	11.9	59.6	93.2	10.2	63.6
William Aberhart	79	17.3	89.9	16.5	65.6	73.4	10.1	60.4	87.3	11.4	63.3

**Calgary Board of Education**  
**Diploma Examination Results 1**  
**Year 2009-2010**

	Number of Students Writing	Part. Rate <sup>2</sup> %	School Awarded Mark			Diploma Mark			Final Course Mark		
			Acc. Std. <sup>✓</sup>	Std. Exc. <sup>✓</sup>	Avg.	Acc. Std. <sup>✓</sup>	Std. Exc. <sup>✓</sup>	Avg.	Acc. Std. <sup>✓</sup>	Std. Exc. <sup>✓</sup>	Avg.
Biology 30											
CBE <sup>5</sup>	3,356	41.7	95.2	43.0	74.2	84.8	35.5	69.7	93.6	38.1	72.4
PROV <sup>5</sup>	18,896	45.3	95.8	39.7	73.4	81.4	28.1	66.8	93.0	31.6	70.4
Alternative	24	23.5	100.0	29.2	74.0	45.8	12.5	53.4	83.3	12.5	64.0
Bowness	134	30.9	92.5	47.0	74.4	82.8	36.6	69.7	94.0	39.6	72.3
CBe - Learn	114	35.0	92.1	21.1	67.2	67.5	17.5	59.6	83.3	19.3	64.4
Centennial	210	40.3	97.6	41.9	73.3	88.6	38.6	70.9	94.8	37.6	72.4
Central Memorial	217	41.0	98.2	34.6	73.6	73.7	13.4	61.1	94.9	20.7	67.6
Chinook Learning Services	439	32.6	86.1	24.6	66.4	77.2	21.0	63.6	87.5	23.9	66.5
Crescent Heights	191	41.5	91.1	29.8	70.4	77.5	22.0	64.2	90.1	24.6	67.6
Dr. E. P. Scarlett	314	59.7	98.7	52.9	78.3	95.2	45.2	75.3	98.4	47.5	77.1
Ernest Manning	143	54.1	96.5	40.6	73.4	83.2	23.1	66.3	94.4	26.6	70.1
Forest Lawn	93	20.9	94.6	32.3	70.3	78.5	19.4	64.5	89.2	22.6	67.7
Henry Wise Wood	208	45.2	96.6	45.7	74.8	83.7	38.9	70.3	94.2	42.8	72.9
James Fowler	129	30.2	82.2	24.8	66.7	68.2	10.9	58.6	79.8	15.5	62.9
John G Diefenbaker	246	48.8	99.2	59.3	79.1	91.5	50.4	75.1	98.8	55.3	77.4
Juno Beach Academy	12	36.0	100.0	41.7	73.4	16.7	0.0	38.8	75.0	0.0	56.3
Lester B. Pearson	213	43.9	97.2	36.6	72.1	77.5	26.3	65.6	92.5	27.2	69.2
Lord Beaverbrook	168	28.4	95.8	36.3	72.7	84.5	32.1	69.1	92.3	32.7	71.2
National Sport	40	75.0	100.0	80.0	87.2	95.0	50.0	76.6	100.0	60.0	82.3
Queen Elizabeth	115	56.7	98.3	62.6	80.1	92.2	51.3	75.5	96.5	55.7	78.1
Sir Winston Churchill	335	57.3	97.0	56.7	79.1	94.6	54.6	77.4	97.9	56.1	78.5
Western Canada	460	63.3	95.9	51.5	77.1	90.9	50.0	75.2	93.9	50.4	76.4
William Aberhart	300	58.6	98.3	44.7	75.6	92.7	42.3	73.6	98.3	43.3	74.9
Chemistry 30 -new											
CBE <sup>5</sup>	3,463	43.0	94.4	45.9	74.9	82.6	39.5	70.4	91.2	41.5	73.0
PROV <sup>5</sup>	16,311	39.1	95.5	41.5	74.0	79.0	29.9	66.6	91.0	33.4	70.6
Bowness	152	33.2	96.1	49.3	77.3	81.6	32.2	69.3	95.4	39.5	73.6
CBe - Learn	74	33.6	81.1	24.3	64.5	62.2	13.5	57.5	79.7	14.9	61.3
Centennial	188	30.8	96.8	53.2	78.3	88.3	47.3	74.1	93.1	47.9	76.4
Central Memorial	199	36.6	96.0	44.7	74.4	83.9	31.2	69.2	92.5	36.2	72.1
Chinook Learning Services	426	28.7	85.0	26.1	66.7	66.4	17.4	58.5	79.1	21.4	63.6
Crescent Heights	197	41.2	92.4	39.1	73.1	79.2	34.0	67.5	87.3	36.0	70.6
Dr. E. P. Scarlett	373	66.0	98.7	51.5	77.7	84.2	38.3	71.0	96.8	44.5	74.7
Ernest Manning	118	44.6	96.6	41.5	74.3	82.2	38.1	69.2	93.2	39.0	72.1
Forest Lawn	104	17.8	95.2	26.9	70.1	76.9	17.3	63.7	88.5	19.2	67.2
Henry Wise Wood	199	46.5	97.5	58.8	78.4	89.9	46.7	74.7	95.0	48.2	76.8
James Fowler	141	33.6	78.0	19.1	62.6	53.9	13.5	52.1	65.2	13.5	57.7
John G Diefenbaker	270	54.1	98.1	59.6	79.3	88.5	50.0	75.3	95.6	51.5	77.6
Juno Beach Academy	19	44.0	94.7	26.3	69.2	15.8	0.0	33.1	63.2	0.0	51.6
Lester B. Pearson	238	45.7	91.6	30.3	69.9	75.6	23.1	64.5	87.4	25.2	67.5
Lord Beaverbrook	169	29.8	92.3	37.9	73.4	82.8	36.1	69.8	89.9	35.5	71.9
National Sport	31	57.5	100.0	74.2	81.7	80.6	29.0	65.5	96.8	38.7	74.1
Queen Elizabeth	140	65.6	87.9	49.3	72.9	86.4	50.7	74.3	87.9	49.3	73.8
Sir Winston Churchill	428	70.5	97.2	50.5	77.3	92.5	59.6	79.5	96.7	54.9	78.7
Western Canada	517	70.8	97.3	56.1	78.7	90.9	54.7	77.4	95.9	56.1	78.4
William Aberhart	309	62.7	99.0	57.3	79.3	88.7	47.6	74.1	95.8	52.8	77.0



**Calgary Board of Education  
Diploma Examination Results 1  
Year 2009-2010**

	Number of Students Writing	Part. Rate <sup>2</sup> %	School Awarded Mark			Diploma Mark			Final Course Mark		
			Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.	Acc. Std. <sup>3</sup>	Std. Exc. <sup>4</sup>	Avg.
Physics 30 - new											
CBE <sup>5</sup>	1,891	23.5	96.3	48.3	76.4	79.9	28.3	65.9	92.6	34.3	71.5
PROV <sup>5</sup>	9,294	22.3	96.8	44.9	75.3	73.9	20.3	61.9	91.5	26.6	68.9
Bowness	76	15.6	100.0	47.4	77.2	67.1	22.4	61.4	93.4	26.3	69.5
CBe - Learn	61	20.1	80.3	21.3	65.0	60.7	16.4	58.7	80.3	14.8	62.2
Centennial	89	18.9	100.0	43.8	76.7	82.0	19.1	62.3	95.5	28.1	69.7
Central Memorial	88	17.4	95.5	35.2	72.8	69.3	12.5	57.8	90.9	18.2	65.5
Chinook Learning Services	169	12.9	82.8	29.0	67.2	68.6	14.2	58.1	84.0	18.3	63.8
Crescent Heights	83	18.4	94.0	50.6	75.9	79.5	27.7	66.1	94.0	36.1	71.3
Dr. E. P. Scarlett	209	36.6	98.6	50.7	77.1	75.1	23.0	62.9	89.0	32.5	70.3
Ernest Manning	60	19.4	100.0	55.0	78.7	85.0	28.3	68.0	96.7	43.3	73.7
Forest Lawn	45	8.3	97.8	22.2	69.6	68.9	13.3	57.6	84.4	13.3	63.8
Henry Wise Wood	117	29.8	99.1	58.1	79.7	86.3	35.9	69.1	97.4	39.3	74.7
James Fowler	60	13.2	86.7	35.0	69.5	58.3	8.3	53.1	75.0	15.0	61.6
John G Diefenbaker	152	34.9	100.0	52.0	78.3	82.2	33.6	67.1	94.1	37.5	73.0
Lester B. Pearson	98	19.8	96.9	45.9	74.7	69.4	21.4	60.1	91.8	26.5	67.7
Lord Beaverbrook	116	21.9	97.4	34.5	74.1	86.2	19.8	67.2	97.4	25.0	70.9
National Sport	17	32.5	100.0	58.8	83.4	94.1	35.3	73.6	100.0	47.1	78.7
Queen Elizabeth	93	42.7	95.7	65.6	80.8	86.0	41.9	73.5	94.6	52.7	77.3
Sir Winston Churchill	197	36.7	98.0	47.7	76.9	86.3	42.6	72.0	95.4	43.1	74.6
Western Canada	298	41.8	99.0	67.4	82.6	91.6	44.0	74.1	97.7	53.4	78.6
William Aberhart	162	32.0	98.1	46.9	76.4	84.6	26.5	66.8	92.6	30.2	71.9

Science 30											
CBE <sup>5</sup>	747	9.3	91.6	20.6	66.6	78.9	18.8	63.6	89.6	17.7	65.4
PROV <sup>5</sup>	4,197	10.1	94.4	24.5	69.0	80.1	22.8	65.1	92.2	20.8	67.4
Bowness	99	24.0	96.0	22.2	69.0	83.8	25.3	67.5	92.9	23.2	68.6
Centennial	133	25.1	88.7	9.8	62.5	73.7	9.0	59.9	86.5	6.0	61.5
Central Memorial	39	7.6	79.5	0.0	58.4	89.7	12.8	64.7	92.3	5.1	61.9
Chinook Learning Services	86	9.0	96.5	45.3	74.1	74.4	27.9	65.1	90.7	34.9	70.3
Crescent Heights	49	11.4	98.0	14.3	68.3	59.2	4.1	54.5	87.8	4.1	61.7
Dr. E. P. Scarlett	37	6.5	86.5	32.4	67.3	78.4	16.2	62.9	89.2	18.9	65.5
Forest Lawn	60	14.9	90.0	21.7	65.6	81.7	21.7	64.4	90.0	23.3	65.3
Henry Wise Wood	36	8.2	97.2	16.7	67.9	86.1	25.0	65.1	97.2	19.4	66.9
James Fowler	54	11.2	87.0	18.5	64.8	70.4	11.1	58.1	77.8	16.7	61.8
John G Diefenbaker	61	13.9	98.4	32.8	69.9	78.7	24.6	65.2	95.1	26.2	67.8
Lester B. Pearson	64	14.3	85.9	9.4	59.1	68.8	10.9	58.0	79.7	6.3	59.0
Lord Beaverbrook	46	7.5	87.0	8.7	61.0	89.1	15.2	65.7	93.5	8.7	63.7
Queen Elizabeth	13	6.4	100.0	15.4	73.3	100.0	7.7	66.7	100.0	7.7	70.3
Sir Winston Churchill	58	10.2	94.8	22.4	69.9	93.1	34.5	73.4	94.8	27.6	71.9
William Aberhart	32	6.9	87.5	28.1	69.9	84.4	31.3	67.5	87.5	28.1	68.9

\* Results are not publicly released for fewer than six students.

<sup>1</sup> Students writing French translations of the examinations are included in the statistics.

<sup>2</sup> The participation rate is based on the percentage of students enrolled in their third year of on Sept. 30 of the reported year and who completed the course by August 31 of the reported year.

<sup>3</sup> Percentage of students obtaining Acceptable Standard ie. Pass - a mark of 50% to 100%.

<sup>4</sup> Percentage of students obtaining Standard of Excellence ie. Honors - a mark of 80% to 100%.

<sup>5</sup> Summer results are included in these numbers.



## **CALGARY BOARD OF EDUCATION**

### **REGULAR MEETING OF THE BOARD OF TRUSTEES PUBLIC AGENDA**

**November 2, 2010**

**TOPIC: Recommendations for Amendment of Governance Policy – Second and Third Readings**

#### **Recommendations:**

THAT the Board of Trustees gives second reading to the amended policies attached as Appendix I, specifically:

- Executive Limitations 13 - Facilities, as amended in tracked changes; and
- Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.

#### **And**

THAT the Board of Trustees gives third reading and thereby final approval to the amended policies attached as Appendix I, specifically:

- Executive Limitations 13 - Facilities, as amended in tracked changes; and
- Governance Process 5 – Board of Trustees' Role Description, as amended in tracked changes.

#### **Background:**

On October 5<sup>th</sup>, the Board of Trustees gave first reading to amendment of EL-13 and GP-5. GP-3 requires that, prior to second reading of policy amendments Administration is required to provide a general impact statement to the Board of Trustees. The impact statement related to this proposed policy change is included as Agenda Item 9.2.3 on this Agenda. Overall, the Chief Superintendent does not have any concerns with these changes, and, in fact, the changes would not change past practice. Therefore, in order to facilitate Administration's work of preparing the Three Year Capital Plan in a timely manner, it is recommended that the Board proceed with second and third reading of these policy changes at this meeting.

The following is the background information related to these policy changes, which is replicated below from the October 5<sup>th</sup> Board report, in order to inform new trustees:

In a recent discussion regarding the process for completing the School Capital Plan document, which requires Board approval, trustees discussed the merits of whether the ranking criteria should require Board of Trustees' approval. Approving the

ranking criteria in advance of the School Capital Plan should result in more objective priorities for capital projects. The proposed policy amendment to EL-13 would require that the Board of Trustees approves the criteria.

If the Board is required to approve the ranking criteria, this in turn affects GP-5: Board of Trustees' Role Description, so a proposed amendment is made to align GP-5 with the amendment of EL-13.

Also in GP-5, sub-point 2(l) requires that the Board would consider applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools). Historically, the Board of Trustees approved alternative programs; however, amendments were made to EL-6 to require the Chief Superintendent to inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered. The approval of alternative programs was delegated to the Chief Superintendent. Removal of sub-point 2(l) from GP-5 will align the Board's Role Description with the Executive Limitations.

Respectfully Submitted,

Pat Cochrane, Trustee  
Chair, Board Evaluation Committee

Attachments: EL 13 and GP5 showing proposed changes in tracked changes



## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Executive Limitations EL-13: Facilities**

**Monitoring Method: Internal**  
**Monitoring Frequency: Annual**

The Calgary Board of Education facilities must support the accomplishment of the Ends policies. Accordingly, the Chief Superintendent shall not fail to ensure:

1. effective and efficient use of capital funding that demonstrates responsible stewardship of resources;
2. long-range facility plans and capital plans that establish priorities for construction, renovation and maintenance projects;
3. that the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan are based on ranking criteria that have been approved by the Board of Trustees;
- 3.4 exploration and development of innovative and supplementary capital funding models and mechanisms in support of long-term capital planning to supplement provincial funding allocations, while treating school and communities with fairness and equity, including support and development for partnerships with other public and/or private organizations. All innovative and supplementary capital funding models and mechanisms shall demonstrate the following:
  - a) a sound business case;
  - b) value for money;
  - c) results that are within the Calgary Board of Education's financial capabilities to support;
  - d) flexibility to accommodate changing community needs;
  - e) economic and community service efficiencies without compromising the learning environment and student safety;
  - f) shared risks and incentives;
  - g) clarity of roles and responsibilities
  - h) transparent expectations and accountabilities; and
  - i) assurance in meeting Calgary Board of Education building standards;
- 4.5 the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;





## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Executive Limitations**

#### **Page 2 to EL-13: Facilities**

- | ~~5.6~~ a clear process to inform administrative recommendations on long-range facility and capital plans. This process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;
- | ~~6.7~~ that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;
- | ~~7.8~~ that facilities are located and situated to effectively accommodate public and student access;
- | ~~8.9~~ that facilities are adequate and functional for the programs offered in the facilities;
- | ~~9.10~~ that learning environment designs are research-based;
- | ~~10.11~~ that facility planning and design decisions appropriately consider:
  - a) naturalized learning environments, and
  - b) environmental impacts, including eco-efficiency and sustainability;
- | ~~11.12~~ the public's use of facilities is not unreasonably denied. School functions and Calgary Board of Education programs should not be compromised by the public's use of facilities;
- | ~~12.13~~ that consistently administered detailed guidelines exist for public use of facilities;
- | ~~13.14~~ that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;
- | ~~14.15~~ that the Board of Trustees is annually provided with a Facility Condition Report as outlined in the attached EL 13 Facilities Exhibit.

Adopted: ~~June 19, 2007~~



## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Governance Process GP-5: Board of Trustees' Role Description**

**Monitoring Method: Self-Assessment**

**Monitoring Frequency: Annual**

The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1. The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:
  - (a) provide the link between the Calgary Board of Education and citizens of Calgary;
  - (b) partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;
  - (c) advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;
  - (d) produce, review and monitor written governance policies, which, at the broadest levels, address:
    - (i) Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);
    - (ii) Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;
    - (iii) Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;
    - (iv) Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;
  - (e) require that the Ends are the focus of organizational performance;



## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Governance Process Page 2 to GP-5: Board of Trustees' Role Description**

- (f) define three-year priorities to drive district performance in all four policy areas, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:
    - (i) approve a Three Year Education Plan;
    - (ii) approve a Three Year Annual Education Results Report; and
    - (iii) approve an annual operating and capital budget for the organization;

prior to submission to the relevant Minister(s);
  - (g) hire the Chief Superintendent and evaluate the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;
  - (h) give consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorize, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.
2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:
- (a) appoint an auditor and examine the auditor's report;
  - (b) approve the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;
  - (c) name or rename the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;
  - (d) authorize a plebiscite to consider taxation requisitions from a municipality;
  - (e) approve the bargaining mandate for all collective agreements;
  - (f) accept the resignations of all teaching staff;





## **CALGARY BOARD OF EDUCATION**

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### **Board of Trustees' Policy – Governance Process Page 3 to GP-5: Board of Trustees' Role Description**

- (g) terminate the services of a teacher;
  - (h) hold hearings for the purpose of appeals to teacher transfers;
  - (i) approve all locally developed/authorized courses for use in the CBE;
  - (j) make by-laws pursuant to legislation;
  - (k) make rules governing its internal procedure and its meetings;
  - (l) approve the ranking criteria that will determine the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan; consider applications for alternative programs, pursuant to section 31(2) of the School Act (charter schools); and
  - (m) authorize the successful tender for school buildings prior to submission to the appropriate Minister for approval.
3. The Board of Trustees shall establish and be accountable for an annual budget for its own governance functions, within the constraints of the administrative envelope and public acceptability.

Adopted: September 21, 2010

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

**November 2, 2010**

**CORRESPONDENCE**

**RECOMMENDATION:**

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

- Correspondence dated September 30, 2010 to Board Chair Pat Cochrane from the Honourable Dave Hancock, Minister of Education, regarding the *Speak Out – Alberta Student Engagement Initiative* encouraging engagement of students by sharing this information with principals, teachers and students and enclosing a copy of the *Year in Review 2009-2010*.
- Correspondence dated October 6, 2010 to Chief Superintendent Naomi Johnson from Mr. Keray Henke, Deputy Minister of Education advising of the approval by Minister Hancock to borrow a \$5.6 million capital loan to finance an energy performance contract for 15 CBE schools.
- Correspondence dated October 13, 2010 from the Honourable Dave Hancock, Minister of Education and Mr. Ray Danyluk, Minister of Infrastructure regarding authorization for the sale of the King Edward School building and lands to The Calgary Foundation for \$8,027,000 including legal responsibilities and compliance with the Disposition of Property Regulation AR 3/2001.

Respectfully Submitted

J.R. Barkway,  
Corporate Secretary's Office







ALBERTA  
EDUCATION

Office of the Minister



September 30, 2010

Ms. Pat Cochrane  
Calgary School District No. 19  
515 Macleod Trail S.E.  
Calgary, Alberta  
T2G 2L9

Dear Ms. Pat Cochrane:

*Speak Out – Alberta Student Engagement Initiative*, launched by the Government of Alberta in November 2008, has continued to engage thousands of high school students across the province, both face-to-face and online, about their education and learning experiences. A number of common themes have emerged around the importance of strong relationships among students and adults in their schools and communities and the need for healthy, personalized, flexible and positive learning environments.

I am pleased to present you with a copy of the *Year in Review 2009-2010*, which is a summary of these thousands of student voices.

There is a growing body of evidence linking student engagement with graduation rates and academic success. Asking for students' input and taking action on their ideas will move us toward creating more actively engaged citizens and a stronger education system in our province.

I encourage you to continue to engage students in this provincial initiative by sharing information about *Speak Out* with principals, teachers and students in your division. If you would like more information, please visit [www.speakout.alberta.ca](http://www.speakout.alberta.ca).

I appreciate your continued assistance and support in moving this initiative forward.

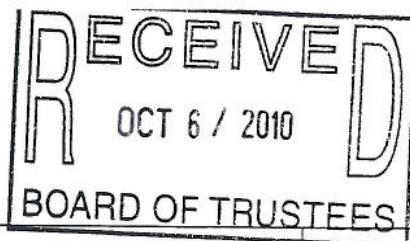
Yours truly,

Dave Hancock, Q.C.  
Minister

#### Attachments



224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018  
203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971



## Speak Out – the Alberta Student Engagement Initiative



### Youth-oriented action in education will enrich Alberta's long-term vision

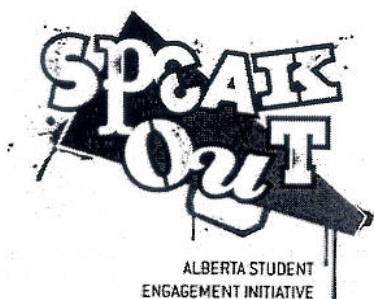
*"Alberta's youth must have a voice in the decisions that affect their learning and their futures," said Minister of Education Dave Hancock. "Speak Out is an opportunity for students to tell us how we can offer education programs that are supportive, flexible and consistent with their needs."*

*(Excerpt from November 26, 2008 Official Launch of Speak Out - Government of Alberta News Release)*

### How are Alberta's youth Speaking Out?

#### Speak Out Online

The *Speak Out* interactive website, [www.speakout.alberta.ca](http://www.speakout.alberta.ca) is a place where youth are sharing their thoughts and opinions with their peers and with Alberta Education. The website includes videos, contests, fully moderated discussion boards, a daily blog, and information on *Speak Out* Forums, the Annual *Speak Out* Conference and the Minister's Student Advisory Council. This website is a fully public site and boasts thousands of student-generated comments and posts with over 200 000 hits. Students are talking about everything including teaching styles, curriculum, technology, the future and their desire to improve how education looks and feels for them. Join the conversation and be heard!



#### Speak Out Forums

For this upcoming 2010-11 school year, more *Speak Out* Forums are planned. At these small group facilitated discussions, students in grades 9 – 12 talk about their education. They talk about what's working, what's not, and what can be done about it. All dates, locations, and reports from these forums are available at [www.speakout.alberta.ca](http://www.speakout.alberta.ca) under the "Forum" tab.

**Interested in hosting your own *Speak Out* Forum?** Send an email to [speakout@gov.ab.ca](mailto:speakout@gov.ab.ca) to get your award-winning DVD Tool Kit and all the supplies you'll need for your event – for free! Once you're done, send us the results and we'll write the report for you! It's that easy. Literally thousands of students across Alberta have successfully used the DVD Tool Kit. Don't miss out on this opportunity to *Speak Out*!

### 3<sup>rd</sup> Annual *Speak Out* Conference – April 15-17, 2011, Edmonton

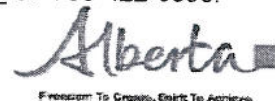
In order to continue the conversations that occur online and at the *Speak Out* Forums, the 3<sup>rd</sup> Annual *Speak Out* Conference is scheduled for April 15-17, 2011 in Edmonton. With only 200 student seats available, this event historically fills up fast, so if you are interested, apply early. There are no conference fees and meals and accommodation will be provided for students and chaperones. And yes, all students, regardless of age (14-19), must be chaperoned. Ground transportation will be provided from major hubs around the province to Edmonton.

**The application deadline is 4:30 pm, February 28, 2011.** You can apply online!

#### The 2010-11 Minister's Student Advisory Council

The Council consists of 24 youth, ages 14 to 19, with different backgrounds, opinions, experiences and perspectives from all regions of Alberta. The Council provides its perspectives to the Minister and Alberta Education on educational issues. Council member terms are for one year and members receive leadership, facilitation, media and public speaking training. They also meet with the Minister a few times per year (October, January and May). Each Council member hosts their very own *Speak Out* Forum using the DVD Tool Kit. Biographies and a Terms of Reference for the Council are available online. Deadline to apply for the 2011-12 Council is May 27, 2011.

For more information, contact Kelley Bessette, Student Engagement, at [kelly.bessette@gov.ab.ca](mailto:kelly.bessette@gov.ab.ca) or 780-422-0390.





**COUNCIL**



ALBERTA STUDENT  
ENGAGEMENT INITIATIVE

Minister's Student Advisory Council Application Form

[speakout.alberta.ca](http://speakout.alberta.ca)

Government  
of Alberta



## About Speak Out

*Speak Out* - the Alberta Student Engagement Initiative was launched in 2008. The *Speak Out* program provides opportunities for students to provide input on their education experience. There are four ways students can get involved: the interactive website at [www.speakout.alberta.ca](http://www.speakout.alberta.ca); *Speak Out* Forums; the Annual *Speak Out* Conference; and the Minister's Student Advisory Council.

## What's the Minister's Student Advisory Council?

The Council is a group of 24 youth, aged 14 to 19, that will advise the government on education issues that affect youth. It will meet with the Minister of Education a few times a year. Members participate in discussions throughout the year, and they act as ambassadors of the program in their communities and schools.

## Why Should I Join?

As a member of the Council, you can help improve education in your community and in Alberta. You'll get to know other youth across the province. You'll gain public speaking and leadership experience. You'll learn about social issues, education, government and much more.

## Who Can Join?

If you're 14 to 19 years of age and live in Alberta, you can apply. You don't need to attend a certain school – or even still be in school. In fact, we're looking for youth with different backgrounds, opinions and experiences.

In order to ensure full provincial participation, the province has been divided into zones.

Council members are selected based on a diversity of backgrounds, opinions and experiences. You may be asked to participate in a telephone interview as part of the selection process.

Council terms are for one year. As a Council member, you'll participate in various activities, including student forums and conferences, online discussions and gathering the student voice. You'll promote the initiative in your community and you'll travel to Edmonton a few times during the year for meetings.

This is a volunteer position and there is no cost to you. **Travel, meals and accommodation expenses will be covered.**

## How Do I Apply?

Fill out the attached form and mail or fax it to the address below. You can also apply online at [www.speakout.alberta.ca](http://www.speakout.alberta.ca).

## Coordinator

**Speak Out - Student Engagement Initiative  
Alberta Education**

**12th Floor, 44 Capital Boulevard**

**10044 - 108 Street**

**Edmonton AB T5J 5E6**

**Phone: 780-422-5665**

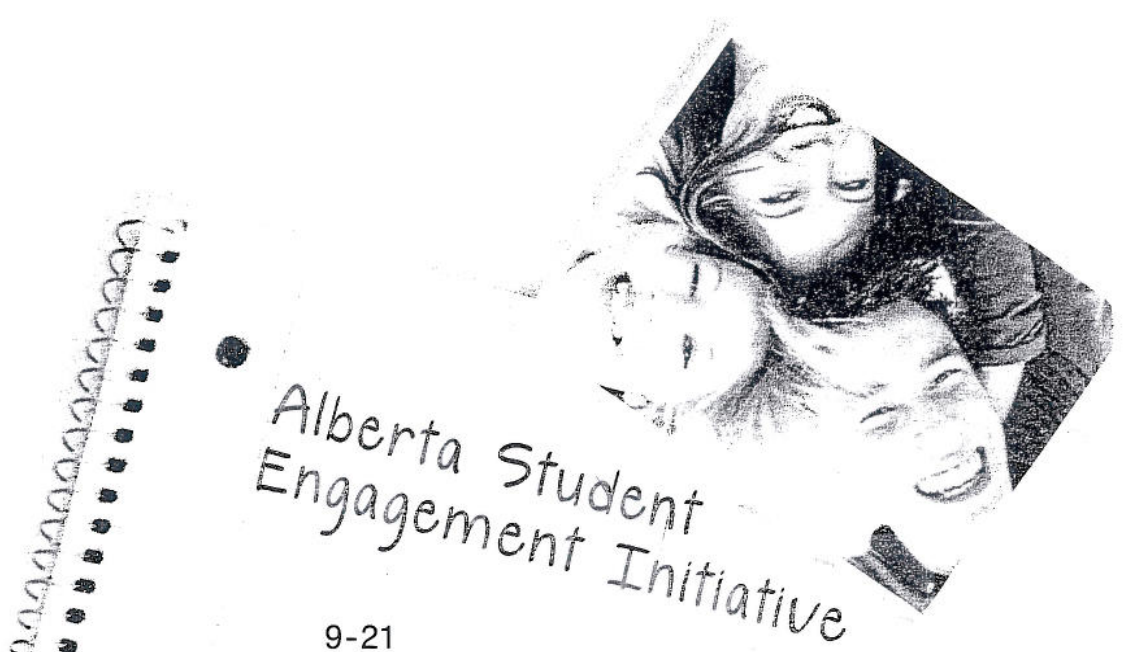
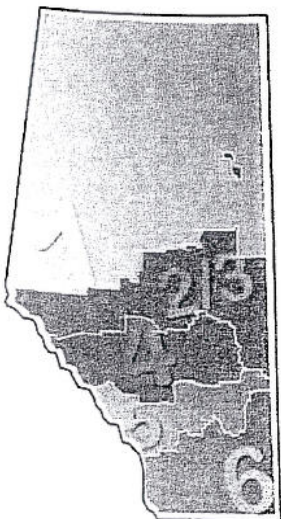
**Fax: 780-415-2481**

**E-mail: [speakout@gov.ab.ca](mailto:speakout@gov.ab.ca)**

## How Do I Invite Someone Else to Apply?

Know someone who'd be perfect for the Council?

Visit [www.speakout.alberta.ca](http://www.speakout.alberta.ca) to send them this application form.



## Speak Out - Minister's Student Advisory Council

### Application Form

The collection of personal information on this form is authorized pursuant to section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP Act) and will be used for the purposes of assessing and making recommendations regarding your eligibility or suitability for membership on the Minister's Student Advisory Council. If you are selected to participate on the Council, you are consenting to the publication of your name, school, city / town / jurisdiction and a mutually agreed to member profile statement through news releases, to publicize and promote the Council's activities. If you have any questions or inquiries regarding the collection and use of your personal information please contact Jamie Anderson, *Speak Out* - Student Engagement Initiative, 12th Floor, 44 Capital Boulevard, 10044 - 108 Street, Edmonton, AB, T5J 5E6, 780-422-5665.

### Applicant Contact Information - Please print clearly

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Gender: M / F Date of Birth: (yyyy/mm/dd) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone Number: Home: ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

E-mail: \_\_\_\_\_

Are you a student right now? Y / N Grade: \_\_\_\_\_ School: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Principal's Phone Number: \_\_\_\_\_

School Board: \_\_\_\_\_

**Perspectives:** Based on your perspectives, background and experiences, what would you bring to the Council? Please check all that apply.

- |                                      |   |   |   |
|--------------------------------------|---|---|---|
| <input type="checkbox"/> Rural       | <input type="checkbox"/> Dropped out        | <input type="checkbox"/> Métis            | <input type="checkbox"/> Immigrant                    |
| <input type="checkbox"/> Urban       | <input type="checkbox"/> Graduated          | <input type="checkbox"/> Inuit            | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> North       | <input type="checkbox"/> Full-time employed | <input type="checkbox"/> First Nations    | <input type="checkbox"/> Person with a disability     |
| <input type="checkbox"/> In school   | <input type="checkbox"/> Part-time employed | <input type="checkbox"/> Visible Minority | <input type="checkbox"/> Francophone                  |
| <input type="checkbox"/> Other _____ |   |   | <input type="checkbox"/> French Immersion             |

### Tell Us About Yourself

Your answers to the following questions will help us get to know you a bit better. Please limit your answers to 100 words for each question and submit them on a separate sheet of paper.

- 1) What accomplishments are you most proud of and why?
- 2) Think about an issue you are passionate about. Why is this issue important to you?  
Why does the Minister need to know about this issue?
- 3) Why do you want to be a Council member?
- 4) What else do you think we should know about you?



Have you been involved with *Speak Out* previously? Y / N

**Check all that apply:**

- ☐ Website ([www.speakout.alberta.ca](http://www.speakout.alberta.ca))      ☐ Annual Student Conference  
☐ *Speak Out* Forum      ☐ Minister's Student Advisory Council

**How did you hear about the Minister's Student Advisory Council?**

- ☐ Online @ [www.speakout.alberta.ca](http://www.speakout.alberta.ca)      ☐ Friend      ☐ The news      ☐ Print ad  
☐ *Speak Out* Forum      ☐ Teacher      ☐ Online ad      ☐ Other \_\_\_\_\_  
☐ Poster      ☐ Parent      ☐ Television ad

- ☐ Applicant, if you would like to receive more information on *Speak Out* activities, including the Minister's Student Advisory Council, through e-mail updates, please check this box.

**The information that is provided for this application is true, accurate and complete.**

**I consent to the publication of my name and city/town/jurisdiction, which may include a mutually agreed-to profile of my achievements, that will be used by Alberta Education and the media for the purposes of highlighting and promoting *Speak Out* activities.**

Applicant's Signature \_\_\_\_\_

Date \_\_\_\_\_

Signature of Parent/Guardian (if applicant is under 18 years of age) \_\_\_\_\_

Date \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_ Relationship to Applicant: \_\_\_\_\_

Parent/Guardian Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Parent/Guardian Phone Number: Home: (    ) \_\_\_\_\_ Cell: (    ) \_\_\_\_\_

E-mail: \_\_\_\_\_

- ☐ Parent/Guardian, if you would like to receive more information on *Speak Out* activities, including the Minister's Student Advisory Council, through e-mail updates, please check this box.

**APPLICATION DEADLINE: Friday, May 27, 2011**

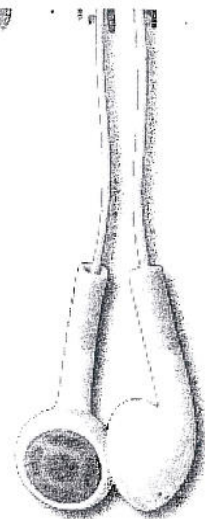
Your completed application must be received by 4:30 pm on May 27, 2011.

Please send to:

Student Engagement Coordinator  
Speak Out, Alberta Education  
12th Floor, 44 Capital Boulevard  
10044 - 108 Street  
Edmonton, AB T5J 5E6  
Or fax to: 780-415-2481  
Or email to: [speakout@gov.ab.ca](mailto:speakout@gov.ab.ca)

Remember you can always fill out this application online.  
Visit [www.speakout.alberta.ca](http://www.speakout.alberta.ca)

Questions? Please call 780-422-5665





7th floor, Commerce Place  
10155 - 102 Street  
Edmonton, Alberta, Canada T5J 4L5  
Telephone 780-427-3659 Fax 780-427-7732

October 6, 2010

AR66763

Ms. Naomi Johnson  
Chief Superintendent  
Calgary Board of Education  
515 Macleod Trail SE  
Calgary, Alberta  
T2G 2L9

Dear Ms. Johnson:

Thank you for your September 3, 2010 letter of request for approval to secure a loan for a retrofit project.

Your request for approval to borrow a \$5.6 million capital loan in order to finance an energy performance contract for 15 Calgary Board of Education schools has been reviewed and approved by Minister Hancock.

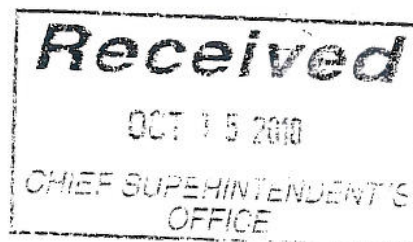
You may proceed with securing the loan in advance of the contract execution so that work may begin as soon as possible.

I wish you and your board success in this endeavour.

Sincerely,



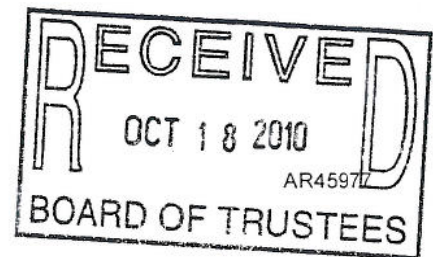
Keray Henke  
Deputy Minister  
Alberta Education





ALBERTA  
INFRASTRUCTURE

Office of the Minister  
MLA, Lac La Biche - St. Paul



October 13, 2010

Ms. Pat Cochrane, Chair  
Calgary Board of Education  
Education Centre Building  
515 Macleod Trail SE  
Calgary, Alberta T2G 2L9

Dear Ms. Cochrane:

*For 2*

Thank you for your recent letter requesting approval to sell the King Edward School building and lands in Calgary to The Calgary Foundation.

In accordance with Section 200(2) of the *School Act*, the Calgary Board of Education is authorized to sell the property, legally described as Plan 4479 P, Block 30, Lots 1-40 and Lane (OT), to The Calgary Foundation for the sum of \$8,027,000.

Our records indicate that the Government of Alberta's share of construction of the school is 47 per cent. Your board is to retain 47 per cent of the proceeds of the sale in capital reserve to be used towards future approved capital projects.

Your board is responsible for ensuring the final agreement indemnifies both the province and your board from future liability from environmental responsibilities and other liabilities that may arise from the sale. In disposing of this property, your board must comply with the *Disposition of Property Regulation AR 3/2001*.

If you have any questions, please contact Mr. Eiryn Devereaux, Director, School Facilities South, Learning Facilities Branch by email at [eiryn.devereaux@gov.ab.ca](mailto:eiryn.devereaux@gov.ab.ca) or by phone at 403-297-4563.

Sincerely,

*[Signature of Ray Danyluk]*

Ray Danyluk  
Minister of Infrastructure

*[Signature of Dave Hancock]*  
Dave Hancock, Q.C.  
Minister of Education

cc: Frank Coppinger, Superintendent, Facilities and Environmental Services  
Eugene Heeger, Director, Capital Planning and Development Services  
Sherri Lambourne, Manager, Leasing and Property Development Services  
Eiryn Devereaux

*Alberta*

## **CALGARY BOARD OF EDUCATION**

### **REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES Public Agenda**

**November 2, 2010**

**To:** Board of Trustees  
**From:** Naomi E. Johnson, Chief Superintendent of Schools  
**Re:** Chief Superintendent's Update  
**Purpose:** Information

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#### **I. RECOMMENDATION**

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

#### **II. PURPOSE OF THE UPDATE REPORT**

As the Board's Chief Executive Officer, the Chief Superintendent is accountable for meeting the expectations set by the Board of Trustees. These expectations are stated in Ends and Executive Limitation (EL) policies.

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees requires the provision of timely information, prudent counsel and support to the Board of Trustees. Along with other reports submitted to the Board of Trustees, this update meets the requirement of EL-3 for the provision of information in a timely, accurate and understandable manner.

#### **III. TIMELY INFORMATION**

##### **OFFICE OF THE CHIEF SUPERINTENDENT**

##### Valuing Diversity

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

The Fall 2010 issue of Valuing Diversity is published on the CBE website. The document is linked to a banner story about the establishment of two new advisory councils: the Cultural Advisory Council and the Elder Advisory Council. More information about the councils and a link to Valuing Diversity may be accessed at: [http://www.cbe.ab.ca/New/feature/oct20\\_10.asp](http://www.cbe.ab.ca/New/feature/oct20_10.asp)



### Inspiring Action on Education

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

To support the next phase of ongoing dialogue about the future of education, the Education Minister has released the Inspiring Action on Education discussion paper. The discussion paper links the vision, principles and policy governance shifts of Inspiring Education to the day-to-day work of teachers, school boards, parents, the Ministry, community members and other contributors to student learning. A copy of the discussion paper and the interactive site for adding your voice to the conversation are found at <http://engage.education.alberta.ca>

### Student Voice in the CBE

Ends 1: Mega End

Ends 2: Academic Success

Ends 3: Citizenship

Ends 4: Personal Development

Ends 5: Character

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

EL-6: Instructional Program

EL-16: Learning Environment and Treatment of Students

On September 29, 2010 the Chief Superintendent's Student Advisory Council held their first meeting. The Council consists of students from high school settings across the city who will meet regularly with the Chief Superintendent to discuss educational items of interest. Students serving on Council will receive high school credits for their work, as the Council has been designed as a course in the CBE's Career and Technology Strategy. In addition to providing their ideas and opinions to senior administration, along with the voice of their peers, these students will be learning valuable leadership skills in a community-based learning environment, making learning relevant and applicable to life outside of school. This is an exciting step forward in increasing student voice, student agency and personalized learning within the Calgary Board of Education.

### Premier's Council for Economic Strategy

Ends 1: Mega End

Ends 3: Citizenship

Ends 4: Personal Development

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

EL-16: Learning Environment and Treatment of Students

Eight CBE high school students attended a meeting of students asked to serve as a Youth Advisory to the Premier's Council for Economic Strategy. One hundred Grade 11 and 12 students from across the province were involved in a full-day workshop in Calgary on October 4, 2010. Students provided counsel to the Premier of Alberta and his Council for Economic Strategy.

The Premier's Council for Economic Strategy consists of 12 business leaders from Alberta and around the world. Seven of these Council members, as well as the Premier, were in attendance and joined student discussion groups throughout the afternoon.

The mandate of this workshop was to advise the Premier on conditions that need to be in place to ensure Alberta's continuing prosperity and quality of life for the next few decades. CBE students in attendance found the experience beneficial. They felt honoured to have an opportunity to discuss their ideas and opinions with their peers from across the province as well as engage in discussion with and provide feedback to the Premier and his Council.

## **FACILITIES AND ENVIRONMENTAL SERVICES**

### Personalizing Learning at Outdoor School

Ends 1: Mega End

Ends 2: Academic Success

Ends 3: Citizenship

Ends 4: Personal Development

Ends 5: Character

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

EL-6: Instructional Program

Energy and Environmental Service Department is actively engaged with 10 CBE schools revising the Grade 5-6 Outdoor School program. The focus of the pilot project is to have the instructional core be at the centre of the outdoor school experience. This Outdoor School Personalized Learning project will take place over the 2010-2011 school year and is part of the larger strategy to advance environmental learning in CBE schools connected to the EcoSites initiative identified in the Three Year Education Plan.

Children and youth have natural curiosities about the world around them and environmental learning provides multiple opportunities for personalized learning. Connecting students with the rich learning environment of nature is a priority. Ensuring that optimal student learning experiences in the natural environment offer engagement, authenticity and relevancy and engage student agency is also a priority. It is through authentic exploration/investigation that students will develop the skills for lifelong learning and future career choices. Student investigations involve an increasing amount of forethought as students build their understanding of the purposes and the processes required to learn about the world around them. Through this experience students develop their own ideas to investigate, find ways to test their ideas and reflect on their findings, leading to the creation of new knowledge and competencies.

The Outdoor School experience provides opportunities for affective learning. Through rich, first-hand contact with nature, students have opportunities to reflect



on their feelings about the environment and to plan actions to make the world a better place. Outdoor School also provides flexible opportunities for engagement. Experiential, outdoor learning reaches students who may have challenges learning in a classroom setting.

The Outdoor School Personalized learning pilot aims to provide opportunities for personal development through engaging students in authentic learning environments set in the natural world. Students are personally challenged by the need to care for themselves in response to the natural environment. This learning can have a lasting effect on students' relationship with the world around them.

## **LEARNING INNOVATION**

### Ends Reporting and Grade Level of Achievement Reporting in English Language Arts, Mathematics, Science, and Social Studies

Ends 1: Mega End

Ends 2: Academic Success

Ends 4: Personal Development

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

The personalization of learning system strategy is also advancing through the introduction of a new Ends 3, 4, 5 Assessment and Reporting Framework for students in Kindergarten through Grade 12. Through Ends student report card information and expanded grade level achievement reporting (GLAR) practices, attention is focused on assessment practices that guide teacher practice, increase student agency, ensure access to learning for all students and provide opportunities for varied means of representing understanding.

Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character are reflected in the Program of Studies and are embedded in the learning tasks found in every classroom within the Calgary Board of Education. The Ends report card process is guided by commitments to: shared responsibility, student achievement and engagement, inclusivity, formative assessment and strength-based reporting.

Learning Innovation is providing system support to all principals/schools as they take up this work. Information sessions for principals, other school-based leaders, School Council representatives and Alberta Teachers' Association Council of School Representatives, in conjunction with the provision of illustrative examples and the design of school-specific implementation plans, are helping to build system understanding and practices of this important work.

### September 30 Enrolment Submission

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

Schools worked diligently during the month of September to provide clean, consistent student data for submission to Alberta Education. Over 9,000 new



Alberta Student Numbers were assigned to CBE students and another 4,500 data corrections were made by schools with the help of the student data team. The submission was completed ahead of time.

#### 2010 Premier's Award of Excellence

Ends 1: Mega End

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

EL-4: Treatment of Parents and Citizens

EL-6: Instructional Program

The Calgary Board of Education received a Bronze award for its part in the Calgary Young Offender Centre Amatrol Lab project. This award recognizes the outstanding work of Don Gordon, Principal of West View Secondary School; Don Winchester, Learning Leader at West View Secondary School; and Ramona Deer, Director, Calgary Young Offender Centre, Solicitor General and Public Security.

The award ceremony was held on October 6, 2010 at the Northern Alberta Jubilee Auditorium. The Premier's Award of Excellence advances best practices within government in order to continuously enhance programs and services to Albertans.

#### Alberta Education Student Recruitment Mission to Brazil

Ends 1: Mega End

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

EL-14: Student Accommodation

The CBE participated in the Alberta Education International Recruitment Mission to Brazil. Eight school districts from across the province attended recruitment fairs organized by Alberta Education and a Brazilian partner. The purpose of the mission was to attract Brazilian high school students to spend either a semester or a full-year in Alberta high schools.

#### Donations from Outside Organizations

Ends 1: Mega End

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

EL-4: Treatment of Parents and Citizens

Corporate Partnerships receives donations from a number of generous groups and organizations. Donated items range from stickers, binders and general office supplies to overhead projectors and the always-popular whiteboards. Since the beginning of September 2010, 1,200 binders worth approximately \$300 and another \$1,000 worth of office supplies and equipment were sent out to our schools. The number of donations increases every year. Our target group of schools is those on the Equity Allocations List. So far, 50 schools have benefited from the generosity of our business donors.

Regular yearly major donors include Federal employees located at the Harry Hays building, The Law Society of Alberta and Vista-IMV JV Corporation (Ikon). Past donors include Bell Canada, Illumina Research Partners, Atco Pipelines and Gowling Lafleur Henderson.

#### CBE Celebrates AISI Projects with Alberta Education

Ends 1: Mega End

Ends 2: Academic Success

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

EL-6: Instructional Program

At the end of June 2010 representatives from the Alberta Education School Improvement Branch visited with the Calgary Board of Education AISI project staff to learn about and view exemplars of the work taking place in schools related to the Calgary Board of Education's two AISI projects: 1) Creating Secondary Schools that Serve the Needs of All Students and 2) The Personalization of Student Learning. Presentations included a description of the focused work taken up by schools with specific examples provided of how schools are personalizing learning for students. The event was well-received by the Alberta Education audience who spoke highly of the evidence of student learning and of the district-wide personalization of student learning strategy.

### **LEARNING SUPPORT**

#### Interpreter Booking System Training for Staff

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

EL-16: Learning Environment/Treatment of Students

Training for school-based staff on the interpreter booking system was held this October. The purpose of the training was for school staff to better understand the on-line booking system and how to effectively use the services of an interpreter. Through the booking system, schools are presented with options that support efficient and cost effective strategies for managing interviews requiring interpreter support and ensuring appropriate parent engagement.

#### Calgary Board of Education Elder Advisory Council

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

EL-16: Learning Environment/Treatment of Students

On Thursday, October 7, 2010 the CBE hosted the first Elder Advisory Council meeting with a focus on improving First Nation, Métis and Inuit student success. Elders representing local Aboriginal communities and members of CBE administration met to discuss the desired future for First Nation, Métis and Inuit students in our school system. All participants agreed this is a positive step in working collaboratively toward a shared understanding and a common goal to create a bright future for First Nation, Métis and Inuit students



### Aboriginal Family Literacy Programs

Ends 2: Academic Success

Ends 4: Personal Development

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

EL-16: Learning Environment/Treatment of Students

Students participating in last year's pilot of the Aboriginal Family Literacy Program achieved an average increase of 10 months in their reading levels. This success has led to new Family Literacy programs in three schools: Valley View, Abbeydale and Piitoayis Family School. The Aboriginal Education Team worked with school-based staff to launch Family Literacy Programs 2010. Students and families meet one evening per week for ten weeks. During the evening they enjoy a family-style dinner and, with the support of Elders, participate in literacy cultural activities. This program is generously supported by Education Matters.

## **IV. ENDS STATEMENT FOCUS**

The focus of this report is on Ends 4: Personal Development. The Board of Trustees has indicated that, "Each student will acquire the skills, attributes and knowledge to achieve personal highest potential."

Calgary Board of Education schools have provided illustrative examples of how personalized student learning that supports the Board of Trustees' Ends is lived in classrooms across the district.

### **AREA I**

As part of the Teaming Up 4 Healthy Learners initiative and through curricular connections, Arbour Lake School helps students develop and maintain a healthy, active lifestyle, a provision of Ends 4: Personal Development. One of our annual activities is a whole school Wellness Day. Students take part in sessions that fall under one of these three health and wellness strands: Fitness, Nutrition/Personal Wellness and Healthy Relationships. Over 30 volunteers, as well as staff session leaders, share their knowledge and expertise in these areas. Sessions range from skating, kickboxing and yoga to body image, healthy snacks and positive relationships. Students participate in multi-aged groups from Grades 5 to 9 and are accompanied by a teacher as they travel from session to session. A wellness committee consisting of staff, students, parents, our school nurse and other CBE/community members works together to plan this very popular day.

Wellness Day activities are not considered a 'one-time' event. Health and homeroom teacher advocates devise pre and post activities related to the event and continually revisit the topics throughout the year. Our school development goals that focus on personal success and citizenship are reflected in this ongoing work.



## AREA II

Story is a powerful vehicle through which students and staff at Hidden Valley School explore, reflect on and make personal connections to Ends 4. These stories provide excellent springboards for our students to set personal development goals for themselves as learners. Relative to our work on personal development, one book that is not staying on the shelves of our learning commons is The 7 Habits of Happy Kids by Stephen Covey. In this book, Covey's characters learn the importance of taking charge of themselves, planning their actions and setting priorities. These stories provide excellent springboards for our students to set personal development goals for themselves as learners.

So far, our students have come to know that *being in charge* means asking questions if you're not sure what to do. Being in charge means, also, that children understand learning isn't always easy but persistence is expected. It means learning to say "I can" and "I will try my best". *Planning actions* begins with having materials organized and a mind set for learning. Children engage in problem solving situations across the curriculum and are encouraged to articulate and evaluate the effectiveness of their plans. 'Strategy' is a common word. *Setting priorities* involves using work time well. More importantly, it involves students' ability to articulate what is worth our time as learners and why.

Not only does The 7 Habits of Happy Kids correspond with the new report card stems on Ends 3, 4 and 5 but it provides a common frame of reference for staff and students in advancing the work around fostering citizenship, character and personal development.

## AREA III

"In attempting to measure students' personal development in the context of learning, the term *personal* is key" (Reasonable Interpretation for Ends 4: Personal Development). Area III schools serve highly diverse populations of students, many of whom have added challenges to navigate as they strive to achieve their personal best. Developing greater student agency in learning is critical for success.

In August 2010, all Area III staff was invited to participate in the Area Opening. Bound by the voices of students, the work of Area III was clearly described while highlighting the alignment to Alberta Education's goals and the CBE Three Year Education Plan. The stories these students shared described what they need from us as educators and provided evidence of achievement of Ends 4: Personal Development.

Enthusiastic and hopeful, a boy entering Grade 7 demonstrated confidence and autonomy in learning as he described his personal interests, skills and abilities,

and goals for the future. A well-rounded individual with big dreams as well as interest and strength academically and within the fine arts, this boy clearly articulated his plans for the future and was able to paint a picture for educators of what he needs from his school experience to ensure he succeeds. As he said, we will remember him when...

Strong and sincere, a returning Grade 12 student spoke of her journey. A story of resiliency and the ability to adapt, this young woman spoke to her learning style, preferences, and interests. She spoke of her evolving understanding of herself as a learner and her growing ability to know what she needs as a learner. She spoke of the power of educators believing in her and more importantly, of the power of believing in herself.

With conviction in front of two groups of approximately 900 people, these two students demonstrated a love of learning, commitment to ongoing growth and the ability to adapt in ways to ensure personal success as learners. They caused the Area III staff to pause and consider their roles in the personal development of our students to reach their highest potential.

#### **AREA IV**

Personalization of learning is at the heart of our work in the "personal development" of students at Central Memorial High School. As students enter Grade 10, they complete the True Colors Personality Inventory through their English or Social classes. The True Colors Inventory helps our new high school students learn about their gifts and talents and successfully use these gifts and talents not only in their academic work but in life as well. Our many diverse programs and courses allow for student choice as they develop their love of learning through areas of study such as the Performing and Visual Arts, the National Sport Academy, Knowledge and Employability courses and credentialed courses such as Cosmetology or Auto-body through the Career and Technology Centre.

Self advocacy is certainly at the core of our continuing work towards developing personalized learning plans for our students. Students have supplemented this work through access to the expertise we have available in our Learning Resource Centre, Career Centre and through our Work Experience Coordinator.

Over 400 students have participated in Rapport Leadership training sponsored by the Werklund Foundation over the last 2 years. Students learned through Rapport how to overcome their personal limitations and develop a sense of self and resiliency that has helped these students face their challenges with courage and passion. We have also had many students volunteer to be leaders at Central. In Students' Council the numbers have grown from 35 in 2009 to over 140 in 2010. Their contributions to school spirit and community have been enormous. Our



Student Activist Central has helped students build awareness of global issues and how to make a difference through personal conviction and action.

Central Memorial adopted the modular system for our Physical Education classes. Students choose from dozens of areas of physical pursuit to develop a healthy and active lifestyle. And our work in student electronic portfolios has encouraged students to be reflective as they generate goals based on self-assessment of their work over time and personal growth over the course of their high school career.

## **AREA V**

Staff, students and parents of Sundance School work collaboratively to address Ends 4: Personal Development. Following are some details related to specific aspects of Ends 4, which have engaged students in reaching their personal highest potential.

“Each student at Sundance School acquires the skills, attitudes and knowledge to achieve their personal highest potential.”

Accordingly, Sundance students are critical and creative thinkers. For example:

The main focus for school improvement is inquiry. Staff continues to use the inquiry process to open students to wonder and puzzlement. In turn, students have improved their creativity, heightened their positive attitudes toward school and increased their independence.

Sundance Students demonstrate commitment to making a difference based upon personal convictions. For example:

Our Student Leadership Team, comprised of students from Grades 1 to 6, is a perfect example. Leadership Team members are selected by teachers based on the student’s interest and commitment to making a difference in our school. With the leadership of the principal and assistant principal, the group brainstormed and assigned “special spirit-raiser days,” coordinating spirit days with parent-organized special lunch days.

Staff, students and parents are developing resiliency through the Virtues Project. For example:

The virtue of the month for October is thankfulness and we use this virtue to address issues that have the potential to be perceived negatively. Opportunities to use the virtues in class, at recess, in the lunchroom and at home are addressed via morning announcements and through monthly newsletters.



Further, Sundance students develop and maintain a healthy, active lifestyle. For example:

The Student Leadership Team makes weekly announcements about active living and healthy food choices. Together with our new intramurals program and our daily physical activity program, all Grade 1 to 6 Sundance students have opportunities to remain physically active.

These are but a few of the ways Ends 4 is lived daily by students and staff at Sundance School.



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

**CALGARY BOARD OF EDUCATION**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

**PUBLIC AGENDA**

**November 2, 2010**

**To:** BOARD OF TRUSTEES

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Report on the Financial Status of Operating Reserves and Designated Funds as at August 31, 2010**

**Purpose:** Approval

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

**Originator:** Deborah L. Meyers, Superintendent Finance and Business Services & CFO

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

**I. RECOMMENDATIONS**

It is recommended:

1. THAT information regarding all provisional transfers to and from operating reserves and balances at August 31, 2010, be received for monitoring information and for the record as outlined in Attachment I.
2. THAT a draw of \$1,665,025 from the Transportation Fee Stabilization Reserve to mitigate the deficit within the Transportation block be approved, in accordance with Alberta Education Regulations.
3. THAT a transfer of \$1,749,593 to the Unrealized Investment Gain/Loss Reserve, reflecting unrealized investment gains experienced during the 2009/10 fiscal year, be approved.
4. THAT a transfer of \$311,306 to the Utility Expense Stabilization Reserve, reflecting an overall surplus in the Facilities and Environmental Services budget tied to a favourable variance in utility expenses, be approved.
5. THAT a transfer of \$1,129,031 to the Fiscal Stability Reserves tied to a favourable benefit expense variance, be approved.

6. THAT a transfer of \$500,000 to the System Transformation Reserve tied to a favourable benefit expense variance, be approved.
7. THAT a transfer of the expected residual annual operating surplus of \$538,602 to Unrestricted Net Assets (UNA) Operating Surplus, be approved.

## **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. The Chief Superintendent is required to provide a report to the Board prior to November 30 each year, regarding the actual use of operating reserves in comparison to Board approved commitments.

## **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 Q1 Modified Operating Budget to meet the monitoring requirements of EL-11: Financial Condition.

The Board has approved terms and conditions for various operating reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with EL-11: Financial Condition. Designated operating project funds requested for carry forward to 2010/11 will increase the Budget for 2010/11 and were previously submitted and approved by the Board of Trustees on October 5, 2010.

## **IV. ANALYSIS**

### Withdrawal from Reserves Commentary

There were many draws against reserves that were originally approved by the Board of Trustees in support of the 2009/10 Operating Budget and these amounts were monitored and amended as appropriate in the quarterly monitoring reports based on the best information at the time. As year end comes to a close, Administration has reviewed all actual expenditures and has matched any recommended additional transfers into or withdrawals from the appropriate operating reserve for the Board of Trustees consideration. The following provides details to support all requests for Operating Reserve transfers for the year ended August 31, 2010.



#### Transportation Fee Stabilization Reserve

The original approved 2009/10 Operating Budget had called for a planned reserve draw of \$612,000 in support of the transportation of students. Administration has monitored the service offer in Transportation as well as all external fee revenues, grant funding and expenses under this funding Block. The net result at year end is overall revenues of \$35,632,056 and expenses of \$37,976,852 resulting in an unfavourable difference of (\$2,344,796) to be partially funded by a reserve draw, if approved by the Board of Trustees. The revenue shortfall is primarily due to the loss of the Fuel Grant, and higher expenses tied to the addition of 24 more routes than originally planned. This transfer only partially balances the Transportation Block. The balance of the shortfall is covered by other block surplus funds.

#### Unrealized Investment Gains/Losses Reserve

Under Generally Accepted Accounting Principles (GAAP) the corporation must post any unrealized gains or losses in its investment portfolio, within the General Ledger. Administration created the unrealized Gains/Losses Reserve at the end of the 2007/08 fiscal year with Board of Trustees approval to mitigate any fluctuations in these values so as not to impact the instructional service offer. Due to favourable general market conditions, the organization experienced an unrealized gain of \$1,749,593 in its portfolio as at August 31, 2010, which is a reversal of events that occurred in 2008/09. Administration is requesting that all these unrealized funds be placed back into this Reserve in accordance with GAAP reporting requirements, resulting in a fiscal year end balance of \$1,749,593.

#### Fiscal Stability Reserve

A planned draw of \$2,500,000 was approved by the Board of Trustees in the Q1 Modified Budget, to mitigate \$1.5 million of additional costs reflected in the budget and also tied to the loss of \$1.0 million in provincial grant funding. Based on favourable variances tied to service unit staff vacancies and reduced benefit costs, a request to return \$1,129,0931 to the reserve will bring the balance in this reserve to \$5.0 million.

#### Utility Expense Stabilization Reserve

The original approved 2009/10 Operating Budget had called for a planned reserve draw of \$1,911,000 to balance the Facilities and Environmental Services Budget. However, due to lower utility expenses tied to a warmer winter, and a small favourable variance overall in the Plant Operations and Maintenance block, no draw on the reserve is required and instead a modest fiscal year end transfer of \$311,306 is being recommended to add to the Reserve.

#### System Transformation Reserve

The original approved 2009/10 budget did not request any draw from this Reserve. Based on positive year end fiscal results tied to a favourable benefit expense an additional transfer of \$500,000 is requested to bring the Reserve balance to \$1,500,000.

#### General Instruction Reserve

The original approved 2009/10 budget had called for a planned draw of \$1,358,000 which was increased to \$2,358,000 in the first quarter report to the Board of Trustees. However, due to reduced benefit expenses and service unit vacancies, this draw is not required.

#### Annual Operating Surplus

After all revenues less expenses and recommended transfers identified in this report, the residual positive balance is \$538,602. This annual operating surplus represents approximately 0.05% of budgeted expenses. Administration is requesting that this be added to the Unrestricted Net Assets (UNA) from the previous fiscal year for an overall August 31, 2010 ending balance of \$3,500,444.

Each of these requests to transfer funds to or from these Reserves has been made in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines. The summary of all reserves is provided in Attachment I, including the recommended additional provisions to the reserves and draws from the reserves. These are being provided consistent with EL-11 Financial Condition and for monitoring purposes. In addition, it should also be noted that the Fiscal Stability Reserve and the General Instruction Reserve are now at their maximum cap limit.

### **V. FINANCIAL IMPACT**

#### ***Statement of 2009/10 Annual Budgeted Revenue and Expense***

The Calgary Board of Education's net audited financial statement results will not change the transfers identified in Attachment I; these reserve transfers are consistent and in alignment with the intent of previous Board of Trustees motions.

#### ***Statement of Revenue and Expense and Forecast for the Year Ending August 31, 2010***

As at August 31, 2010, the Calgary Board of Education achieved a very modest favourable net variance of \$0.54 million on overall expenditures and revenues for the year ending August 31, 2010, after accounting for the reserve provision requests identified in this report. On an approved modified expenditure budget of \$1,021.5 million, this net variance, and resulting net operating surplus, represents approximately 0.05% of the CBE's overall operating budget for 2009/10.

The complete Financial Statements with KPMG's signed Auditors Report will be placed before the Board of Trustees on November 30, 2010 for final adoption and approval. At the time of writing this report, KPMG is completing their audit. Any changes required as a result of their findings could amend the year end position for the CBE.



## **VI. IMPLEMENTATION CONSEQUENCES**

Superintendents' Team will be assessing the 2010/11 Operating Budget during the first quarter to determine if any additional 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 Financial Status of Operating Reserves and Designated Funds as at August 31, 2010, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2009/10 Operating Budget and associated financial results 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: 2009/10 Statement of Operating Reserves and Designated Funds and Recommended Year-End transfers  
(additional provisions/(use) at the year ended August 31, 2010



**CALGARY BOARD OF EDUCATION**  
**2009/10 STATEMENT OF OPERATING RESERVES AND DESIGNATED FUNDS**

(As at August 31, 2010)

<u>Description</u>	<u>Reserve Balance Sept 1, 2009</u> (\$000)	<u>Fiscal Year Board Approved Budgeted Commitments</u> (\$000)	<u>Fiscal Year Board Approved Q1 Budgeted Commitments</u> (\$000)	<u>2009/2010 Interest Allocated</u> (\$000)	<u>Recommended Year-End Transfers (Additional Provision/(Use))</u> (\$000)	<u>Reserve Balance Aug 31, 2010</u> (\$000)
<b>OPERATING RESERVES</b>						
Transportation Fee Stabilization	1,665	(612) <sup>1</sup>	(580) <sup>2</sup>	-	(1,665)	-
Continuing Education Fee Stabilization	1,313	-	-	-	-	1,313
Unrealized Investment Gains and Losses	-	-	-	-	1,750	1,750
Utility Expense Stabilization Reserve	4,559	(1,910) <sup>1</sup>	(1,910) <sup>2</sup>	-	311	4,870
Snow Removal Budget Stabilization	200	-	-	-	-	200
Administrative Systems Renewal	5,322	(1,038) <sup>1</sup>	(1,038) <sup>2</sup>	-	-	5,322
General Instruction	3,000	(1,358) <sup>1</sup>	(2,358) <sup>2</sup>	-	-	3,000
Fiscal Stability	3,871	-	(2,500) <sup>2</sup>	-	1,129	5,000
System Transformation	1,000	-	-	-	500	1,500
<b>Total Operating Reserves</b>	<b>20,930</b>	<b>(4,918)</b>	<b>(8,386)</b>	<b>-</b>	<b>2,025</b>	<b>22,955</b>
<b>OTHER DESIGNATED OPERATING FUNDS</b>						
Instructional and Service Unit initiatives	2,892	(2,892)	(2,892) <sup>2</sup>	-	2,500	2,500
School Decentralized Budgets	3,750	(3,750)	(3,750)	-	5,054	5,054
<b>Total Other Designated Funds</b>	<b>6,643</b>	<b>(6,642)</b>	<b>(6,642)</b>	<b>-</b>	<b>7,554</b>	<b>7,554</b>
<b>UNRESTRICTED OPERATING SURPLUS</b>						
Unrestricted Net Assets Surplus (UNA)	2,962	-	-	-	539	3,501

1. The Board of Trustees approved withdrawal amounts reflected in the Approved 2009/2010 Operating Budget

2. The Board of Trustees approved withdrawal amounts reflected in the Approved Q1 2009/2010 Operating Budget

**CALGARY BOARD OF EDUCATION**

**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**

**PUBLIC AGENDA**

**November 2, 2010**

**To:** Board of Trustees

**From:** Naomi E. Johnson, Chief Superintendent of Schools

**Re:** **Impact Statement Regarding Recommendations for Amendment of Policy Governance -- Executive Limitation 13: Facilities and Governance Process 5: Board of Trustees' Role Description**

**Purpose:** Information

**Governance Policy References:** Governance Process 3: Governance Policy Development  
EL-1: General Executive Constraint  
EL-3: Information, Counsel and Support to the Board of Trustees

**Originators:** Frank J. Coppinger, Superintendent, Facilities & Environmental Services  
Naomi E. Johnson, Chief Superintendent of Schools

**Resource Persons:** Eugene Heeger, Director, Capital Planning and Development Services, Facilities & Environmental Services  
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent  
Roderick Peden, General Counsel and Corporate Secretary

**I. RECOMMENDATION**

It is recommended:

THAT this report be received for information.

**II. ISSUE**

Governance Process 3: Governance Process Development requires that, prior to second reading of a recommendation for amendment of governance policy, the Chief Superintendent provide a general impact statement to the Board of Trustees.

### III. BACKGROUND

At the public meeting on October 5, 2010, the Board of Trustees gave first reading to recommendations for amendments to Executive Limitation (EL) 13: Facilities and Governance Process (GP) 5: Board of Trustees' Role Description.

### IV. ANALYSIS

#### **EL-13 and GP-5 Amendments Regarding Ranking Criteria**

The Board of Trustees is considering an additional policy provision for EL-13: Facilities. The recommended addition is underlined in the following excerpt from the proposed EL-13, as presented on October 5, 2010.

Accordingly, the Chief Superintendent shall not fail to ensure:

3. that the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan are based on ranking criteria that have been approved by the Board of Trustees;

The addition of this policy provision leads to an amendment of GP-5 to align the Board of Trustees' role description with the new approval requirement.

#### General Impact

Administration supports the position that advance approval of the ranking criteria may result in objective priorities for capital projects. As the Board of Trustees has ultimate responsibility for approving the School Capital Plan required by Alberta Education, fully-informed decision making regarding such approval is critical.

#### Legal Implications of the Proposed Change

There is no identified legal implication regarding the proposed amendment. Approval of the School Capital Plan remains with the Board of Trustees.

#### Suggested Communication Strategies

Communication strategies will be consistent with processes for distribution of new and revised policies.

#### **GP-5 Amendment Regarding Alternative Programs**

The Board of Trustees is considering the deletion of a policy provision from GP-5: Board of Trustees' Role Description. The recommended deletion is shown as a strike-through in the following excerpt from the proposed GP-5, as presented on October 5, 2010.



2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:

- (1) ~~consider applications for alternative programs, pursuant to section 31(2) of the *School Act* (charter schools);~~

#### General Impact

The Alberta *School Act* section 21 (2) and section 31 refer to the approval of alternative programs by “the board.” Board-Chief Superintendent Linkage (B) 4E: Delegation of Authority Resolution delegates to the Chief Superintendent “the power to do any act or thing or exercise any power that the Board may or is required to do or exercise except....” The approval of alternative programs in the Calgary Board of Education is not listed as an exception in B-4E.

Executive Limitation 6: Instructional Program, states, “Accordingly, the Chief Superintendent shall not fail to: 6. inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered... .”

Based on consideration of the provisions contained in B-4E and EL-6, Administration is of the understanding that approval of alternative programs has been delegated to the Chief Superintendent, with notification to the Board of Trustees. The proposed recommendation for the deletion of the existing GP-5 policy provision 2. (1) provides clear direction to the Chief Superintendent regarding her responsibilities in this area.

#### Legal Implications of the Proposed Change

There is no identified legal implication regarding the proposed amendment

#### Suggested Communication Strategies

Communication strategies will be consistent with processes for distribution of new and revised policies.

## **V. FINANCIAL IMPACT**

### **Ranking Criteria**

#### Cost

The proposed amendments to EL-13 and GP-5 do not have a cost impact tied to implementation.

### **Alternative Programs**

#### Cost

This proposed amendment to GP-5 does not have a cost impact tied to implementation.

## **VI. IMPLEMENTATION CONSEQUENCES**

### **Ranking Criteria**

#### Ease of Implementation

In the current school year, Administration will be required to present a report to the Board of Trustees requesting approval of the proposed ranking criteria prior to presentation of the School Capital Plan in April 2011. In order for work on the School Capital Plan to proceed in a timely fashion, approval of the ranking criteria is required in November 2010 at the latest.

In the future, Administration must use the approved ranking criteria to guide school capital planning. Any and all changes to the approved ranking criteria will require presentation of a report clearly showing the changes and recommending approval of the Board of Trustees for the amended ranking criteria.

Implementation will require clear messaging of expectations from Administration to those staff responsible for completion of the School Capital Plan and ranking criteria.

#### Amendments to Administrative Regulations and Operational Practice

There are no identified amendments required to existing Administrative Regulations. Operational practice will adjust to meet the requirement for additional reports to the Board of Trustees and the timeline implications of approval prior to presentation of the School Capital Plan.

### **Alternative Programs**

#### Ease of Implementation

There are no identified issues or concerns regarding implementation of this amendment.

#### Amendments to Administrative Regulations and Operational Practice

Within the context of the shift from Administrative Regulations (AR) to Chief Superintendent Directives, Administration is reviewing AR 3044.1 – Meeting Individual Needs – Programs of Choice to ensure alignment with policies and practice. Operational practice is currently aligned with the requirements of EL-6: Instructional Program.

## **VII. CONCLUSION**

This report meets the Chief Superintendent's responsibility to provide an impact statement to the Board of Trustees.



**NAOMI E. JOHNSON**  
**CHIEF SUPERINTENDENT OF SCHOOLS**