



## REGULAR MEETING OF THE BOARD OF TRUSTEES

**TUESDAY, DECEMBER 7, 2010**

### PUBLIC AGENDA

**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 School Presentation – Mount Royal School</b>	J. Langley	15 min.
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
	<b>4.1 Lighthouse Award</b>	M. Levy	15 min.
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>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>6.0 ACTION ITEMS</b>		
P. 6-12	<b>6.1 Combined Annual Education Results Report 2009-2010 and Three-Year Education Plan 2010-2013</b> <i>(THAT the Board approves the combined Annual Education Results Report 2009-2010 and Three-Year Education Plan 2010-2013, as submitted.)</i>	C. Faber	60 min.
P. 6-1	<b>6.2 November 30, 2010 Budget Report Update to the 2010/2011 Operating Budget</b> <i>(THAT the Board approves the updated 2010/11 Operating Budget Report (Attachment III), reflecting total planned spending of \$1.059 billion for submission to Alberta Education; and THAT the Board approves the amended operating reserve draws for 2010/11 as depicted in the report.)</i>	D. Meyers	30 min.
	<b>7.0 MONITORING AND RESULTS</b>		
P. 7-1	<b>7.1 Annual Monitoring of Ends 2: Academic Success</b>	N. Johnson	60 min.
P. 7-34	<b>7.2 Annual Monitoring of EL-11: Financial Condition</b>	N. Johnson	20 min.
P. 7-46	<b>7.3 Annual Monitoring of EL-13: Facilities</b>	N. Johnson	20 min.
P. 7-70	<b>7.4 Annual Monitoring of EL-7: Treatment of Staff and Volunteers</b>	J. Johnston	20 min.
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-38	9.2.1 Chief Superintendent's Monthly Update <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-1	9.2.2 Facility Condition Report (EL-13E) <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-34	9.2.3 Locally Developed Courses <i>(THAT the Board of Trustees approves the locally developed and acquired courses as listed in the report.)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>12.0 ADJOURNMENT</b>	Chair	

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

**December 7, 2010**

**To:** BOARD OF TRUSTEES

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

**Re:** **Combined Annual Education Results Report 2009-2010 and  
Three-Year Education Plan 2010-2013**

**Purpose:** Information, Approval

**Governance Policy References:** Ends 1 through 5  
EL-3: Information, Counsel and Support to the Board of Trustees  
EL-5: Annual Report to the Public

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

**Resource Persons:** David Stevenson, Deputy Chief Superintendent of Schools  
Frank Coppinger, Superintendent, Facilities and Environmental Services  
Wayne Braun, Director – Corporate Financial Services  
Elizabeth Gouthro, Director – Learning Support  
Sydney Smith, Director – Learning Support  
Ronna Mosher, Director – Curriculum Design and Assessment  
Brant Parker, Director – Innovation and Learning Technology  
Sheila McLeod, Director – Global Learning Services  
Area Directors  
Shelly Pynoo, Specialist – Learning Innovation

**I. RECOMMENDATIONS**

It is recommended:

THAT the Board approve the *Combined Annual Education Results Report 2009-2010 and Three-Year Education Plan 2010-2013*.

**II. ISSUE**

Alberta Education requires alignment between school board and school education plans and annual results reports and the Ministry of Education's vision, mission, goals, outcomes and performance measures for the basic education system. In this way, these Alberta Education, school board and school documents help ensure that the K-12 education system is focused effectively on meeting the educational needs of Alberta students. At the same time, school board and school plans incorporate local strategies and may incorporate local goals, priorities, outcomes and measures that reflect the

unique characteristics and circumstances of their communities.<sup>1</sup> School boards are responsible for carrying out their education plans; for reporting annually to parents, communities and government on results and use of resources; and for using results information to update plans and improve education for students. The Board of Trustees' approval of the attached plan is required prior to its submission to Alberta Education.

### III. BACKGROUND

The combined *Annual Education Results Report 2009-2010 and Three-Year Education Plan 2010-2013* serves three purposes:

1. To fulfill Alberta Education planning and accountability requirements.
2. To provide a broad strategic plan that encompasses all CBE Units of Change in support of student progress towards the Board's Governance Policy – Ends.
3. To inform the budgeting process as outlined in EL-10.

For the past number of years the strategies appearing in the Three-Year Education Plan have been based upon the needs of students as they were identified in individual School Development Plans. These School Development Plans were then amalgamated into Area Renewal Plans, where strategies for improving outcomes were identified. This process has continued in the current plan's development with individual student learning maintained as the central focus and purpose of our work. In the development of this year's Three-Year Education Plan, further input for identifying strategies has been sought and provided through consultations with all Areas, Service Units and Departments. In addition to the identification of specific strategies, this plan includes specific action items identified by all Areas and CBE Departments to best meet the needs of our students.

The combined *Annual Education Results Report 2009-2010 and Three-Year Education Plan 2010-2013* was crafted by aligning the provincially required Outcomes and Measures with the Calgary Board of Education Ends. Consideration of the results contained within the *Annual Education Results Report 2009-2010* in combination with analysis of school-based and system data led to the development of Strategies and Actions to increase student learning outcomes.

All Alberta Education requirements have been incorporated into the Plan.

### IV. CONCLUSION

This document clearly demonstrates the alignment between our jurisdiction's results, the ensuing strategies and actions developed to improve student learning outcomes, and how the budget and capital and facilities planning supports our strategies and actions.



Naomi E. Johnson  
Chief Superintendent of Schools

ATTACHMENT

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<sup>1</sup> From Alberta Education's Policy and Requirements for School Board Planning and Results Reporting, February 2010 @ <http://education.alberta.ca/media/1216763/feb2010schoolboardplanningguide.pdf>





Calgary Board of Education

# Annual Education Results Report

2009-2010

and

## Three-Year Education Plan

2010-2013







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Zenna M.  
Nunavut  
Sam Livingston  
School



## Core Values

### MISSION

Educating Tomorrow's Citizens Today

### VISION

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

We provide quality learning opportunities and options. Our learners take ownership by discovering and developing their potential, passions and gifts. They take their place as lifelong learners and make a significant contribution within a complex, changing world.

### VALUES

**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; therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

## Our Accountability to You

The Annual Education Results Report for the 2009-2010 school year and the Education Plan for the three years commencing September 1, 2010 for the Calgary Board of Education was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

School Councils play a key role in education and Council advice is actively sought and seriously considered prior to making decisions on a wide range of school issues. School Councils can help to build the context of School Development Plans through direct input at meetings and through opportunities for suggestions and feedback that may be provided to parents at individual schools. The Calgary Board of Education has established clearly defined Administrative Regulations that ensure school principals work toward:

- enhancing communication between the school and its parental community;
- providing a method by which the school, the home and the community may work together for the benefit of students; and
- providing a forum for discussion of school results, school philosophies, plans and operations that contribute to the creation of the School Development Plan.

The Board of Trustees approved this combined Annual Education Results Report for the 2009-2010 school year and the Three-Year Education Plan for 2010-2013 on December 7, 2010.

Pat Cochrane  
Chair  
Calgary Board of Education

Naomi E. Johnson  
Chief Superintendent of Schools  
Calgary Board of Education

The Calgary Board of Education Annual Education Results Report 2009-2010 combined with the Three-Year Education Plan 2010-2013 may be accessed using the following permalink:  
<http://www.cbe.ab.ca/aboutus/documents/0910AERR.pdf>

Our jurisdiction's annual AISI report can be viewed at:  
<https://extranet.education.alberta.ca/AISIClearingHouse/Forms/SearchProjects.aspx?CHFileAction=Search&SearchID=1&C4N#SearchResult>





## To What Ends Do We Educate?

### Putting Student Learning at the Centre

#### Ends-1:

##### Mega End

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

#### Ends-2:

##### Academic Success

Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

#### Ends-3:

##### Citizenship

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

#### Ends-4:

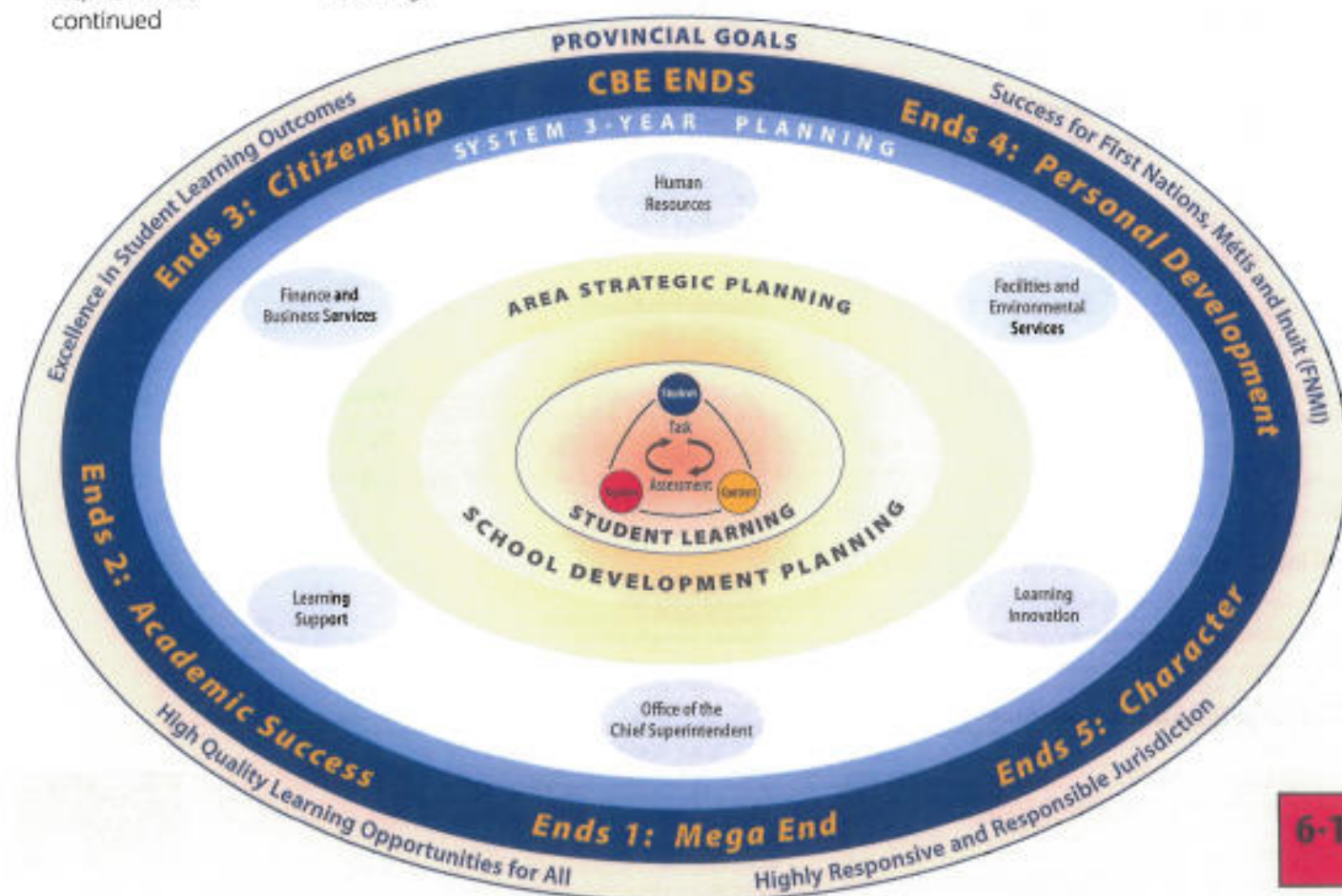
##### Personal Development

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

#### Ends-5:

##### Character

Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.





## Enrolment and Program Overview

In the 2010-2011 school year, the Calgary Board of Education will provide programs and services in 223 school programs, addressing the complexity and diversity of a student population projected at 102,917 young people.

### CBE School\* Programs 2010

Elementary	133
Middle **	20
Junior High	23
Kindergarten to Grade 9	7
Junior/Senior High	5
Senior High	17
Home Education: Elementary, Junior and Senior	1
Unique Settings	13
Outreach Programs	4

**Total** 223

\* The term school is defined as an instructional setting assigned a unique school code by Alberta Education.

\*\* Schools with a grade configuration that includes Divisions II and III.

### CBE Student Enrolment Breakdown as of September 30, 2010

Early Learning	
Pre-Kindergarten	38
Kindergarten	7 459
Grades 1 to 3	22 443
Grades 4 to 6	20 436
Grades 7 to 9	21 693
Grades 10 to 12	25 667
Unique Settings	709
Outreach Programs	1 046
Chinook Learning Services *	2 789
CBe-learn	637

**Total Enrolment (Sept. 30, 2010)** 102 917

\* 975 students are 20 years and older

Our 2009-2010 class size survey can be viewed at:

<http://www.cbe.ab.ca/AboutUs/documents/ClassSizeSurveyReport.pdf>

### CBE Budgeted Employee Count\* 2010-2011

Teaching**	5 904
Non-Teaching	3 169
<b>Total</b>	<b>9 073</b>

\*Reported as full-time equivalents

\*\* Excludes substitute teachers and teachers on leave as reported in the 2010-2011 updated fall budget report.

### UNIQUE SETTINGS: Special Services and Supports

- Alberta Alcohol and Drug Abuse Commission (AADAC)
- Children's Village School
- Christine Meikle School
- Dr. Gordon Townsend School – Alberta Children's Hospital
- Dr. Oakley School
- Emily Follensbee School
- Louise Dean School
- National Sport School
- Nexus/Trust Treatment
- West View School
- William Roper Hull School
- Wood's Homes – George Wood Learning Centre and William Taylor Learning Centre
- Young Adult Program (YAP) – Foothills Hospital

### OUTREACH PROGRAMS

- Discovering Choices I - Downtown
- Discovering Choices II - Marlborough
- Start Outreach – Bowness
- Westbrook Outreach

### LEARNING OPPORTUNITIES, SERVICES AND COURSES

- AIM - Transitions Junior High Mental Health Program
- Adapted Learning Program (ALP)
- Adolescent Day Treatment Program (ADTP) – Holy Cross Centre
- Advanced Placement (AP)
- Alberta Adolescent Recovery Centre (AARC)
- Attitude, Community, Competence, Elements of Academic Curriculum, Social Skills (ACCESS)
- Autism Spectrum Disorder (ASD) Cluster Classes
- Braille Head Start Program
- Bridges
- CBe-learn
- Chinook Learning Services
- Communication, Socialization and Sensory Integration (CSSI)
- Connections
- Deaf and Hard of Hearing
- Early Development Centres
- Eating Disorder Program
- Emergency Women's Shelter Liaison
- Gifted and Talented Education (GATE)
- HERA Program
- International Baccalaureate (IB)
- Knowledge and Employability (K&E)
- Learning and Literacy (L&L) and Beyond
- Learning Essentials to Achieve Potential (LEAP)
- Literacy, English and Academic Development (LEAD)
- National Sport Academy
- National Sports Development
- New Directions
- Paced Learning Program (PLP)
- R.A.D.A.R. (Re-engaging Academically Disconnected Adolescents Respectfully)
- Short-Term Observation Program (STOP)
- Social Knowledge, Independent Living and Language (SKILL)
- The Class – Senior High Mental Health Program
- Training in Attitude, Social Skills and Communication (TASC)
- Vision Resource Centre

### ALTERNATIVE PROGRAMS

- Early French Immersion
- Late French Immersion
- German Bilingual
- Chinese/Mandarin Bilingual
- Spanish Bilingual
- Arts Centred Learning
- Traditional Learning Centre
- Science School
- Alice Jamieson Girl's Academy
- Juno Beach Academy for Canadian Studies
- Montessori
- Pitsoyis Aboriginal Family School
- Medicine Wheel

### SOURCES:

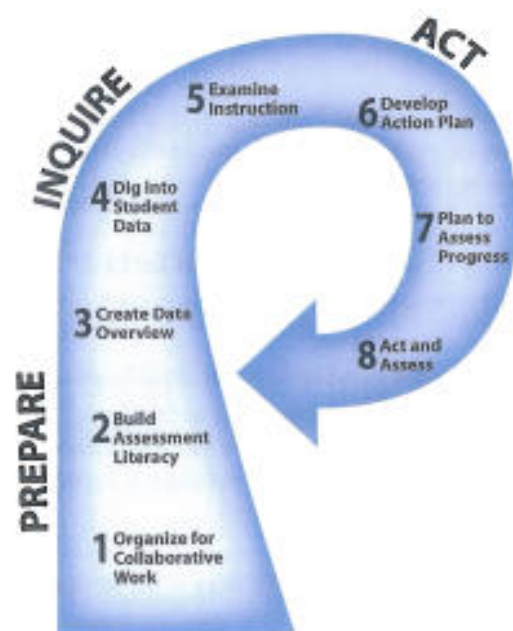
- CBE Community Engagement and Operational Planning
- CBE Finance and Business Services
- CBE Student Information Record System

6-17

August 2010

## Critical Tools for Advancing Student Learning

### The Data Wise Improvement Process



Parker Boudett, K.; City, E.A., & Murnane, R.J. (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Educational Press.

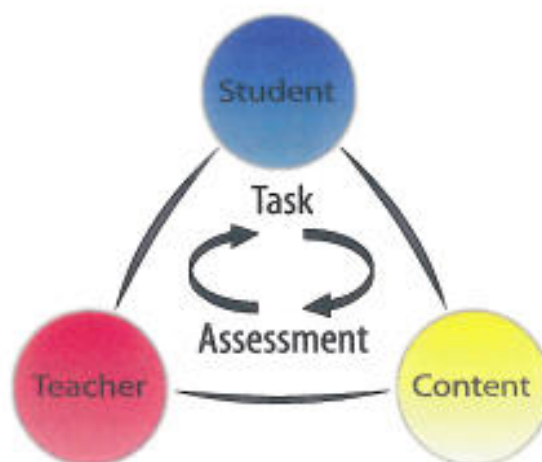
*There are only three ways to improve student learning at scale:*

*You can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. And you can increase the level of students' active learning of the content. That's it. (Elmore, 2008). What Elmore implies is that everything else is incidental.*

At the Calgary Board of Education, we believe that intentional focus on the relationship between these elements, referred to as the Instructional Core, will lead to improvements in teaching and learning in our schools.

From: Elmore, R.F. (2008). *Improving the instructional core*. unpublished article. Cambridge, MA: Harvard University.

The Calgary Board of Education uses the Data Wise Improvement Process, or adjustment cycle, as a guiding strategy for moving work forward in support of increasing student learning outcomes. First, our school-based staff, Area staff and system staff put processes in place that will allow us to prepare for the effective examination of data within our system. Once data analysis processes are in place, staff members begin to inquire into the data to determine what actions are necessary to improve learning outcomes for our students. Finally, the planned strategies turn into actions as we move our work forward. The graphic clearly illustrates the process, including the specific steps taken within each segment of the cycle.



### The Instructional Core

From: City, E.A.; Elmore, R.F.; Fiarman, S.E., & Teitel, L. (2005). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Educational Press.



## Our Results Guide Our Future

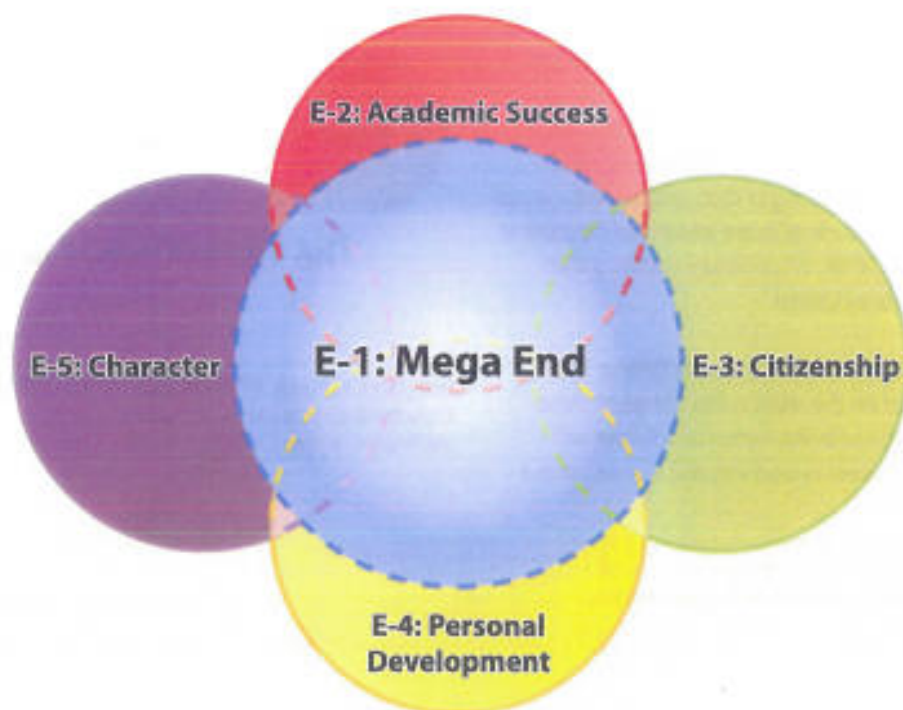
The Annual Education Results Report 2009-2010 combined with the Three-Year Education Plan 2010-2013 provides a look back on the jurisdiction's results from the past year to help us focus on building the strategies and actions that personalize and support student learning going forward. This document provides a system perspective of the work we do together.

Each of the strategies contained in the combined Annual Education Results Report 2009-2010 and the Three-Year Education Plan 2010-2013 align to our Board of Trustees' Ends policies and contribute to a learning model that personalizes learning for each of our students in keeping with his or her abilities and gifts.

### Ends 1– Mega End: Personalized Learning (E-2: Academic Success ↔ E-3: Citizenship ↔ E-4: Personal Development ↔ E-5: Character)

The statement above represents the greater entity of Ends 1: Mega End – the foundation of learning to function effectively in life, work and continued learning – being achieved through student learning outcomes in Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character. Rather than serving as simply a culmination of Ends 2 through 5, the Mega End becomes a larger result through the relationship that occurs amongst the elements of the other four Ends.

The synergistic effect caused by the interplay between the Ends policies is illustrative of the work of our service units, departments and schools as we come together in support of the Three-Year Education Plan. The strategies and actions in the Three-Year Education Plan align and bring coherence to the work of all employees in all areas of our organization; the strategies and actions represent our collective work.





## October 2010 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Calgary Board of Education			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Good	Safe and Caring	86.0	85.0	83.6	87.6	86.9	85.4	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	81.7	81.7	80.9	80.6	80.3	79.4	Very High	Improved Significantly	Excellent
			Education Quality	88.0	88.0	88.9	88.2	89.3	88.4	High	Improved Significantly	Good
			Drop Out Rate	3.6	5.0	5.0	4.3	4.8	4.8	High	Improved Significantly	Good
			High School Completion Rate (3 yr)	88.6	88.9	88.6	71.6	70.6	70.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	80.7	79.8	78.7	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
			PAT: Excellence	20.3	20.2	19.7	19.4	18.3	18.2	High	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.8	85.3	85.5	83.4	84.3	84.3	Intermediate	Declined Significantly	Poor
			Diploma: Excellence	23.4	23.1	23.4	19.0	18.5	19.2	High	Maintained	Good
			Diploma Exam Participation Rate (4+ Exams)	57.3	57.0	56.9	53.6	53.3	53.6	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate (Revised)	67.7	68.4	68.3	66.9	67.3	66.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	80.1	80.7	80.1	80.8	80.2	80.7	High	Improved	Good
			Work Preparation	78.6	78.0	78.7	79.9	78.6	78.9	Intermediate	Improved	Good
			Citizenship	79.4	78.1	78.1	81.4	80.3	78.3	High	Improved Significantly	Good
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	76.0	76.8	75.4	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Good	School Improvement	77.8	76.6	74.2	79.9	79.4	77.6	High	Improved Significantly	Good

### Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

The Measure Evaluation Reference can be found in Appendix 1.

*The Calgary Board of Education has a deep commitment to the personalization of student learning.*



## Outcomes, Measures, and Results Aligned to Strategies and Actions

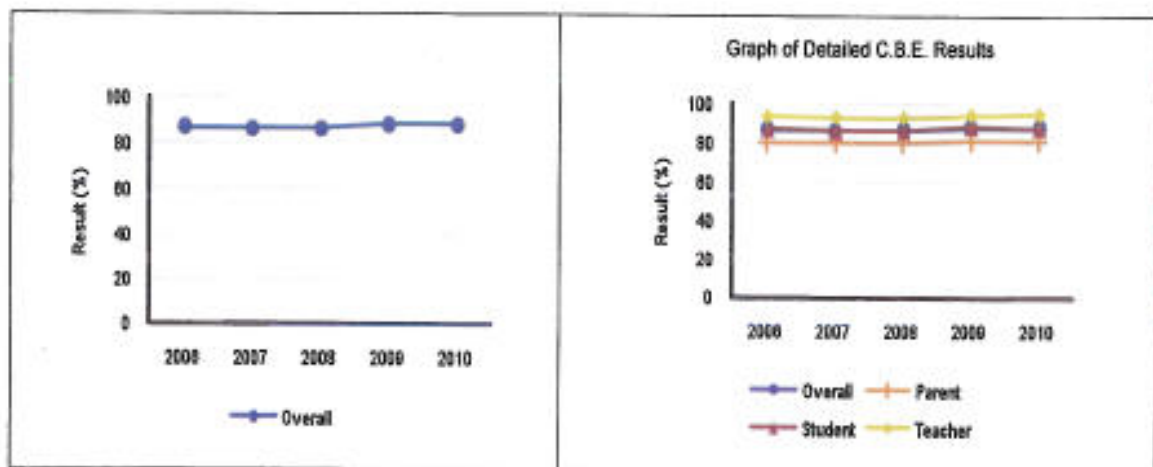
### Calgary Board of Education - Ends 1: Mega End

#### Alberta Education Goal One - High Quality Learning Opportunities

**Alberta Education Outcome:** The education system meets the needs of all K-12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.7	86.2	86.5	88.0	88.0	High	Improved Significantly	Good

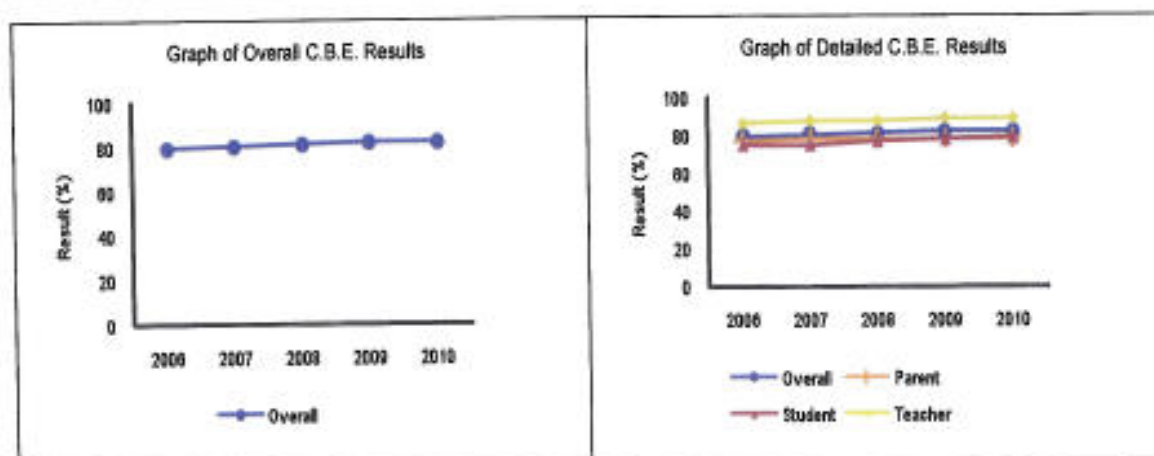
Measure Details										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
	86.7	86.2	86.5	88.0	88.0	87.7	87.6	88.2	89.3	89.2
	93.3	92.8	92.8	94.2	94.5	94.8	94.7	94.9	95.3	95.6
	79.7	79.6	80.3	81.4	81.5	81.6	81.8	83.0	84.4	83.9
	87.1		86.5	88.4	87.9	86.6	86.4	86.6	88.3	88.2





Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.3	80.2	80.9	81.7	81.7	Very High	Improved Significantly	Excellent

Measure Details										
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.3	80.2	80.9	81.7	81.7	78.1	78.5	79.4	80.3	80.5
Teacher	85.9	87.3	87.3	88.7	88.4	85.2	85.7	86.4	86.8	87.7
Parent	76.7	78.0	78.3	78.4	78.1	76.6	76.9	77.6	78.7	78.0
Student	75.2	75.2	77.2	78.1	78.8	72.6	72.9	74.1	75.3	75.9



### Full-Day Kindergarten

In September 2010 enrolment in full-day kindergarten classes was up from spring projections in nine out of seventeen schools. An additional 4.5 full-time equivalent teaching positions were added to these nine schools. Currently we have 779 children registered in 43 full day classes. A comparison of Language Arts and Mathematics assessment data gathered in September of 2009 and June of 2010 shows children in full day programs continue to make strong academic gains.

Early learning locally developed Kindergarten screening tool	September 2009 Screening Average	June 2010 Screening Average
Mathematics	57.5 %	92.5 %
Language Arts	33.7 %	87 %

We are  
creating learning  
environments that  
help students  
learn how to learn;  
increasing  
student agency.

**Strategies to Achieve Alberta Education Outcome:**

**The education system meets the needs of all K-12 students and supports our society and the economy.**

**Actions to Achieve the Strategies**

Provide access to quality programs that are responsive to student needs, shifting student and community demographics, and community choice

- Develop, implement and monitor standards of practice across all programs.
- Implement coherent service delivery frameworks to maximize responsiveness to schools and Areas.
- Engage staff and collective bargaining units to explore flexible delivery options and multiple work settings that develop multiple channels of learning and teaching that extend access and build flexibility to support success for each student.
- Redefine, in collaboration with Alberta Education, the conditions (legislative and regulatory) required to support the personalization of learning.
- Focus on optimizing the learning environment to respond to changing learning conditions.
- Continue to implement the Learning Resources Strategy.
- Monitor placement of full-day Kindergarten classes and preschool classes to ensure access for identified populations.
- Conduct an annual Student Symposium with parent participation and community input.





## Calgary Board of Education - Ends 1: Mega End

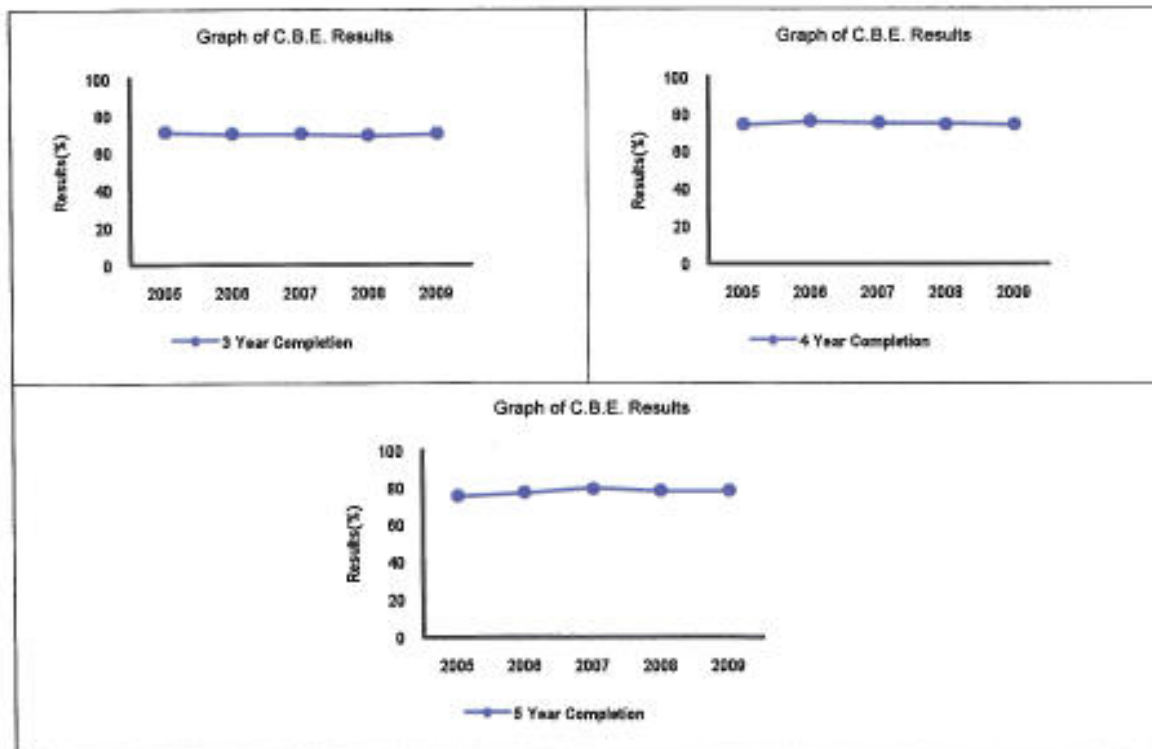
### Alberta Education Goal One - High Quality Learning Opportunities

Alberta Education Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	70.8	69.9	69.9	68.9	69.6	69.8*	Intermediate	Maintained	Acceptable

\*This target was set in a previous year.

Measure Details										
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Calgary Board of Education					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	70.8	69.9	69.9	68.9	69.6	70.7	70.6	71.1	70.8	71.5
4 Year Completion	74.1	76.2	75.1	74.8	74.4	75.0	76.1	76.1	76.3	76.1
5 Year Completion	75.3	77.1	79.1	78.0	78.0	77.0	78.1	78.9	78.7	79.0





**Strategies to Achieve Alberta Education Outcome:**

**High school completion rates are showing continual improvement.**

**Actions to Achieve Strategies**

Establish district-wide professional development in support of personalized learning and district coherence.

Design and implement job-embedded professional development that influences practice by providing experiences that:

- Describe optimal teaching and learning.
- Focus on the tasks that students are asked to do.
- Identify a problem of practice.
- Develop theories of action.
- Build a conceptual framework of what optimal teaching and learning looks like at the school and district level.
- Increase the skill and knowledge that teachers bring to the teaching of content.
- Increase the level of students' active learning of content.
- Examine what teachers and students are doing and saying by providing descriptive evidence.
- Deepen the understandings of the role of professional learning communities.
- Build instructional leadership capacity within professional learning communities.
- Dedicate school staff time to work in professional learning communities focused on the instructional core.
- Support professional development in a distributed learning environment.
- Build the capacity of a cohort of new (including pre-service teacher development) and experienced teachers to effectively plan for and work with increasing complexity of student learning needs including Aboriginal students, at-risk learners, ESL students and Special Education students.
- Employ strategies to address gaps in student learning.
- Build staff capacity in data-driven decision making and specific actions related to the instructional core.
- Build staff understanding and capacity to develop and implement student resiliency strategies and practices for students.



Strategies to Achieve Alberta Education Outcome: <i>(Cont'd.)</i>	Actions to Achieve Strategies <i>(Cont'd.)</i>
High school completion rates are showing continual improvement.	<ul style="list-style-type: none"> <li>• Implement strategies that support the acquisition of skills and knowledge required to implement the personalization of learning through the lens of the instructional core;</li> <li>• Implement strategies that build increased capacity in the evaluation and selection of an access to reliable and relevant teaching and learning resources; and</li> <li>• Work with post-secondary institutions to focus teacher and support staff training programs on the instructional core.</li> </ul>



Butterfly Dreams,  
Amanda K.  
Sir John Franklin

We value  
our teachers  
as designers  
of learning.





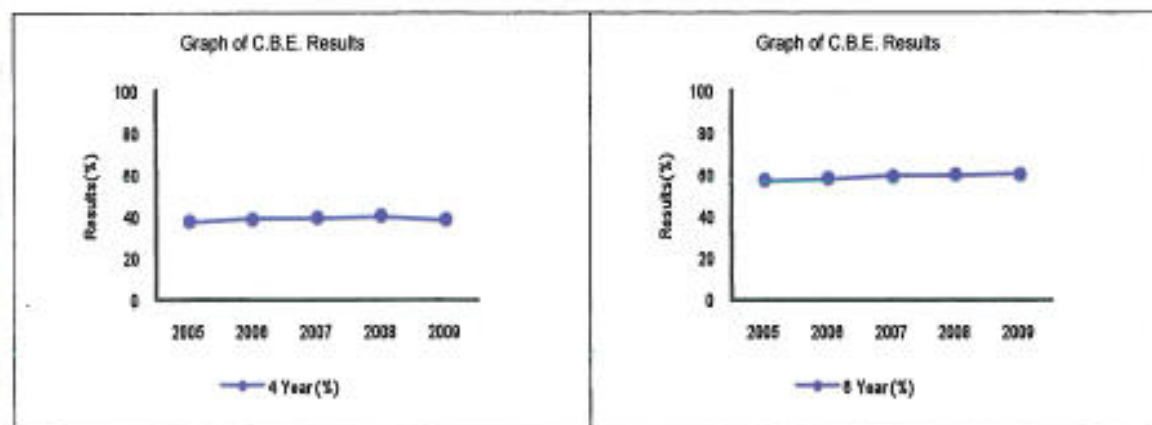
## Calgary Board of Education - Ends 1: Mega End

### Alberta Education Goal Two - Excellence In Student Learning Outcomes

Alberta Education Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Evaluation		
						Achievement	Improvement	Overall
High school to post-secondary transition rate within six years of entering Grade 10.	57.1	58.1	59.5	59.7	60.1	High	Improved	Good

Measure Details										
High school to post-secondary transition rate										
	Calgary Board of Education					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	57.1	58.1	59.5	59.7	60.1	56.6	58.1	58.8	59.2	59.8
4 year rate	37.1	38.7	38.9	39.7	38.0	35.6	37.7	38.7	38.9	37.5



Strategies to Achieve Alberta Education Outcomes:	Actions to Achieve the Strategies
Students are well prepared for lifelong learning and employment.	
Expand the concept of schooling	<ul style="list-style-type: none"><li>• Develop and implement an engagement plan to support Area Directors and school principals in expanding the concept of schooling.</li><li>• Develop multiple channels of learning and teaching that extend access and build flexibility to support success for each student.</li><li>-Provide opportunities for campus, community and experiential learning to prepare learners for lifelong learning and employment.</li><li>-Work in collaboration with Alberta Education to demonstrate integrated middle school learning that is problem/project based.</li></ul>







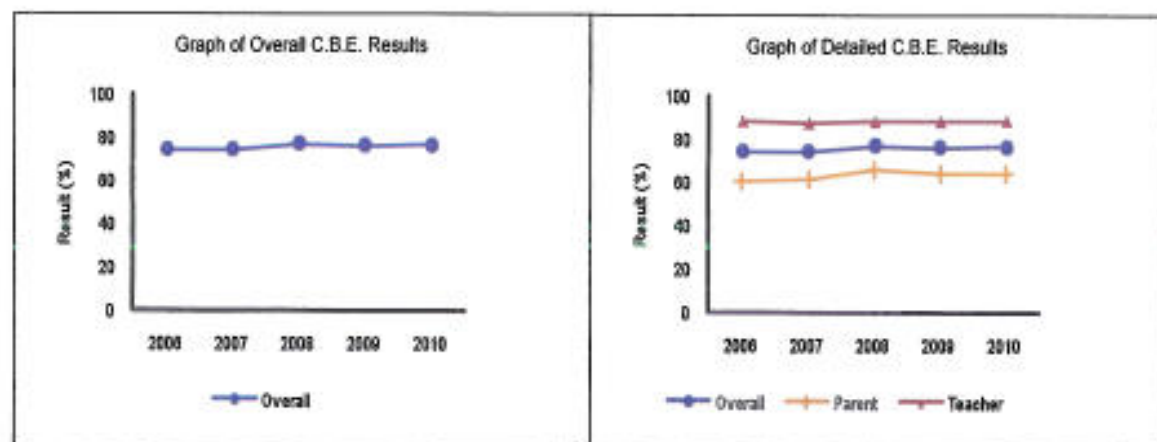
## Calgary Board of Education - Ends 1: Mega End

### Alberta Education Goal Two - Excellence In Student Learning Outcomes

Alberta Education Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	74.4	74.2	76.9	76.0	76.5	Intermediate	Improved	Good

Measure Details										
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	74.4	74.2	76.9	76.0	76.5	77.0	77.1	80.1	79.6	79.9
Teacher	88.6	87.6	88.3	88.4	88.6	89.4	89.2	89.3	88.9	90.0
Parent	60.2	60.9	65.5	63.6	64.1	64.6	65.1	70.9	70.2	69.8



Strategies to Achieve Alberta Education Outcomes:	
Students are well prepared for lifelong learning and employment.	Actions to Achieve the Strategies
Design and implement consistent in-depth processes to support students through times of transition.	<ul style="list-style-type: none"> <li>• Implement evidence-informed school and system strategies to assist and support students in transition between programs and levels, between CBE schools, and for completing high school and beyond high school.</li> <li>• Provide in-depth system standards, services and specialized services to support the application of best practice in the transition of students with complex needs.</li> <li>• Enhance learning environments that build interdependent relationships and promote and create a culture of learning. These relationships are: Pedagogical (teacher to student), Peer (student to student), Community (student to others outside of school) and Student to the subject disciplines.</li> </ul>



Brooklyn C.  
Saskatchewan Geography  
Sam Livingston School





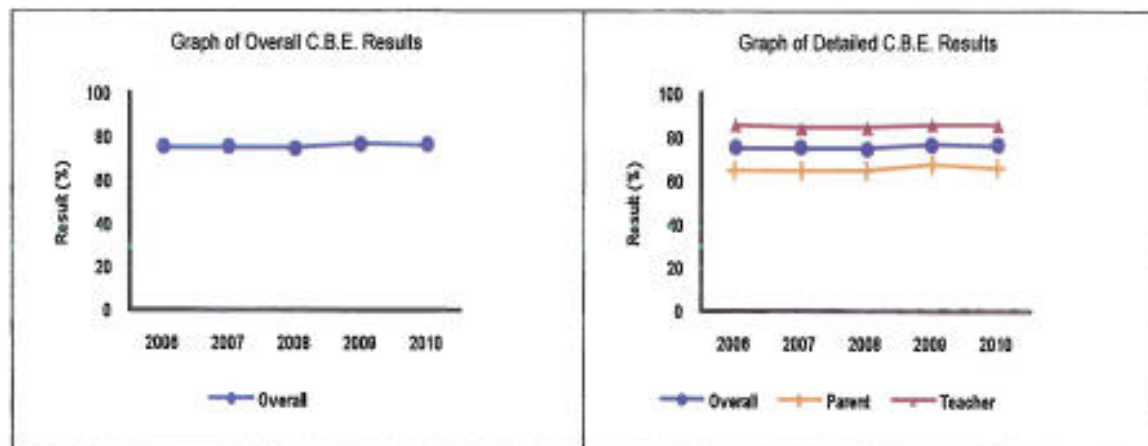
## Calgary Board of Education - Ends 1: Mega End

### Alberta Education Goal Four - Highly Responsive and Responsible

Alberta Education Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.2	74.9	74.7	76.6	76.0	Intermediate	Maintained	Acceptable

Measure Details										
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.2	74.9	74.7	76.6	76.0	77.9	77.5	78.2	80.1	80.0
Teacher	85.9	84.5	84.6	86.0	85.6	87.6	87.1	87.5	88.0	88.6
Parent	64.5	65.2	64.8	67.3	66.3	68.1	67.9	69.0	72.2	71.3





<b>Strategies to Achieve Alberta Education Outcome:</b>  <b>The jurisdiction demonstrates effective working relationships.</b>	<b>Actions to Achieve the Strategies</b>
<p>Develop a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, where all employees find meaning, increase skill development and personal satisfaction.</p>	<ul style="list-style-type: none"> <li>• Build a culture of affirmation and respect.</li> <li>• Build human resource capacity.</li> <li>• Develop a framework for cultural competency.</li> <li>• Identify and implement culturally responsive practices.</li> <li>• Review existing protocols and make recommendations in response to internal complaints.</li> <li>• Support the Working Relationships Commitment.</li> </ul>
<p>Develop a comprehensive partnership framework built around optimizing learning opportunities for students.</p>	<ul style="list-style-type: none"> <li>• Promote stakeholder relationships focused on student learning outcomes.</li> <li>• Develop and implement a cohesive philosophy and guidelines governing all external relationships to support student learning outcomes.</li> <li>• Develop a comprehensive internal and external engagement process to support implementation of the Career and Technology strategy.</li> </ul>
<p>Create informed, positive school cultures through public relations, participation and communications.</p>	<ul style="list-style-type: none"> <li>• Design and implement a public participation process with internal and external stakeholders being given opportunities to advise on decision-making processes.</li> <li>• Examine opportunities to incorporate new communications technologies to respond to and enable the changing learning environment.</li> <li>• Promote public awareness of the quality programs in the district.</li> <li>• Develop and implement a consistent protocol for welcoming guests and visitors to schools and the system.</li> </ul>

*We embed professional development opportunities for staff within their day-to-day work as a method of sharing best practices to improved teaching and learning.*

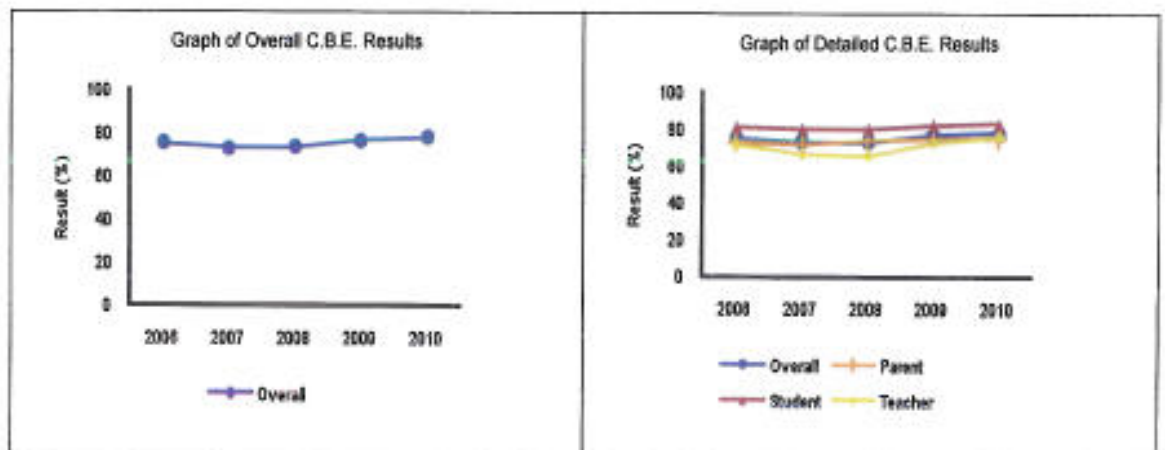
## Calgary Board of Education - Ends 1: Mega End

### Alberta Education Goal Four - Highly Responsive and Responsible

Alberta Education Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.1	72.9	73.1	76.6	77.8	High	Improved Significantly	Good

Measure Details										
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.1	72.9	73.1	76.6	77.8	76.8	76.3	77.0	79.4	79.9
Teacher	71.2	68.5	65.6	72.6	75.9	75.5	74.5	75.6	78.2	80.8
Parent	73.0	72.1	73.5	74.6	74.6	75.4	75.1	75.9	78.1	77.0
Student	81.0	80.1	80.2	82.7	82.9	79.4	79.3	79.5	81.8	81.8





<b>Strategies to Achieve Alberta Education Outcome:</b>  <b>The jurisdiction demonstrates leadership, innovation and continuous improvement.</b>	<b>Actions to Achieve the Strategies</b>
<p>Promote an understanding of system alignment and coherence in support of the Three-Year Education Plan.</p>	<ul style="list-style-type: none"> <li>• Develop and support service unit infrastructure plans to enable the Three-Year Education Plan.</li> <li>• Fully align the annual operating and capital budget processes with the Three-Year Education planning process.</li> <li>• Deliver a district planning and monitoring strategy to inform the adjustment cycle.</li> <li>• Further refine the Resource Allocation Method (RAM) to best align resources with the needs of students.</li> <li>• Develop and introduce a workforce forecasting and planning model.</li> </ul>
<p>Champion the CBE as the leader in public education and establish its image locally, provincially and globally.</p>	<ul style="list-style-type: none"> <li>• Review staffing processes to respond to changing environmental conditions.</li> <li>• Engage in work for and with Alberta Education.</li> <li>• Participate in workforce planning at the provincial level to influence government initiatives.</li> <li>• Leverage innovative programs and practices to promote CBE leadership across the province and internationally.</li> <li>• Lead collaborative efforts with post-secondary institutions, foundations, other school districts and schools.</li> <li>• Promote the CBE as a model of local and global environmental stewardship.</li> <li>• Develop stakeholder engagement in global learning strategies.</li> <li>• Develop and implement a brand for the jurisdiction that accurately represents to all stakeholders the work of the system, the promise it is making through the Ends statements and the outcomes it is achieving as is evident through student results.</li> <li>• Develop and implement system research initiatives to highlight the CBE as a knowledge-generating organization.</li> </ul>

*We are using  
today's technology  
to enable student  
learning now and  
into the future.*



## Calgary Board of Education - Ends 2: Academic Success

### Alberta Education Goal Two - Excellence in Student Learning Outcomes

Alberta Education Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	77.9	78.1	78.3	79.8	80.7		Intermediate	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	17.7	19.7	19.1	20.2	20.3		High	Improved	Good			
Overall percentage of students who achieved the acceptable standard on diploma examinations.	85.8	85.6	85.6	85.3	83.8	88.7**	Intermediate	Declined Significantly	Issue	84.8*	85.8*	86.8*
Overall percentage of students who achieved the standard of excellence on diploma examinations.	24.2	24.1	23.1	23.1	23.4		High	Maintained	Good			

Performance Measure	Results (in percentages)					Target	Evaluation		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.4	56.5	57.1	57.0	57.3	N/A	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	57.7	57.5	58.9	58.4	57.7	N/A	Intermediate	n/a	n/a

\*Targets are required if Alberta Education has identified an "Issue" or "Concern" with the results.

\*\*The 2010 target was set on a previously published 2009 result of 86.7%. Alberta Education has since recalculated the 2009 results at 85.3%.

#### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.



## PAT Results Course By Course Summary By Enrolled

		Calgary Board of Education							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Improved Significantly	Good	6,933	83.4	7,067	80.9	42,061	81.6	42,181	80.6
	Standard of Excellence	Very High	Improved Significantly	Excellent	6,933	20.6	7,067	16.3	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Intermediate	Improved Significantly	Good	7,055	85.6	7,105	83.9	43,599	83.3	44,064	81.1
	Standard of Excellence	High	Improved Significantly	Acceptable	7,055	20.4	7,105	21.0	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	High	Maintained	Good	371	93.0	375	92.6	2,487	88.3	2,252	89.1
	Standard of Excellence	High	Maintained	Good	371	17.3	375	17.1	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	16.3	436	17.9
Science 6	Acceptable Standard	Low	Improved	Acceptable	7,042	78.3	7,065	77.2	43,509	75.8	43,945	75.5
	Standard of Excellence	High	Maintained	Good	7,042	28.6	7,065	27.2	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Intermediate	Improved Significantly	Good	7,509	80.3	7,405	78.7	43,661	79.3	44,250	77.6
	Standard of Excellence	High	Maintained	Good	7,509	15.8	7,405	16.9	43,661	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	673	86.8	664	86.7	2,403	86.1	2,328	82.5
	Standard of Excellence	Intermediate	Improved	Good	673	13.1	664	10.5	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	High	Improved Significantly	Good	7,283	75.2	7,384	71.9	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	7,283	19.5	7,384	16.5	43,372	17.7	44,075	14.5

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

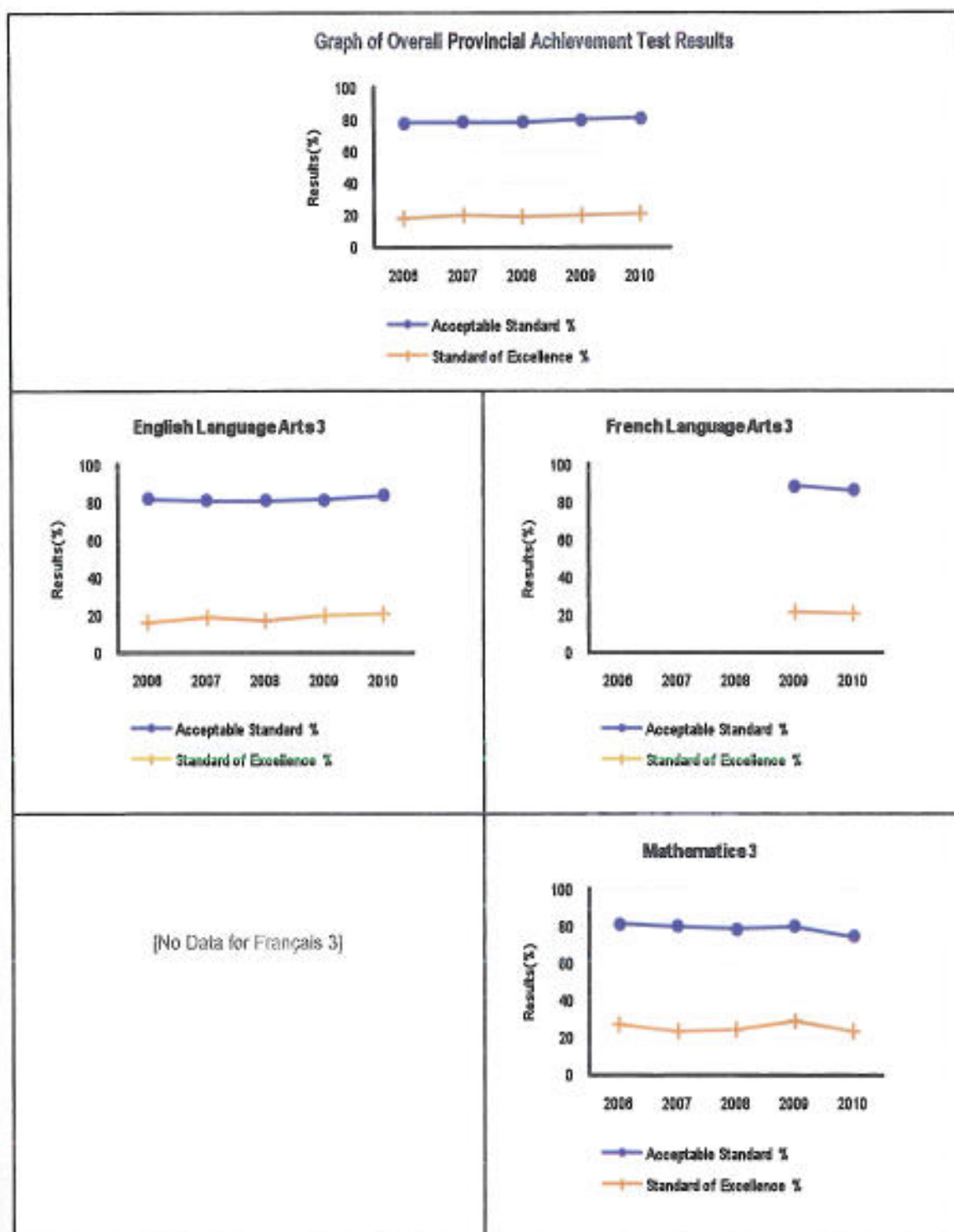


Angela S.  
Self Portrait  
Ernest Manning High

We deliver  
world-class  
Programs of Study.

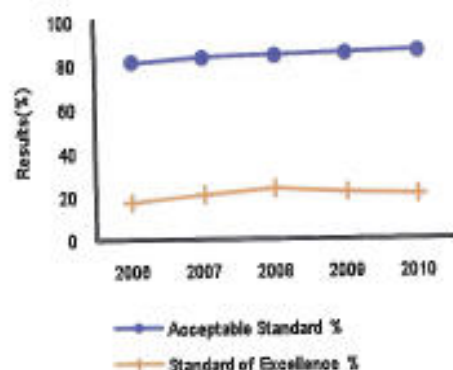


The Measure Evaluation Reference can be found in Appendix 2.

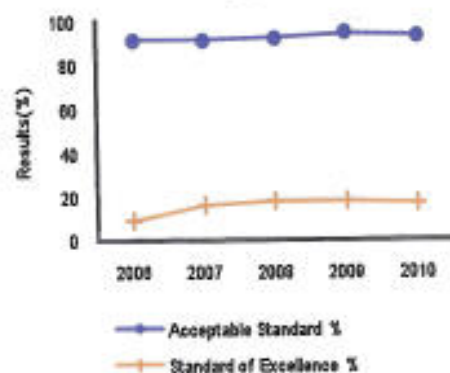




English Language Arts 6

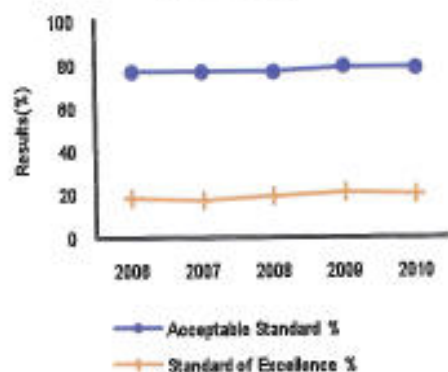


French Language Arts 6

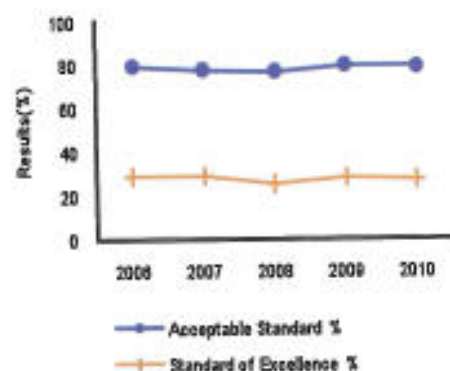


[No Data for Français 6]

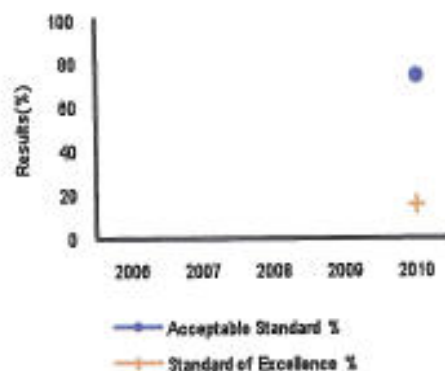
Mathematics 6



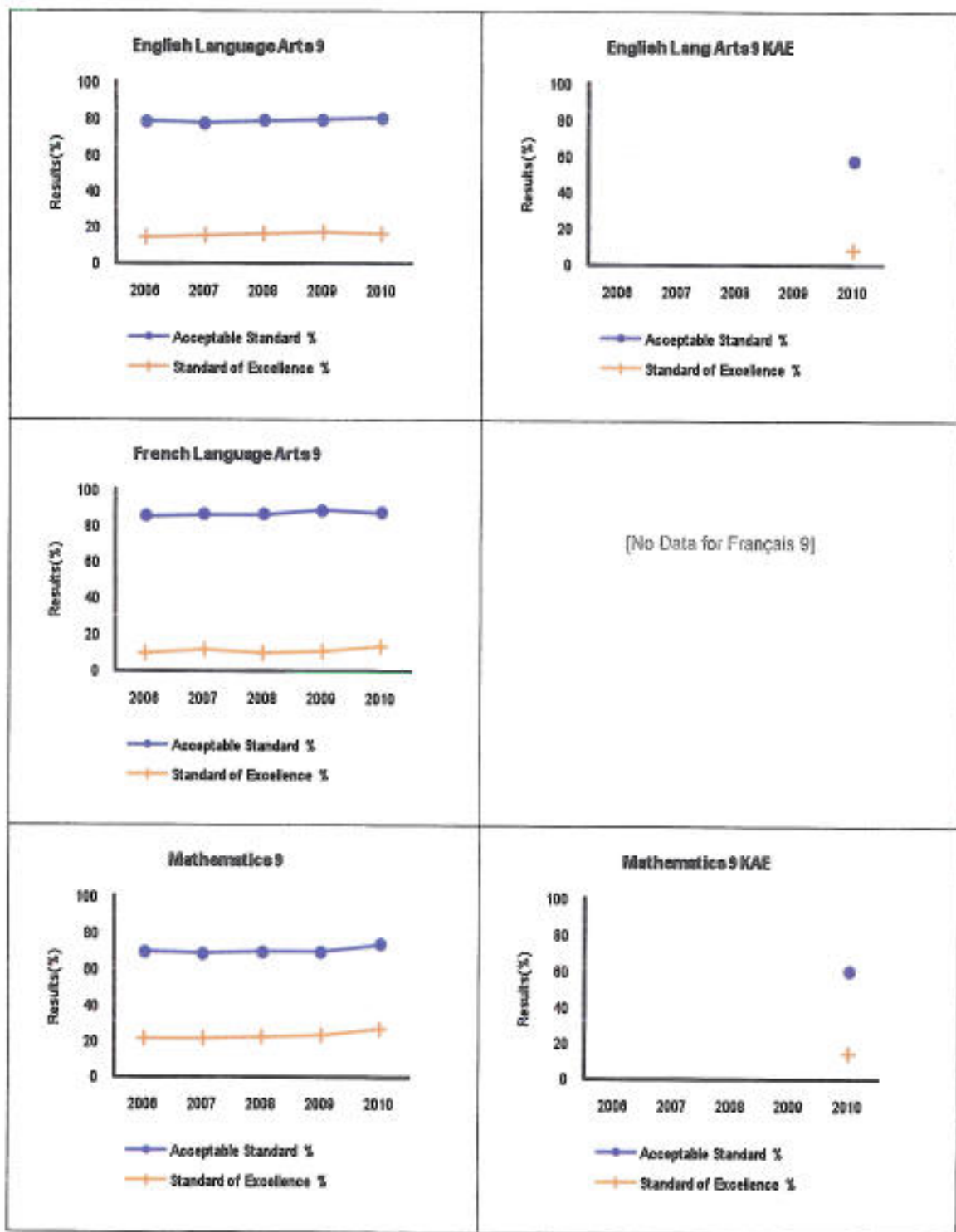
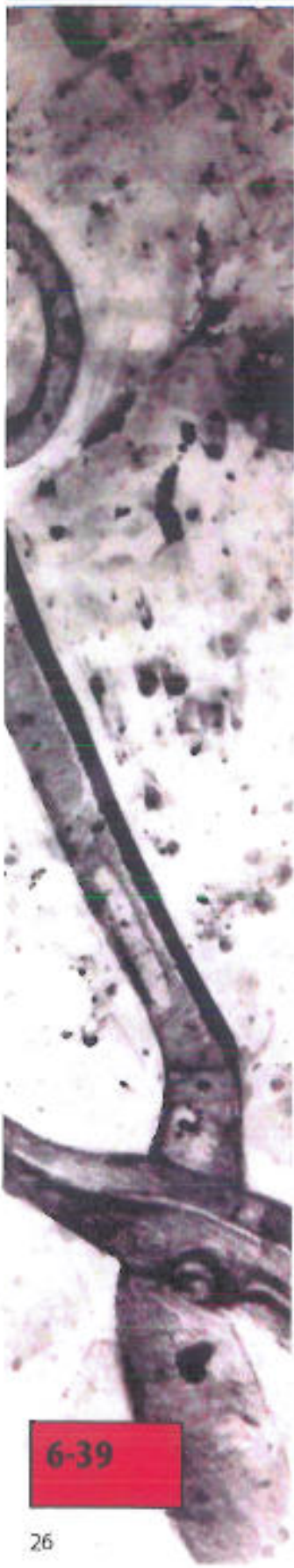
Science 6



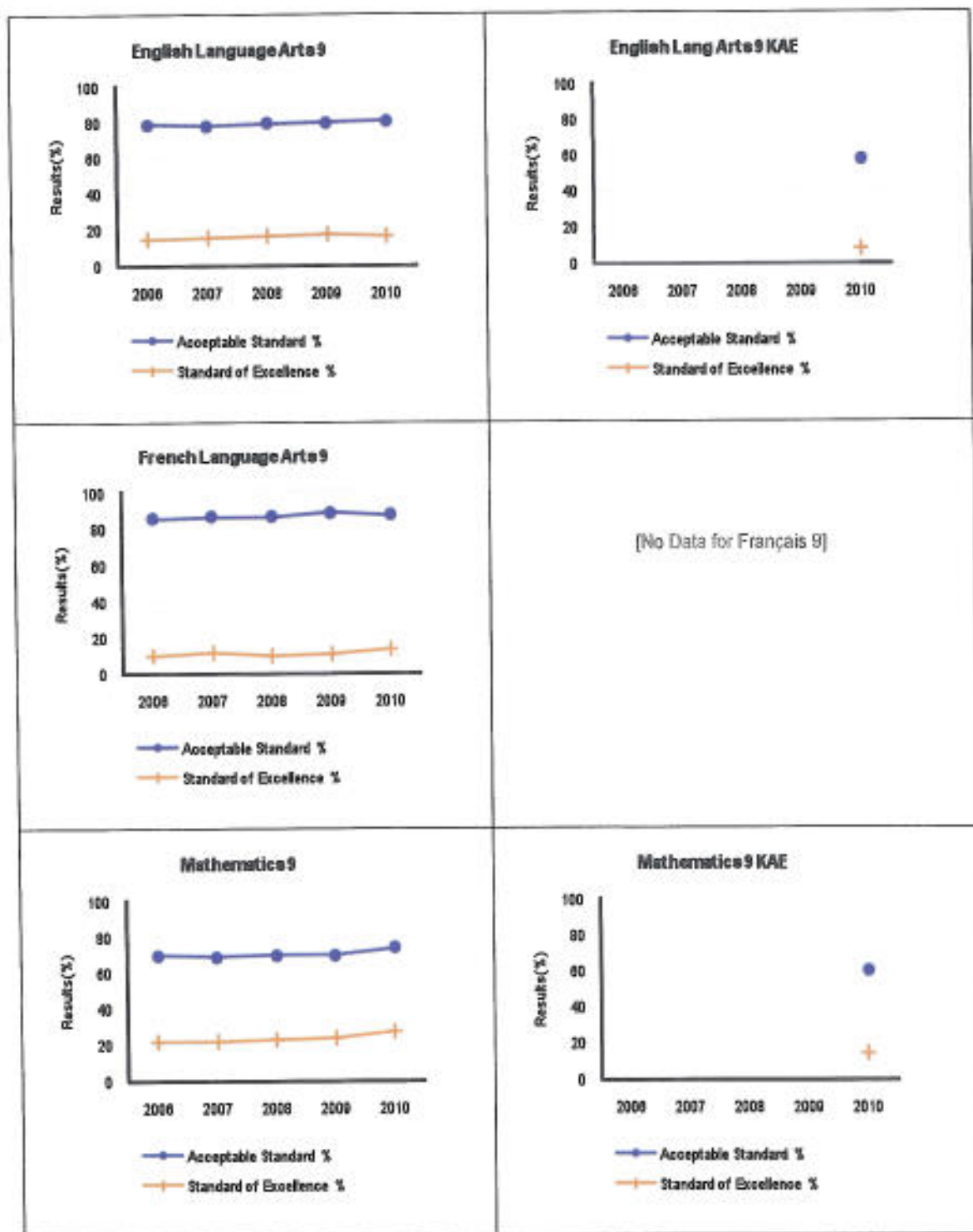
Social Studies 6



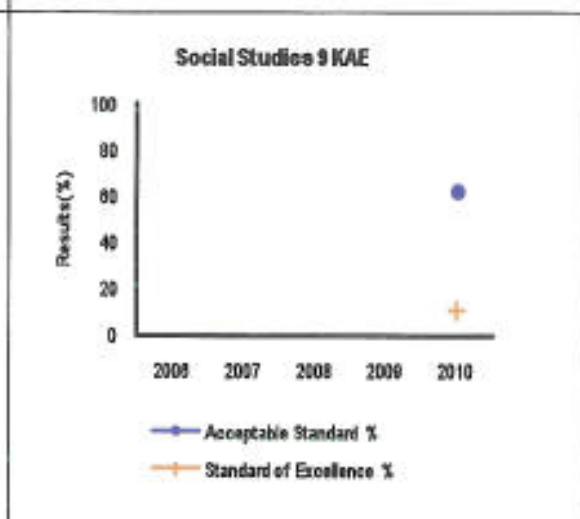
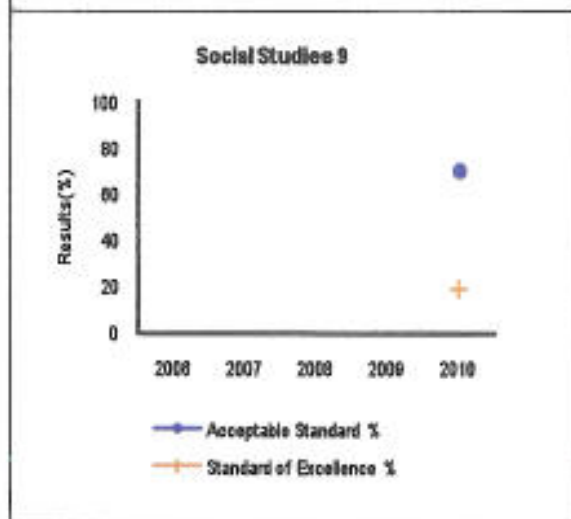
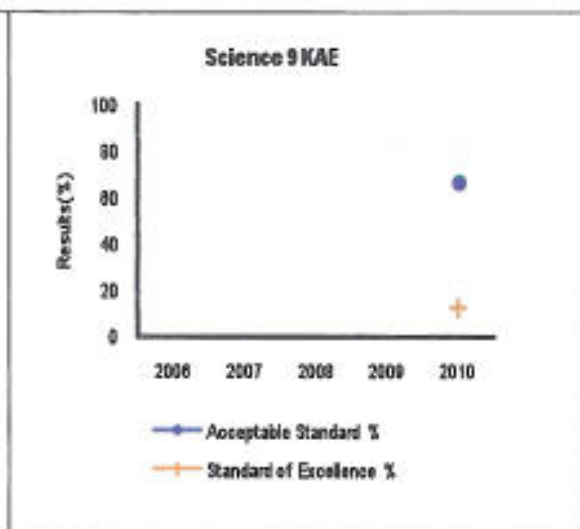
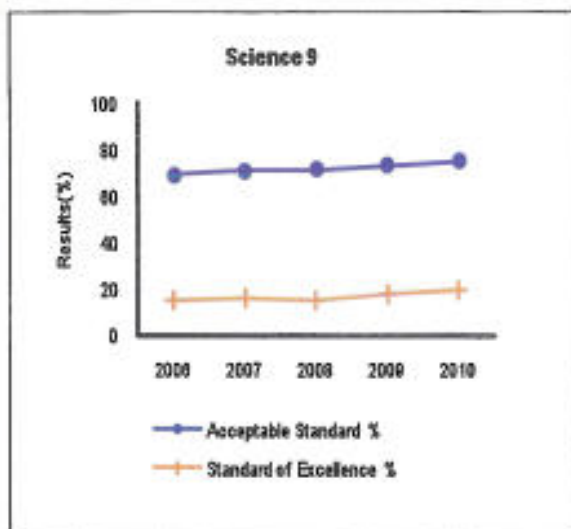
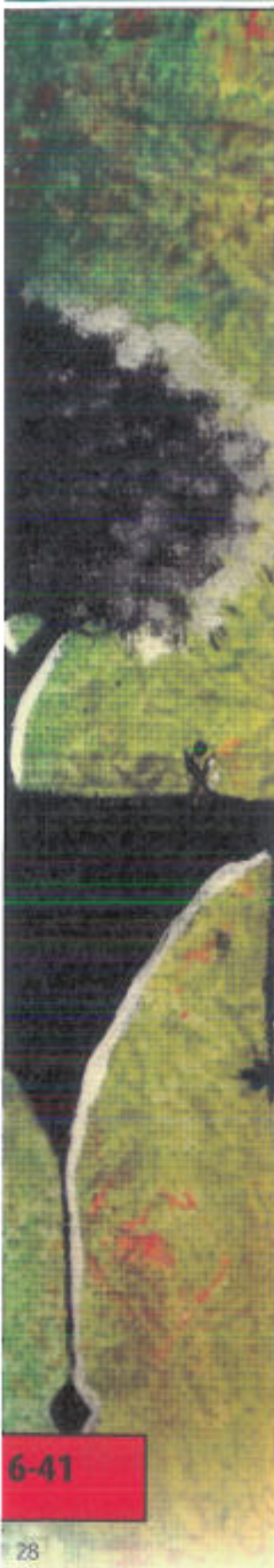
We foster critical thinking, problem solving, and collaboration as these are necessary attributes in the global community.







We are guided by  
assessment and  
a strategic data  
management  
system when  
making instructional  
decisions in the best  
interest of our  
students and to  
guide our work  
towards continuous  
improvement.





## Diploma Examination Results Course By Course Summary

		Calgary Board of Education						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	6,349	82.6	6,184	86.0	29,161	85.1	28,157	87.0
	Standard of Excellence	Low	Declined Significantly	Concern	6,349	10.7	6,184	16.5	29,161	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	2,245	87.0	1,992	87.1	14,314	88.8	13,150	88.6
	Standard of Excellence	High	Improved	Good	2,245	10.2	1,992	9.0	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	472	94.9	450	95.9	1,324	93.7	1,224	95.2
	Standard of Excellence	High	Declined Significantly	Issue	472	21.0	450	27.1	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	5,233	85.2	5,126	84.9	22,917	82.9	22,411	81.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	5,233	38.8	5,126	33.1	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Low	Declined	Issue	2,020	78.0	1,906	79.9	10,639	77.3	10,191	77.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	2,020	15.5	1,906	14.6	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	4,102	84.8	3,847	85.6	22,345	81.4	20,946	82.9
	Standard of Excellence	Very High	Improved	Excellent	4,102	35.5	3,847	33.8	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	4,263	82.6	3,899	82.4	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	4,263	39.5	3,899	38.9	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Declined Significantly	n/a	2,180	79.9	2,138	84.5	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Declined	n/a	2,180	28.3	2,138	30.3	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	Low	Declined Significantly	Concern	872	78.9	770	88.3	4,941	80.1	4,004	87.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	872	18.8	770	20.6	4,941	22.8	4,004	20.2

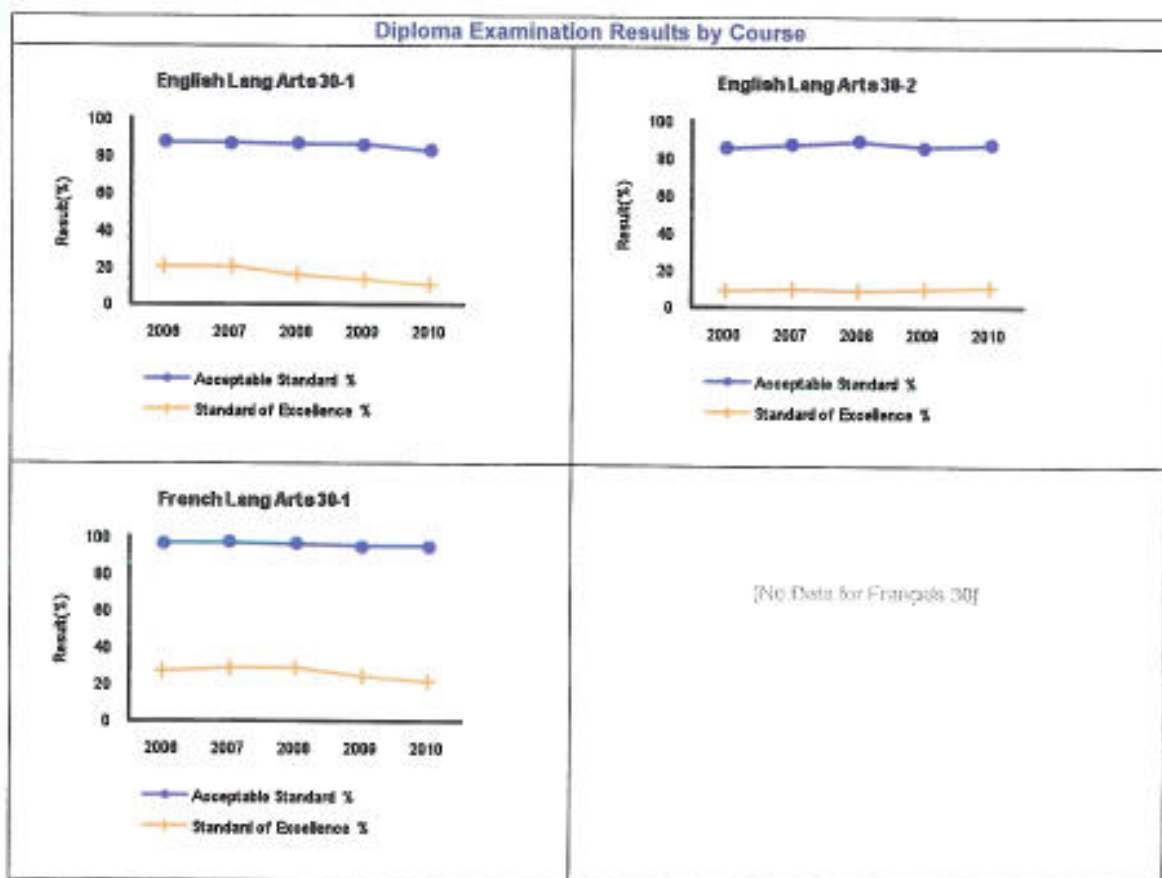
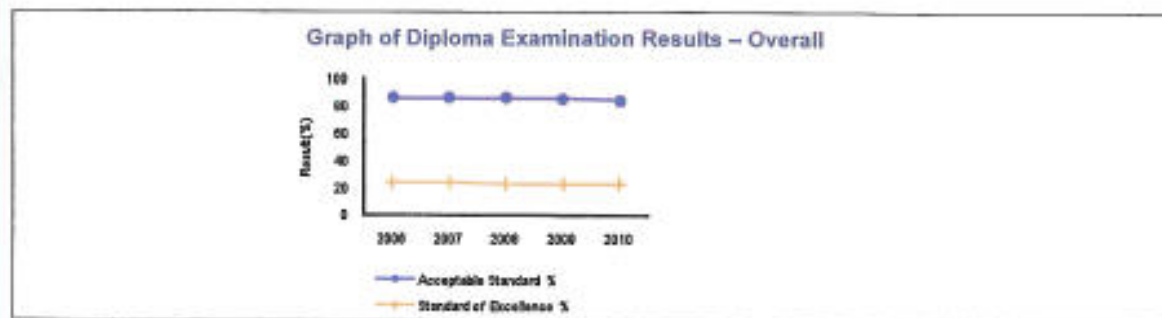
Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

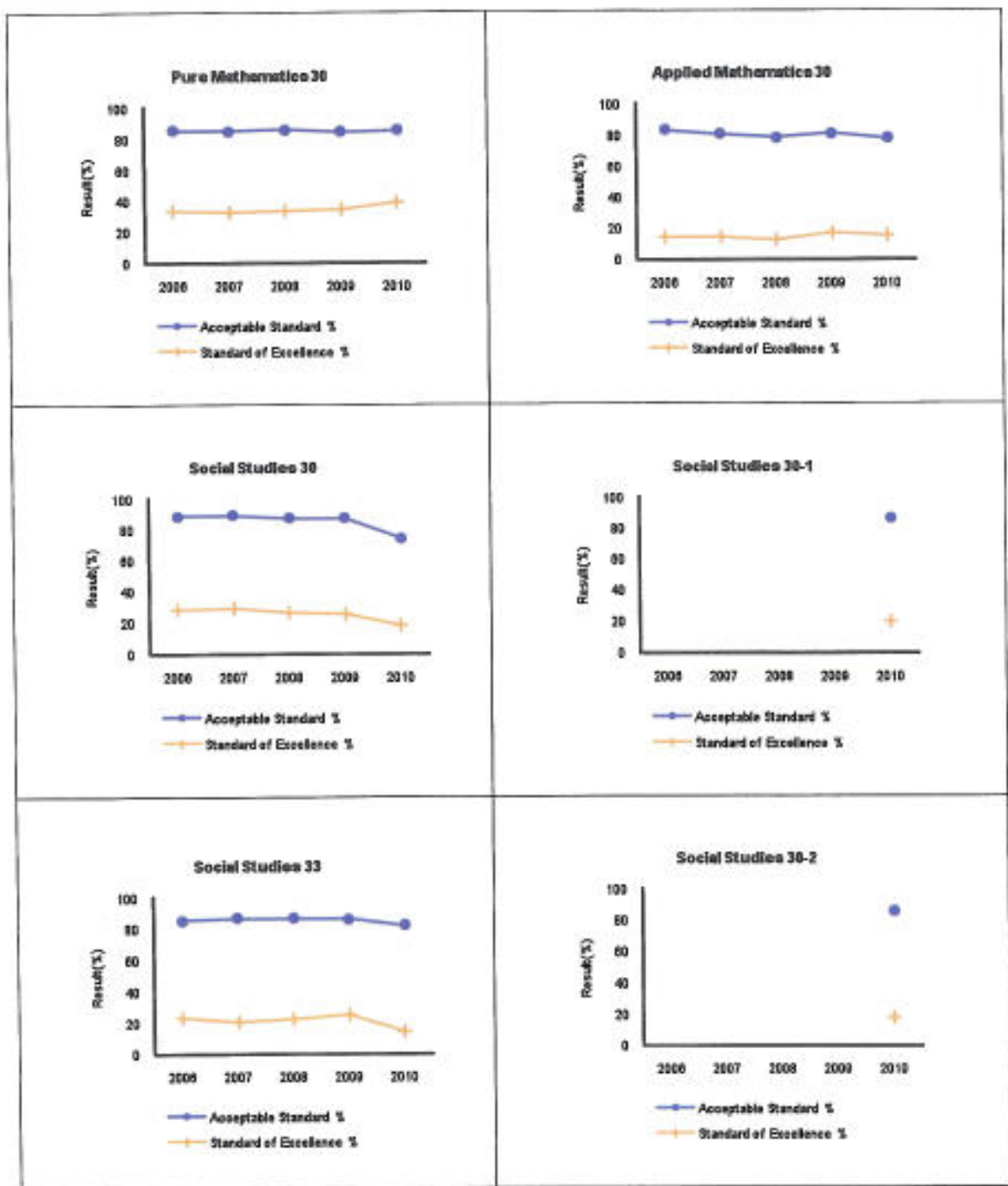
We believe that  
by increasing the  
personalization of  
student learning  
we will enhance  
student success.

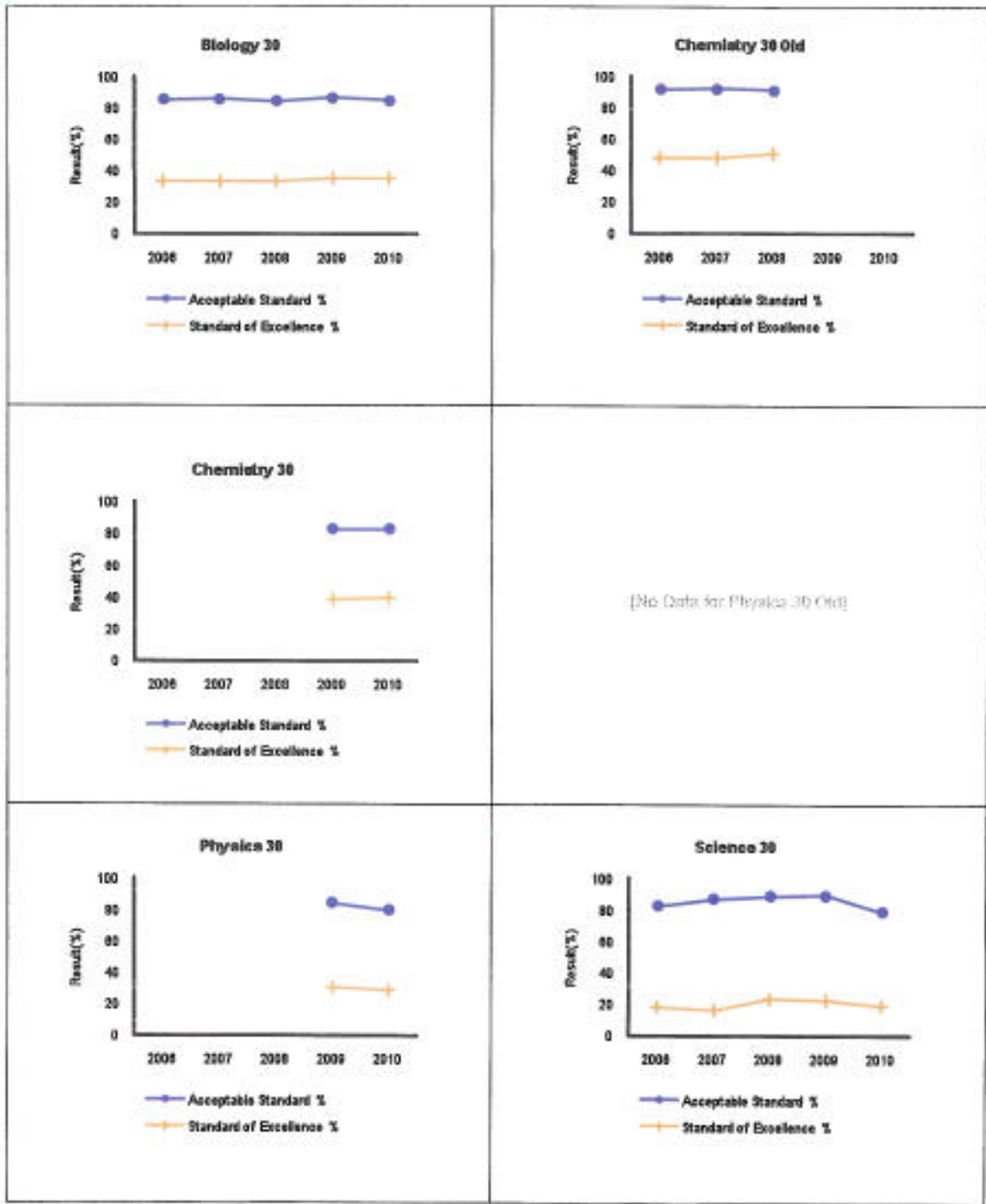


The Measure Evaluation Reference can be found in Appendix 3.











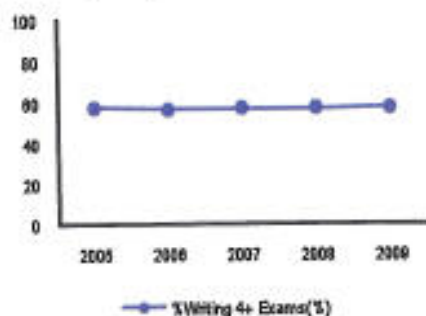
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school

	Calgary Board of Education					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	17.5	18.0	18.9	19.0	18.3	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	82.5	82.0	81.1	81.0	81.7	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	78.7	78.2	77.9	77.4	77.9	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	68.0	67.2	67.7	66.8	67.0	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	57.4	56.5	57.1	57.0	57.3	53.5	53.7	53.8	53.3	53.5
% Writing 5+ Exams	36.5	35.3	35.2	35.0	36.9	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	12.9	12.0	12.8	12.2	12.6	12.8	13.0	13.2	12.7	12.9

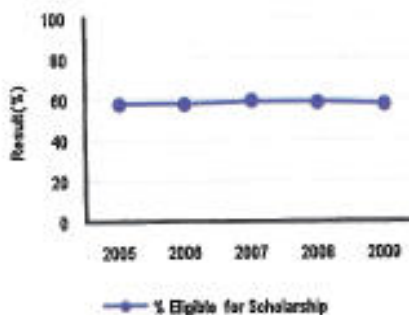
#### Rutherford eligibility rate

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	9,742	4,908	50.4	4,510	46.3	3,370	34.6	5,622	57.7
2006	10,006	5,081	50.8	4,621	46.2	3,358	33.6	5,757	57.5
2007	10,082	5,281	52.4	4,817	47.8	3,499	34.7	5,943	58.9
2008	10,240	5,312	51.9	4,873	47.6	3,556	34.7	5,982	58.4
2009	9,965	5,142	51.6	4,696	47.1	3,400	34.1	5,746	57.7

Graph of Diploma Examination Participation Rate



Graph of Rutherford Eligibility Rate





Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject

	Calgary Board of Education					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	58.4	58.8	59.0	58.4	58.8	54.4	54.7	54.5	53.8	54.0
English 33/30-2	19.8	19.2	18.3	18.0	18.7	23.7	23.5	23.6	24.0	24.5
<b>Total of 1 or more English Diploma Exams</b>	<b>77.3</b>	<b>78.9</b>	<b>76.3</b>	<b>75.3</b>	<b>76.0</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>
Social 30	50.7	51.0	51.3	50.2	50.1	49.1	49.5	49.3	48.1	48.1
Social 33	28.1	27.3	26.1	26.7	28.0	29.1	28.8	28.8	29.5	30.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>77.7</b>	<b>77.2</b>	<b>76.5</b>	<b>75.8</b>	<b>77.1</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>
Math 30/Pure	45.4	45.7	45.6	45.6	45.8	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	19.4	18.4	19.1	17.7	17.7	19.9	19.5	19.5	19.1	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>64.3</b>	<b>63.8</b>	<b>64.2</b>	<b>63.0</b>	<b>63.1</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>
Biology 30	36.9	36.4	37.4	36.8	37.4	39.4	39.6	39.8	39.1	39.8
Chemistry 30	38.0	35.9	35.6	36.2	39.1	34.4	34.2	34.3	34.5	37.3
Physics 30	22.0	21.4	22.6	20.8	10.7	21.6	21.6	21.5	20.4	10.0
Science 30	8.7	8.5	8.0	8.1	7.4	7.0	7.0	7.0	7.4	8.2
<b>Total of 1 or more Science Diploma Exams</b>	<b>60.1</b>	<b>59.0</b>	<b>59.5</b>	<b>59.0</b>	<b>58.9</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	4.9	5.4	4.9	5.1	5.5	2.4	2.7	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>4.9</b>	<b>5.4</b>	<b>4.9</b>	<b>5.1</b>	<b>5.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>



Natasha G.  
Keeper of Knowledge  
St. John Franklin School



Strategies to Achieve Alberta Education Outcome: Students demonstrate high standards in learner outcomes.	Actions to Achieve the Strategies
<p><b>Implement a learning model that establishes a system-wide focus on the relationships between the teacher, the students and the content: the instructional core.</b></p> <p>Elmore, R.F. (2008). Improving the instructional core. Unpublished article. Cambridge, MA: Harvard University.</p>	<p><b>Student</b></p> <ul style="list-style-type: none"> <li>• Increase students' opportunities and abilities for self-direction and active agency in their learning.</li> <li>• Provide strategies, skills, and opportunities for students to be active participants in instructional design and assessment practices.</li> <li>• Engage students in the development of learner profiles and individual student learning plans.</li> <li>• Increase student engagement in setting individual learning goals and assessing learning through portfolio practices, including e-portfolios.</li> <li>• Increase student access to learning and resources by opening a network for student owned digital devices/mobile learning devices.</li> <li>• Extend student engagement and access to learning by increasing flexibility in student programming and timetables, through the use of distributed learning models, and by coordinating student learning across multiple sites (CBE and community-based) in alignment with provincial and CBE policies and practices.</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>• Refine and promote understanding of the Calgary Board of Education's personalized learning model for each student/all students.</li> <li>• Employ differentiated and job-embedded professional development strategies that increase the level of knowledge and skill that teachers bring to the instructional design process.</li> <li>• Examine student work within professional learning communities to deepen teachers' understanding of curricular standards, disciplinary ways of knowing, doing, and being unique student learning factors, and the adjustment cycle, and to support teachers in generating, evaluating, justifying and revising instructional practices.</li> <li>• Expand the design of relevant, rigorous, and authentic learning tasks within disciplinary and interdisciplinary contexts.</li> <li>• Increase the use of formative assessment practices as integral to the instructional design process.</li> </ul>

*We are using today's  
technology to  
empower students  
and enhance learning  
opportunities now and  
into the future.*



Strategies to Achieve Alberta Education Outcome: Students demonstrate high standards in learner outcomes.	Actions to Achieve the Strategies (Cont'd...)
	<ul style="list-style-type: none"> <li>• Broaden the use of triangulated assessment data within formative and summative assessment practices.</li> <li>• Develop practices, supports, and infrastructures that provide anytime, anywhere access to reliable, enabling, and inclusive learning technologies.</li> <li>• Prepare for and implement the recommendations from Alberta Education's Inspiring Education and Setting the Direction.</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Increase focus in all programs on providing tasks that demand high levels of intellectual engagement and that address all levels of Bloom's Taxonomy.</li> <li>• Provide students with extended and consistent opportunities to engage in tasks that are authentic to disciplinary ways of knowing, doing, and being and that require students to generate, evaluate, justify, and revise cognitive models and skills.</li> <li>• Extend student and teacher engagement in project and problem based learning i.e. Integrated middle years learning; library learning commons philosophy.</li> <li>• Ensure multiple avenues for the creation, representation, and integration of essential understandings and specific learning outcomes through differentiated curriculum, digital learning environments, universal design for learning, and inquiry based learning practices.</li> <li>• Facilitate increased access to learning resources in all formats.</li> <li>• Develop and deliver curriculum which addresses culturally-different experiences and perspectives, unique student interests and talents, and the needs of all learning programs.</li> <li>• Identify and implement instructional and assessment strategies that build clarity in student learning outcomes (Academic Success) and that clarify the relationship between Academic achievements and success with Citizenship, Personal Development, and Character Ends.</li> <li>• Build understanding of and strategies for working with expanded concepts of numeracy, literacy, and text within instructional and assessment practices.</li> <li>• Analyze data and implement strategies to address achievement gaps in French, Pure Math 30, Social Studies 30-1, Social Studies 30-2, English Language Arts 30-1 and English Language Arts 30-2.</li> </ul>



## Calgary Board of Education - Ends 2: Academic Success

### Alberta Education Goal Three - Success for First Nations, Métis and Inuit (FNMI) Students

Alberta Education Outcome: Key learning outcomes for FNMI students improve.

October 2010 Accountability Pillar Overall Summary – First Nations, Métis and Inuit (FNMI)

Goal	Measure	Calgary School District No. 19			Alberta			Measure Evaluation			Improvement Targets**		
		Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall	2010/2011	2011/2012	2012/2013
Goal 1: High-quality learning opportunities	Drop Out Rate	10.8	13.0	13.8	11.2	11.0	10.9	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
	High School Completion Rate (3 yr)	22.1	25.5	29.6	34.1	35.6	35.2	Very Low	Declined	Concern	27.1	32.1	37.1
Goal 2: Excellence in student learning outcomes	PAT: Acceptable	88.7	88.7	90.5	88.1	88.3	84.5	Very Low	Improved Significantly	Acceptable	n/a	n/a	n/a
	PAT: Excellence	4.8	3.9	4.3	6.4	5.3	5.4	Very Low	Maintained	Concern	6.5	7.8	9.3
	Diploma: Acceptable	81.4	87.9	85.0	76.3	77.1	77.2	Low	Maintained	Concern	82.4	83.4	84.4
	Diploma: Excellence	10.1	12.7	13.8	8.7	8.2	9.3	Very Low	Maintained	Concern	11.1	12.1	13.1
	Exam Participation Rate (4+ Exams)	12.2	12.8	14.1	16.7	17.2	17.8	Very Low	Maintained	Concern	13.2	14.2	15.2
	Rutherford Scholarship Eligibility Rate (Revised)	25.0	21.0	23.8	27.5	29.0	27.4	Very Low	n/a	n/a		n/a	
	Transition Rate (6 yr)	28.6	25.2	15.9	33.9	31.8	28.1	Very Low	Improved	Concern	26.5	30.5	31.5

**Notes:**

1. The FNMI results in the Accountability Pillar reports only include those students who have self-identified as Aboriginal on the school registration form.
2. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).



<b>Strategies to Achieve Alberta Education Outcome:</b>  <b>Key Learning Outcomes for First Nations, Métis and Inuit (FNMI) students improve.</b>	<b>Actions to Achieve the Strategies</b>
<b>Identify and implement promising practices in Aboriginal Education.</b>	<ul style="list-style-type: none"> <li>• Increase the knowledge and understanding of FNMI cultures by increasing the level of support to administrators, teachers, support staff, students and families.</li> <li>• Increase inclusion of Aboriginal perspectives into the Programs of Study.</li> <li>• Investigate culturally fair assessments.</li> <li>• Investigate replacing current Tuition Agreements with Enhancement Agreements.</li> <li>• Establish an Elder advisory council to build a communication bridge between the CBE and the FNMI community.</li> </ul>



Stephanie M.  
Telling Aim  
Sir John Franklin School



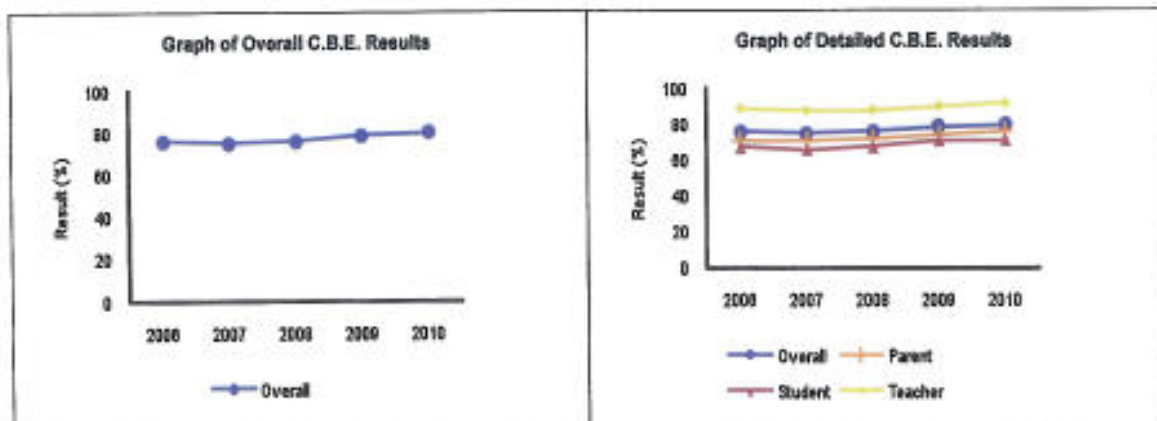
## Calgary Board of Education - Ends 3 Citizenship

Alberta Education Goal Two: Excellence in Student Learning Outcomes

Alberta Education Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.4	74.5	75.6	78.1	79.4	High	Improved Significantly	Good

Measure Details										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.4	74.5	75.6	78.1	79.4	76.8	76.8	77.9	80.3	81.4
Teacher	88.7	87.5	87.9	90.0	91.7	90.3	89.9	90.6	91.8	93.0
Parent	70.5	70.1	71.9	73.6	75.8	72.4	72.6	74.7	77.4	78.5
Student	66.9	65.7	67.0	70.6	70.7	67.5	67.1	68.5	71.8	72.7





<b>Strategies to Achieve Alberta Education Outcome:</b>  <b>Students model the characteristics of active citizenship.</b>	<b>Actions to Achieve the Strategies</b>
Embed democratic participation, leadership, volunteerism and service in student learning.	<ul style="list-style-type: none"> <li>• Promote local initiatives in all schools.</li> <li>• Organize a student leadership conference on social justice issues and conduct a post-conference review of outcomes.</li> <li>• Develop performance and assessment criteria for student citizenship practices within the learning environment.</li> </ul>
Implement the Global Learning Strategy	<ul style="list-style-type: none"> <li>• Promote authentic global initiatives and connect learning activities and outcomes to global issues.</li> <li>• Embed global citizenship within student learning plans.</li> <li>• Implement the International Certificate system-wide in all high schools.</li> </ul>
Embed environmental literacy and stewardship in the culture of the school.	<ul style="list-style-type: none"> <li>• Engage staff and students in action projects that reduce their ecological footprint.</li> <li>• Align EcoSites initiative with the Comprehensive Health Program.</li> <li>• Engage staff and student in the 50% waste reduction initiative.</li> <li>• Engage staff and students in the 10% electricity reduction initiative.</li> </ul>



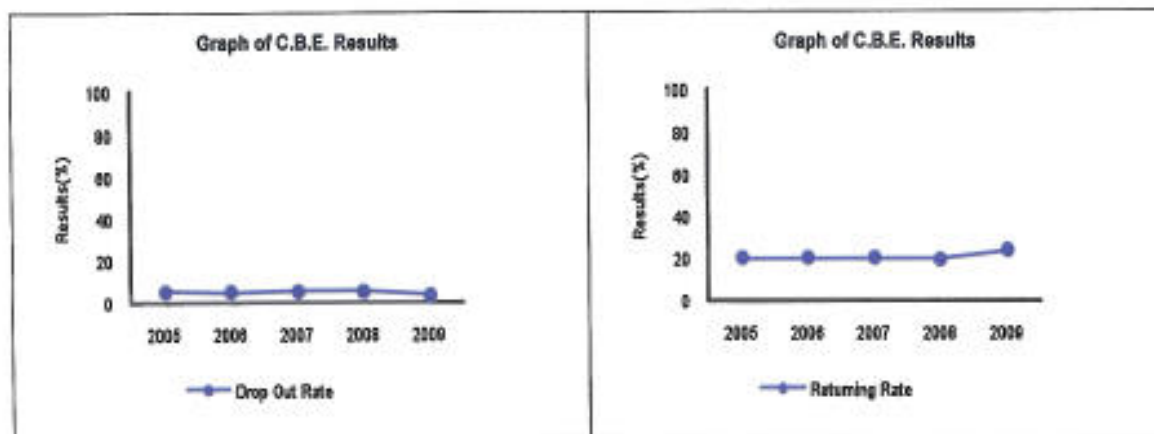
## Calgary Board of Education - Ends 4 Personal Development

### Alberta Education Goal One: High Quality Learning Opportunities

**Alberta Education Outcome:** Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Evaluation		
	2005	2006	2007	2008	2009	Achievement	Improvement	Overall
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.0	4.9	5.2	5.0	3.5	High	Improved Significantly	Good

Measure Details										
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Calgary Board of Education					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	5.0	4.9	5.2	5.0	3.5	5.0	4.7	5.0	4.8	4.3
Returning Rate	19.9	20.2	20.1	19.6	23.7	21.3	21.2	21.3	19.8	23.5



*We are increasing opportunities for student voice and choice.*



<b>Strategies to Achieve Alberta Education Outcome:</b>  <b>Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.</b>	<b>Actions to Achieve the Strategies</b>
Implement district-wide resiliency and programming strategies for children and youth at risk of not succeeding in their learning.	<ul style="list-style-type: none"> <li>• Implement a cohesive plan to identify and utilize strength-based practices supporting at-risk learners.</li> <li>• Use consistent assessment tools to assist in the diagnosis of student learning needs.</li> <li>• Monitor placement of full-day Kindergarten classes and pre-school classes to ensure access for identified populations.</li> </ul>
Embed personal development into student learning to impact the culture of the school.	<ul style="list-style-type: none"> <li>• Develop and implement resiliency-focused models of practice.</li> <li>• Implement the Comprehensive Health Strategy in all schools Kindergarten to Grade 12.</li> <li>• Teach literacy across the curriculum using learning technology including adaptive and assistive technology.</li> <li>• Develop performance and assessment criteria for student personal development practices within the learning environment.</li> </ul>



## Calgary Board of Education - Ends 5 Character

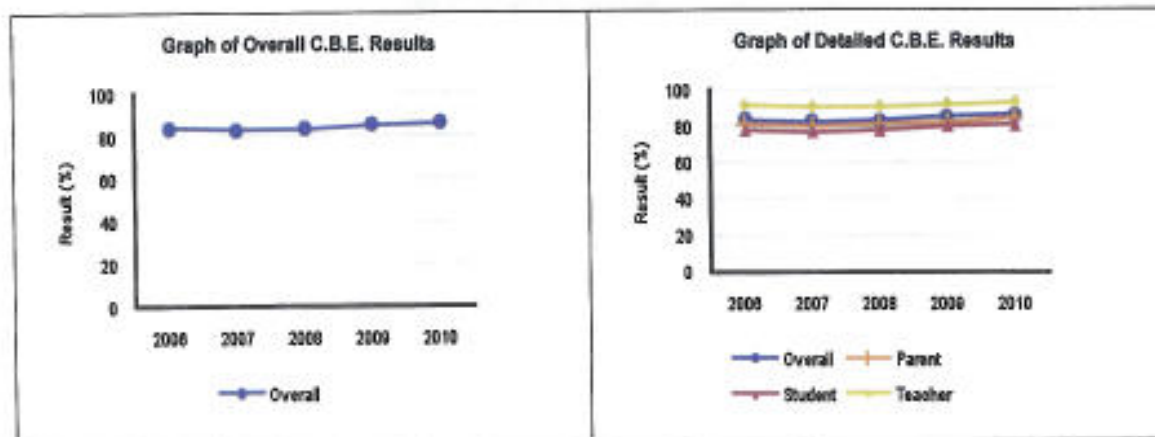
Alberta Education Goal One: High Quality Learning Opportunities

Alberta Education Outcome: Schools environments are safe and caring.

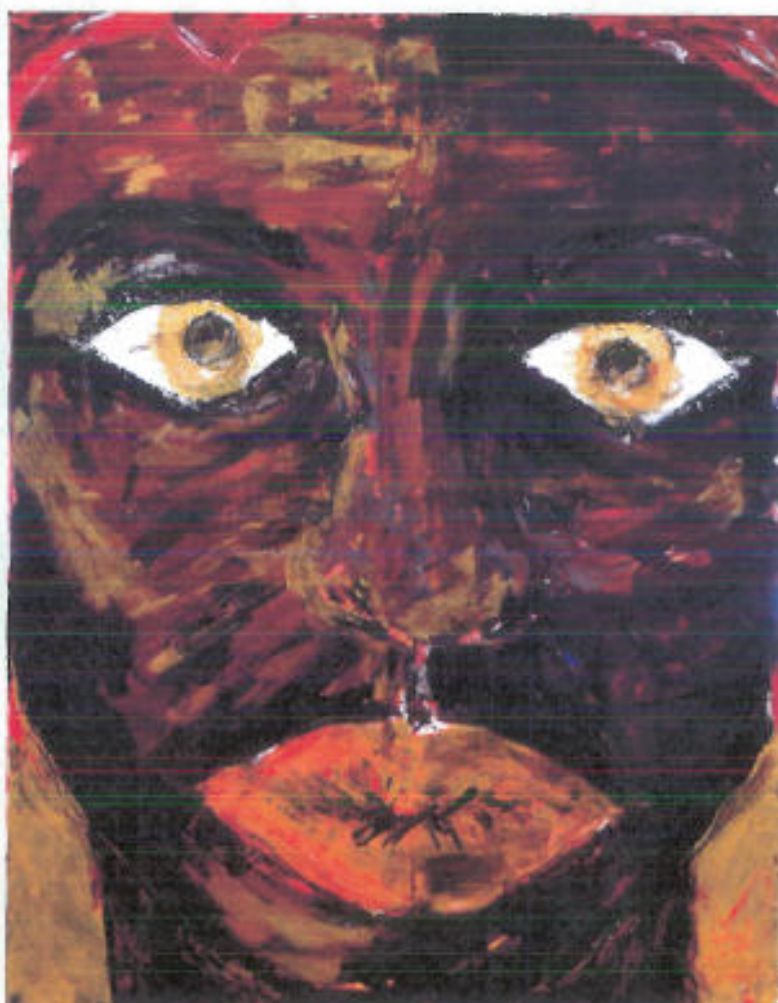
Performance Measure	Results (in percentages)					Evaluation		
	2006	2007	2008	2009	2010	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.5	82.6	83.2	85.0	86.0	High	Improved Significantly	Good

Measure Details										
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Calgary Board of Education					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	83.5	82.6	83.2	85.0	86.0	84.4	84.2	85.1	85.9	87.6
Teacher	91.3	90.7	90.9	92.1	93.0	92.8	92.6	93.1	93.8	94.4
Parent	80.9	80.0	80.8	82.3	84.5	82.1	81.7	83.2	85.3	86.1
Student	78.1	77.2	77.8	80.5	80.6	78.4	78.5	79.1	81.7	82.2

*We know student learning is most effective when it is connected to the world outside of school.*



<b>Strategies to Achieve Alberta Education Outcome:</b>  <b>Schools environments are safe and caring.</b>	<b>Actions to Achieve the Strategies</b>
Embed character development into student learning to impact the culture of the school.	<ul style="list-style-type: none"> <li>• Develop and implement practices that maintain a strong focus on safe, respectful and caring learning environments for all.</li> <li>• Evaluate prevention and intervention models for students.</li> <li>• Develop performance and assessment criteria for student character practices within the learning environment.</li> </ul>



Stephanie M.  
Mather  
St. John Franklin School



## Financial Reporting

### Financial Summary: 2009-10 School Year

The Calgary Board of Education's total revenues increased by 5.1% to \$1,030.1 million in 2009-10 from \$979.9 million in the previous year. The Corporation's total expenditure increase for the year was 4.0%, resulting in total expenses of \$1,021.4 million, up from \$981.9 million in 2008-09. As a result, the Corporation managed its financial operations, after Board of Trustees approved transfers to and from reserves, to an annual operating surplus of \$0.5 million, which represents approximately 0.05% of total revenue.

The following analysis is based on 98,411.5 K-12 full-time equivalent students with ECS children counted at 0.5 FTE.

During the 2009-10 school year, per pupil costs (excluding adult programming, school generated funds and Regional Assessment Services) were \$9,890, compared to \$9,542 in 2008-09. This represents an increase of 3.6%, primarily reflecting general inflationary increases, and funded one-time provincial initiatives.

The categories defining the distribution of the Board's \$1,021,438,000 of expenses in 2009-10 are:

- **Instruction (grades K – 12)** – Total spending 2009-10 \$804,701,000  
Includes salaries and benefits for certificated and non-certificated staff, supplies and minor equipment necessary to provide instruction that meets the learner expectations of students in core programs, complementary programs, support for students for whom English is a Second Language and special education programs for students with disabilities. Also included are expenses that are at the discretion of schools and the Board. During the 2009-10 school year, operational expenses per student for instruction (grades K – 12) were \$8,177 compared to \$7,875 in 2008-09 (restated to reflect SGF at gross amounts). This increase of 3.8% is mainly as a result of the continuation of Small Class Size Initiative Funding (to reduce average class size) from Alberta Education, funding to support programs and students with special needs, as well as general inflationary increases for all other CBE instructional expenses.
- **Operations and Maintenance (including Infrastructure Maintenance Renewal)** – Total spending 2009-10 \$125,493,000  
Includes operation and maintenance of school buildings, including utilities, custodial staff, and maintenance and repairs. During the 2009-10 school year, operational expenses per student for operations and maintenance were \$1,275 compared to \$1,272 in 2008-09, an increase of 0.2%. This small increase is driven primarily by general inflationary increases.
- **Student Transportation** – Total spending 2009-10 \$37,949,000  
Includes organization and transportation of students to and from schools, excluding charters for field trips. During the 2009-10 school year, operational expenses per expected transported student for transportation were \$1,048 (based on 36,198 expected eligible student passengers for transportation funding purposes) compared to \$987 in 2008-09, an increase of 6.2%.
- **Board and System Administration** – Total spending 2009-10 \$39,470,000  
Includes Board Governance and System Administration salaries, benefits, supplies and services expenses. During the 2009-10 school year, operational expenses per student for board and system administration were \$401 compared to \$406 in 2008-09, a decline of 1.0%.
- **Other Services** – Total spending 2009-10 \$13,825,000  
Includes Chinook Learning Services and Regional Assessment Services program expenses. Total spending in 2008-09 was \$12,742,000, an increase of 8.5%.

### Financial Position

As at August 31, 2010, the CBE had an accumulated unrestricted operating surplus of \$3.5 million which reflects an increase of \$0.5 million from the 2009-10 fiscal year plus \$3.0 million from previous fiscal years. In addition, at August 31, 2010 the Corporation's overall net assets stand at \$155.4 million versus \$146.7 million for 2008-09, which primarily represents operating and capital reserves, designated operating funds and Board funded investments in capital assets.

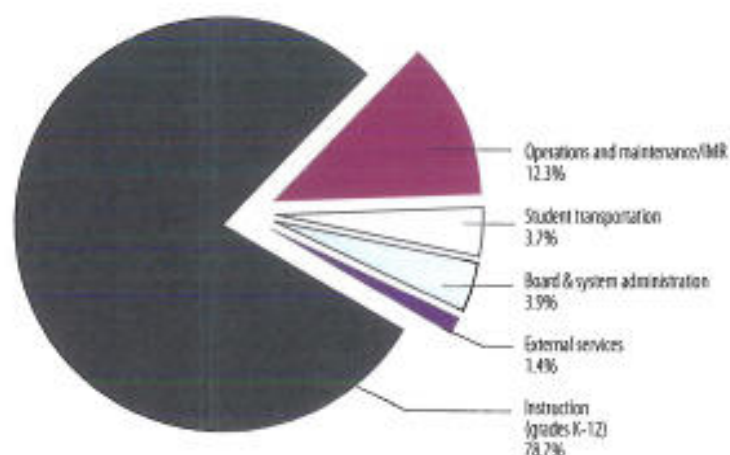
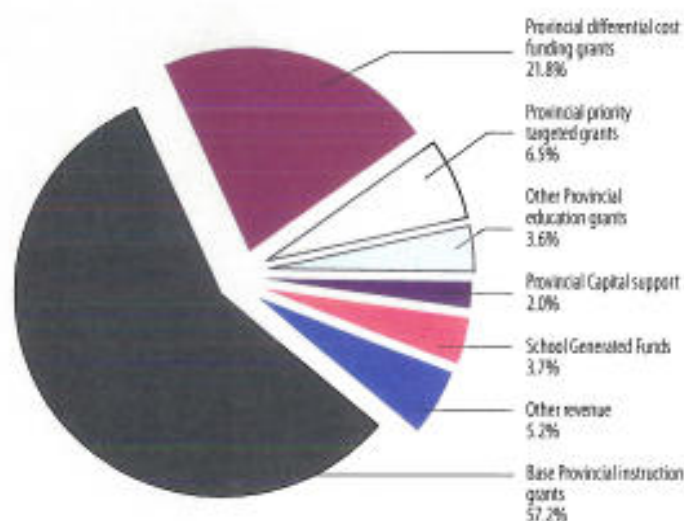
### School Generated Funds

School Generated Funds (SGF) includes enhancement activities in support of enriched student learning. In 2009-10 revenues and expenses were \$37.7 million and are reported at gross amounts in accordance with the new CICA Handbook standards. School Generated Funds revenues are primarily generated through fundraising activities, non-instructional fees and donations and grants. Corresponding expenses primarily support educational excursions, non-instructional fees and charges, extra-curricular activities, field trips, equipment and other expenditures that augment student learning.



## Calgary Board of Education

### Financial Summary for the Year Ended August 31, 2010



	2009-10		2008-09	
	Actual Revenue	% of Total	Actual Revenue	% of Total
	(\$000)	(\$000)		
Base Provincial instruction grants	588,839	57.2%	550,474	56.2%
Provincial differential cost funding grants	224,959	21.8%	218,940	22.3%
Provincial priority targeted grants	66,615	6.5%	68,169	7.0%
Other Provincial education grants	37,070	3.6%	30,703	3.1%
Provincial Capital support	20,908	2.0%	20,725	2.1%
School Generated Funds	37,651	3.7%	36,306	3.7%
Other revenue	54,033	5.2%	54,550	5.6%
<b>Total revenue</b>	<b>1,030,075</b>	<b>100.0%</b>	<b>979,867</b>	<b>100.0%</b>

	2009-10		2008-09	
	Actual Revenue	% of Total	Actual Revenue	% of Total
	(\$000)	(\$000)		
Instruction (grades K-12)	804,701	78.7%	769,708	78.4%
Operations and maintenance/IMR	125,493	12.3%	124,279	12.7%
Student transportation	37,949	3.7%	35,615	3.6%
Board & system administration	39,470	3.9%	39,588	4.0%
External services	13,825	1.4%	12,742	1.3%
<b>Total revenue</b>	<b>1,021,438</b>	<b>100.0%</b>	<b>981,932</b>	<b>100.0%</b>
<b>Net (use) application of operating funds</b>	<b>8,099</b>		<b>(2,341)</b>	
	<b>1,029,537</b>		<b>979,591</b>	

#### Footnotes:

- net applications of operating funds include contributions for capital expenditures and transfers to/from operating and capital reserves
- for additional financial information, including more information on the Calgary Board of Education's sources and uses of school generated funds please review our 2009/10 Audited Financial Statements, Notes to the Financial Statements, Note 4. Cash held by schools, located on our website at <http://www.cbe.ab.ca/trustees/budget.asp>
- province-wide combined financial information, including the province-wide combined information on sources and uses of school generated funds, can be accessed at <http://www.education.gov.ab.ca/funding/afsr/>

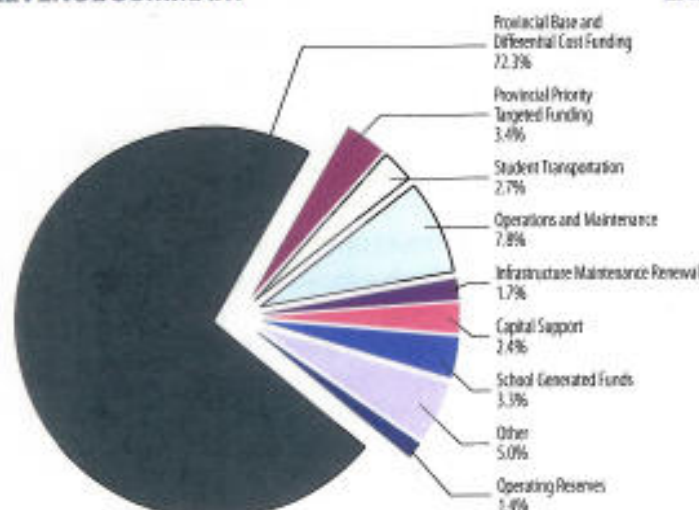


## Calgary Board of Education 2010-2011 Fall Updated Operating Budget

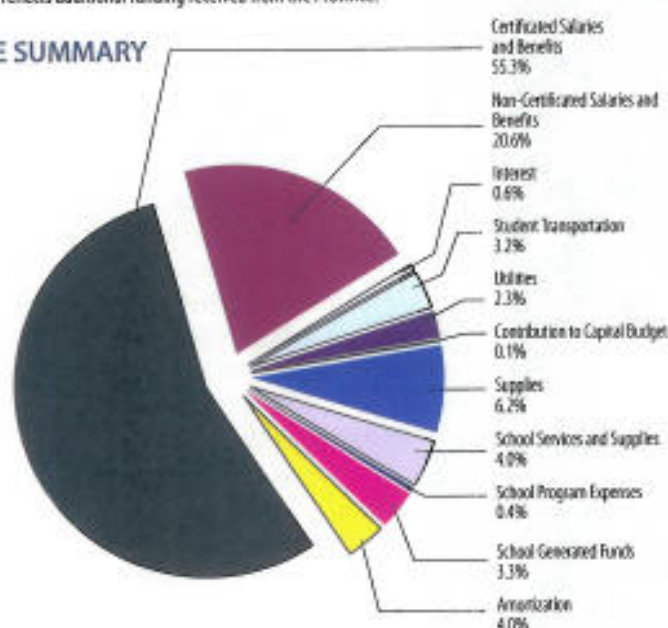
On December 7, 2010 the Board of Trustees approved the CBE's 2010-2011 fall updated operating budget reflecting total planned spending of \$1.059 billion. Approved budgets are prepared in accordance with the Board of Trustees' Ends policies, Calgary Board of Education Executive Limitations, the Three-Year Education Plan for the Calgary Board of Education, the service levels determined by Superintendents, and the requirements of Alberta Education. In addition, through the original operating budget process, discussions were held with employee group representatives and other stakeholders. The focus of the 2010-2011 operating budget is to maintain and, where appropriate and affordable, enhance services to our students. This is accomplished, in part, through a comprehensive resource allocation method for schools, which provides schools with considerable decision making authority and flexibility in the use of allocated resources to address priorities for each School or Area. The fall updated operating budget was submitted to Alberta Education immediately following Board of Trustees' approval and reflects financial support for the outcomes, strategies and actions articulated in the CBE's Three-Year Education Plan 2010-2013 and forms the basis of the 2010-2011 updated work plans for each of the CBE's Service Units and fall resource deployment principals at schools.

The following is a brief summary of the Calgary Board of Education's 2010-11 Fall updated operating budget and reflects additional funding received from the Province.

### REVENUE SUMMARY



### EXPENSE SUMMARY



	2010-11		2009-10	
	Updated	% of	Modified	% of
	Operating	Total	Approval	Total
	(\$000)		(\$000)	
<b>Alberta Education Funding</b>				
Base and Differential Cost Funding	764,731	72.3%	740,457	72.7%
Provincial Priority Targeted Funding	35,985	3.4%	35,587	3.5%
Student Transportation	28,862	2.7%	29,702	2.9%
Operations and Maintenance	82,986	7.8%	82,670	8.1%
Infrastructure Maintenance Renewal	18,248	1.7%	18,196	1.8%
Other Capital Support	25,538	2.4%	21,288	2.1%
<b>Total Provincial Grants</b>	<b>956,350</b>	<b>90.3%</b>	<b>927,900</b>	<b>91.1%</b>
<b>Other Revenue</b>				
School Generated Funds	35,375	3.3%	34,971	3.4%
Other (including amortization reserve)	53,387	5.0%	47,830	4.7%
Operating Reserves	14,374	1.4%	8,418	0.8%
	<b>1,059,486</b>	<b>100.0%</b>	<b>1,019,119</b>	<b>100.0%</b>

	2010-11		2009-10	
	Updated	% of	Modified	% of
	Operating	Total	Approval	Total
	(\$000)		(\$000)	
<b>Certified Salaries and Benefits</b>	<b>585,853</b>	<b>55.3%</b>	<b>567,323</b>	<b>55.7%</b>
<b>Non-Certified Salaries and Benefits</b>	<b>218,533</b>	<b>20.6%</b>	<b>211,275</b>	<b>20.7%</b>
<b>Central Services and Supplies:</b>				
Interest	6,092	0.6%	2,772	0.3%
Student Transportation	34,119	3.2%	33,660	3.3%
Utilities	24,049	2.3%	24,150	2.4%
Contribution to Capital Budget	593	0.1%	7,227	0.7%
Supplies	65,312	6.2%	67,268	6.6%
School Services and Supplies	42,572	4.0%	33,086	3.2%
School Program Expenses	4,000	0.4%	4,000	0.4%
School Generated Funds	35,375	3.3%	34,971	3.4%
Amortization	42,988	4.0%	33,387	3.3%
	<b>1,059,486</b>	<b>100.0%</b>	<b>1,019,119</b>	<b>100.0%</b>

Additional information regarding the CBE's 2010-2011 Operating Budget can be found at <http://www.cbe.ab.ca/trustees/budget.asp>.

The CBE's 2010/11 Fall Updated Budget Report that is submitted to Alberta Education can be found at <http://www.cbe.ab.ca/trustees/budget.asp>.



## Funding And Other Revenues

Funding allocations from Alberta Education are distributed in three categories: base instructional funding, differential cost factors funding and provincial priority targeted funding. The base and differential cost funding is simply a method of allocating funds to the CBE. The CBE then allocates funds internally to address local School needs and Service Unit Support areas. Provincial priority targeted funding is provided for specific purposes, and the related allocations must be spent on the priority programs for which the allocations were provided. The CBE currently receives provincial priority targeted funding for a multitude of programs including: the Alberta Initiative for School Improvement (AISi), the Student Health Initiative, High Speed Networking (Supernet), and the Children and Youth with Complex Needs Initiative.

The 2010-2011 fall updated operating budget reflects all applicable announced grant funding rate changes and the finalized September 30, 2010 student count. Of the \$958.8 million in total expected Provincial funding, grant revenues from Alberta Education are projected to be \$956.4 million. This budgeted grant revenue reflects an increase of \$28.4 million, or 3.1% from the modified approved 2009-2010 budget and is a result of:

- \$24.3 million, or 2.6%, representing the 2.92% announced increase in the base instruction grant rates, differential funding expected to be received tied to student complexity, and the finalized student enrolment at September 30;
- \$0.4 million, or 0.1%, reflecting revenues to be received tied to Provincial Priority Targeted Funding;
- (\$0.9) million, or (0.1%), reflecting Student Transportation grant funding revenues reduction, primarily tied to the opening of six new Public Private Partnership (P3) schools;
- \$0.4 million, or 0.1%, reflecting a modest increase in Operations and Maintenance funding and Infrastructure Maintenance and Renewal (IMR) funding primarily tied to enrolment;
- \$4.2 million, or 0.4%, for Other Capital Support primarily reflecting the addition of the six new P3 schools.

School Generated Funds (SGF) revenues are budgeted at \$35.4 million or \$0.4 million over the 2009-2010 budget primarily reflecting increased activities at the school level.

Outside of Alberta Education grant funding and SGF, all other revenues (board mandated fee collections, discretionary program collections, other Provincial Ministries, interest income, rental and leasing revenues, federal tuition fees, and amortization reserve) have been budgeted at \$53.4 million reflecting a \$5.6 million increase from the 2009-2010 budget.

## Staffing

Approximately 76% of the CBE's operating budget provides for the Certificated and Non-Certificated salaries and benefits of CBE employees. The fall updated budgeted full time equivalent (FTE) staff is 9,073 reflecting 5,904 Certificated staff and 3,169 Non-Certificated staff. The salary and benefit cost information presented in the 2010-2011 fall updated operating budget is based on certain expenditure assumptions, on past experience and on the fall resource allocation and deployment decisions made within CBE schools. These staffing levels reflect an increase of 13.0 FTE's since the budget was initially approved in June 2010 primarily reflecting increases in school based and instructional support staff.



## Budget Initiatives

Consistent with other years' budget planning cycles, the requests for resources from within the CBE exceeded the funding available. However, through the oversight provided by Superintendents' Team, and the supporting Budget Councils, the following priority initiatives were supported for implementation or enhancement in 2010-2011 predominantly through the new funding received and an internal reallocation of resources:

### Teaching and Learning

#### New initiatives or enhancements for 2010-2011 (June approved budget)

- To support the operational requirements of Learning Support:
  - 2.0 Full Time Equivalent (FTE) Learning Leaders dedicated for Aboriginal supports
  - 1.0 FTE Psychologist for Aboriginal Support and culturally fair assessments
  - 2.0 FTE Strategist Support to reduce barriers for Aboriginal learning
  - 1.0 FTE Diversity Coordinator
  - Supplies and Services provisions for planning, implementation and cultural competency

Funded through reallocation of FTE resources, and reallocation of First Nations, Métis and Inuit (FNMI) grant funding received from the Province.

- To support the operational requirements of Learning Support (Early Learning):
  - 1.0 FTE Speech Language Support for children identified with Mild and Moderate needs
  - 1.0 FTE Strategist Support for children identified with Mild and Moderate needs
  - 1.1 FTE for Educational Assistant support
  - Supplies and Services provisions for occupational and physiotherapy needs

Funded through an enhanced increased grant revenue stream for additional children identified as Mild and Moderate special needs learners.

#### New initiatives or enhancements for 2010-2011 (Fall updated budget)

- Through the reallocation of resources and the supplementary announced funding to be received, the following initiatives are also planned to be undertaken:
  - Amelioration of contract absence deficits at specified CBE schools
  - Additional teachers (3.5 FTE one-time support) for full day Kindergarten due to increased demand

## Support Services

#### New initiatives or enhancements for 2010-2011 (June approved budget)

- To support the operational requirements of Facilities and Environmental Services:
  - Provisions for caretaker support at six new CBE schools

Funded through a realignment of the staffing allocation formula for caretaking staff in all CBE schools.

- To support the operational requirements of Legal Affairs:
  - Provisions for additional external legal services and for Freedom of Information and Protection of

Privacy supports.

Funded through a reallocation of resources and corporate gapping.

### For the Calgary Board of Education (Fall Updated)

- Elimination of the June 15, 2010 Board of Trustees approved operating deficit of \$10.0 million, and corresponding reduced operating reserve draws to balance, funded by the additional grants from Alberta Education as announced in July 2010.

Consistent with all publically accountable organizations, the CBE is committed to managing its resources efficiently and effectively. The organization prepares annual Operating and Capital Budgets which are approved by the Board of Trustees and these expenditure plans are to support implementation of the outcomes, strategies and actions as articulated in the organization's Three-Year Education Plan.



## Summary of Facility and Capital Plans

### 2010–2013 APPROVED CAPITAL BUDGET AND ESTIMATES

#### Calgary Board of Education and Reserve Funded Assets

##### Capital Budget Information

The Board of Trustees approved the capital budget of \$17.83 million based on recommendations by the Capital Budget Council. The Capital Budget was developed through information received from schools and departments within the various Service Units. The initial amount of budget requests was \$24.4 million; however a number of items were deferred, deleted or spread over several fiscal years. Final recommendations were made by applying filters to each request, including the project type, category and priority. The committee focused on completion of projects underway, support for new technology projects, and energy efficiency projects.

Significant projects include:

- \$1.5 million, over the next three years, for the Building Automated Systems (BAS) Front End project.
- \$9.0 million, over the next three years, for the establishment of the Career and Technology Strategy in Areas with the completion of Area IV in 2012.
- \$6.0 million, over the next three years, to complete the Enterprise Portal Deployment Expansion project.
- \$1.2 million, over the next three years, to complete the Facilities Strategic Information Technology Plan.
- \$2.2 million, over the next two years, to complete the Inclusive Learning Technologies project.
- \$3.2 million, over the next three years, for the Information Technology Services Infrastructure Renewal and Growth project.
- \$5.5 million in total, over the next three years, for New School Commissioning:
  - the four Grades 5-9 P3 schools announced during 2008-2009 (\$4.0 million), to be built in the communities of Coventry Hills, Panorama, Taradale, Tuscan, and
  - Grade 10-12 P3 Northwest High School announced during 2008-2009 (\$1.5 million), to be built in the community of Arbour Lake.
- \$2.7 million, over the next three years to continue to support the initiatives for Program Moves and Expansions.
- \$1.2 million, over the next three years to undertake the required upgrade of the Oracle Financials System to version 12.1.
- \$1.0 million, over the next three years, for the School Logic project.
- \$4.6 million, over the next three years, for school purchased capital assets.
- \$15.0 million, over the next three years, for capital lease payments tied to energy retrofit projects and the Dr. Carl Safran Modernization project.



## 2010-2011 Capital Budget Summary

### CBE and Reserve Funded Assets

#### Expenditures by Project Type:

##### Capital Lease Payments (Contracts)

Energy Performance Contracts	1,399,000
Dr. Carl Safran Upgrades	2,021,000

##### Non-Facility Related Projects

Mandatory	205,000
Strategic Investment	5,785,000
Efficiency	2,909,000
Lifecycle Management	2,410,000

##### Facility Related Projects

Strategic Investment	3,000,000
Efficiency	100,000

**Total Capital Expenditures** **\$ 17,829,000**

#### Funding Sources:

Amortization Reserve	16,236,000
School Purchased Assets	1,593,000

**Total Capital Financing** **\$ 17,829,000**

#### CBE Web links:

2011-2014 School Capital Plan: <http://www.cbe.ab.ca/aboutus/documents/2011-2014SchoolCapitalPlan.pdf>

2009-2018 Ten Facilities Plan: <http://www.cbe.ab.ca/AboutUs/documents/TenYearFacilitiesPlan.pdf>



Meagan M.  
Le Chat Regarde la Fleur  
Som Livingston School



## Summary of Facility and Capital Plans 2011-2014

Over the past decade, Calgary has seen tremendous growth and economic prosperity. Population growth has been strong, incomes have been rising, and unemployment has dropped to unprecedented levels. One simple indicator of the magnitude of the growth is that the population of Calgary increased 131,960 persons between 2004 and 2009, an average of 26,392 persons per year. Currently, there are approximately 25 actively developing communities in varying stages of development in Calgary. New school construction is necessary in outlying communities of the city to provide students with equitable access to instructional programs and to comply with the Board of Trustees' Governance Policies. New school construction priorities are approved by the Board of Trustees and these priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's School Capital Plan 2011-2014 was recently approved on April 13, 2010, by the Board of Trustees and can be found on the CBE Web-site at:

<http://www.cbe.ab.ca/aboutus/documents.asp>

The Year 1 priorities consist of 2 replacement schools, 7 new school construction projects and 11 preservation/modernization projects. New school construction projects and school modernization projects previously approved by the Province through CBE school capital plans and other agreements are listed below.

### Schools Under Construction

The City of Calgary, the Province, and the CBE have entered into a Memorandum of Agreement for the construction of the West Calgary High School. This will be a replacement school for the Ernest Manning High School that will be closed as a result of the west LRT project being undertaken by the City of Calgary. The school is under construction and will open for the 2011-2012 school year.

The following senior high and middle schools were approved by the provincial government on January 30, 2008, to accommodate enrolment growth in Calgary's new and developing communities. The middle schools are part of the ASAP Phase II project and will be built using a P3 model to open for the 2012-2013 school year. The Province has selected B2L Partnership as the ASAP Phase II P3 partner to design, build, finance and maintain the new schools.

1. Coventry Hills School (Grades 5-9)	3. Taradale/Coral Springs School (Grades 5-9)
2. Panorama Hills School (Grades 5-9)	4. Tuscany School (Grades 5-9)

The new Northwest Calgary High School has been procured through a design-build process and not through a P3 process, and will open for the 2013-2014 school year.

### Modernizations

A partial modernization to Western Canada High was approved for \$35 million. The project started in November 2008 and the projected completion is scheduled for late fall 2011.

A modernization to Lord Shaughnessy High was approved for \$9 million. The project started in April 2010 and the projected completion is scheduled for summer 2012.





## Capital and Facilities Projects

### Capital Projects in Progress

Alberta Infrastructure has started construction on the Phase Two P3 schools:

1. Coventry Hills Middle School, new P3 Gr. 5-9 core school with 16 relocatables
2. Panorama Hills Middle School, new P3 Gr. 5-9 core school with 16 relocatables
3. Taradale/Coral Springs Middle School, new P3 Gr. 5-9 core school with 16 relocatables
4. Tuscany Middle School, new P3 Gr. 5-9 core school with 16 relocatables.
5. Northwest High School, new design-build Gr. 10-12 school.

Major modernizations that have been recently completed or are in progress include:

SCHOOL	PROJECT DESCRIPTION	STATUS
Robert Warren	Phase 1 renovation	Complete
Western Canada	Partial modernization	In progress
Lord Shaughnessy	CT centre	In design
Connaught School	Modernization	Complete
Henry Wise Wood	Lighting upgrade	Complete
Belfast	Exterior window replacement	Complete
Chinook Park	Exterior window and door replacement	Complete
Christine Meikle	Exterior window replacement	Complete
Collingwood	Exterior window and door replacement	In progress
Wildwood	Exterior window and door replacement	Complete
Emily Follensbee	Reach Classroom Upgrade	Complete
Renfrew	Children's Village School	Complete
A.E. Cross	Roof replacement	Substantially complete
Cedarbrae	Roof replacement	Substantially complete
Elbow Park	Roof replacement	Substantially complete
Glendale	Roof replacement	Substantially complete
O.S. Gieger	Roof replacement	Substantially complete
Thorndiffe	Roof replacement	In progress
Willow Park	Roof replacement	Substantially complete
Crescent Heights	Parking lot upgrade	Complete
John Diefenbaker	Exterior building upgrade	Close to completion
Woodman	Exterior window and door replacement	Complete



## Measure Evaluation Reference

## Appendix 1

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 86.31	86.31 - 92.55	92.55 - 98.43	98.43 - 100.00	100.00 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.38	62.38 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.98	11.98 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 58.15	58.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Chi Square - a statistical calculation used to test how closely the distribution of a set of observed data matches with a theoretical probability distribution.

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

6-67

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).



## Measure Evaluation Reference

## Appendix 2

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.48	80.48 - 88.12	88.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.33	11.33 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 70.40	70.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 8.03	8.03 - 11.85	11.85 - 17.36	17.36 - 22.48	22.48 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.58	73.58 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 16.29	16.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.43	17.43 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 8.43	8.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.05	92.05 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.61	6.61 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 58.57	58.57 - 80.14	80.14 - 92.50	92.50 - 98.89	98.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.61	11.61 - 15.85	15.85 - 100.00

#### Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Chi Square - a statistical calculation used to test how closely the distribution of a set of observed data matches with a theoretical probability distribution.

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation.

The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



## Measure Evaluation Reference

## Appendix 3

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.78	83.78 - 87.02	87.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 83.33	83.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 75.74	75.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 8.15	8.15 - 15.46	15.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.08	73.08 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.91	67.91 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 78.11	78.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 5.88	5.88 - 11.36	11.36 - 21.80	21.80 - 38.81	38.81 - 100.00

#### Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009 Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
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Chi Square - a statistical calculation used to test how closely the distribution of a set of observed data matches with a theoretical probability distribution.

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern





## Governance Policy - Ends



Calgary Board of Education

Board of Trustees' Policy – Ends

Monitoring Method: Internal

Monitoring Frequency: Annually

### Ends 1: Mega End

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

### Ends 2: Academic Success

Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

Accordingly, each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

#### 1. Language Arts

- (a) Read for information, understanding and enjoyment.
- (b) Write and speak clearly, accurately and appropriately for the context.
- (c) Understand and appreciate literature.
- (d) Have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment.

#### 2. Mathematics

- (a) Understand and use knowledge of mathematics to solve problems in business, science and daily life.

#### 3. Science

- (a) Understand the physical world, ecology, and the diversity of life.
- (b) Understand the scientific method, the nature of science and technology, and their application to daily life.

#### 4. Social Studies

- (a) Know the history and geography of Alberta and Canada and have a general understanding of world history and geography.
- (b) Understand Canada's political, legal, economic and social systems within a global context.

#### 5. Arts

- (a) Understand and appreciate the arts and the creative process.

#### 6. Information Technologies

- (a) Understand and demonstrate competence in using information technologies.

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## Governance Policy - Ends

### Ends 3: Citizenship

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

### Ends 4: Personal Development

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

Accordingly, each student will:

1. Identify and actively develop individual gifts, talents and interests;
2. Love learning;
3. Be a critical and creative thinker;
4. Be a confident and autonomous individual;
5. Demonstrate the ability to adapt to changing environments;
6. Develop the resiliency to overcome failure;
7. Self-evaluate, set goals and strive to continuously improve;
8. Demonstrate commitment to make a difference based upon personal convictions;
9. Develop and maintain a healthy, active lifestyle.

### Ends 5: Character

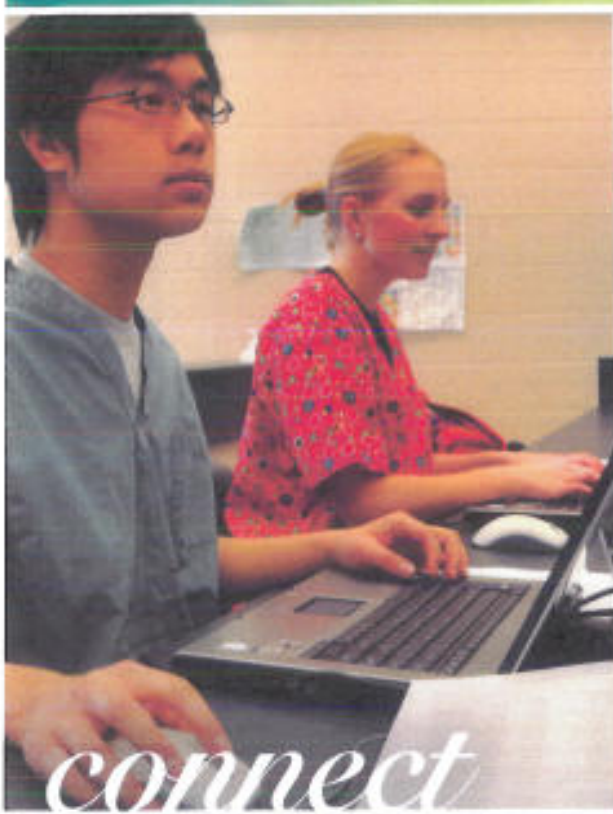
Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

Accordingly, each student will demonstrate:

1. Integrity;
2. Compassion;
3. Decency;
4. Civility;
5. Fairness;
6. Courage;
7. Initiative;
8. Perseverance;
9. Respect;
10. Optimism;
11. Responsibility







*connect*



*collaborate*



*support*



Proud past. Bright future.  
Public education since 1885.

Calgary Board of Education  
515 Macleod Trail S.E.  
Calgary, Alberta T2G 2L9  
403-294-8172



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

**PUBLIC AGENDA**  
**December 7, 2010**

**To:** BOARD OF TRUSTEES

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

**Re:** **November 30, 2010 Budget Report Update to the 2010/2011 Operating Budget**

**Purpose:** Approval

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

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

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

**I. RECOMMENDATIONS**

It is recommended:

1. THAT the Board of Trustees approve the updated 2010/2011 Operating Budget Report (Attachment III) as at November 30, 2010, reflecting total planned spending of \$1.059 billion, and submit the report to Alberta Education.
2. THAT the Board of Trustees approve the amended operating reserve draws as follows for 2010/2011:

	<u>(\$000's)</u>
a) Utility Expense Stabilization Reserve	\$ 2,300
b) General Instruction Reserve	2,000
c) Fiscal Stability Reserve	3,000
d) Administrative Systems Renewal Reserve	3,074
e) School Designated Funds Draw Down	1,500
f) Unrestricted Net Assets	<u>2,500</u>
Total Request	<u>\$14,374</u>

## II. ISSUE

Alberta Education requires an approved Budget Report Update to the 2010/2011 Approved Operating Budget. The purpose of this document is to revise CBE's original deficit budget submission in light of the Minister's additional funding allocation announced July, 2010. Administration has taken this opportunity to also include revisions related to enrollment, etc. that would normally come before the Board for approval with our First Quarter Report in January 2011.

## III. BACKGROUND

The approved 2010/2011 Operating Budget was prepared using a consultative process, based on the CBE Three-Year Education Plan, Area Renewal Plans and Service Unit Plans. Alignment with Board Ends Policies and Executive Limitations has also been facilitated. The Board approved the Operating Budget on June 15, 2010 and documentation was submitted to Alberta Education.

As a result of the additional funding announced July, 2010 the Minister extended the budget submission time frame to November 30, 2010. Once this Budget Report is approved by the Board of Trustees, it will be immediately submitted to Alberta Education. Alberta Education requires this approved document for use in their financial forecasting and preparing for any Provincial budget submissions for its subsequent fiscal year. As this report includes all revisions normally presented for approval in January no further First Quarter revisions are anticipated.

## IV. ANALYSIS

This updated Operating Budget Report reflects all known financial information up to November 15, 2010 including the Fall Resource Allocation Method (RAM) decisions by principals utilizing the September 30th student enrollment count and associated changes in full time equivalents (FTE's) staffing levels. The Operating Budget Report for 2010/2011 remains in a balanced position, and includes amended recommended and required draws to balance as follows:

	(\$000's)
a) Utility Expense Stabilization Reserve	\$ 2,300
b) General Instruction Reserve	2,000
c) Fiscal Stability Reserve	3,000
d) Administrative Systems Renewal Reserve	3,074
e) School Designated Funds Draw Down	1,500
f) Unrestricted Net Assets	<u>2,500</u>
<b>Total Request</b>	<b><u>14,374</u></b>



## V. FINANCIAL IMPACT

The recommended amended Operating Reserve draws are consistent with Alberta Education expectations. These draws will fund sustainable (long term) expenses, although the draws are available only as one-time supports. The 2011/2012 Operating Budget cycle, which commences in December, 2010 will incorporate all cost pressures on a go forward basis.

It should be noted that the total Balances in Operating Reserves and Designated Funds and Unrestricted Net Assets (UNA) at August 31, 2010 as identified in Attachment I, are available to the Board of Trustees to support CBE expenses in the total amount of \$34,009,000. Attachment I summarizes the reserve balances at August 31, 2010; the original budgeted transfers to/from reserves at June 15, 2010; the revised transfers recommended consistent with this report, and the resulting balances expected for August 31, 2011.

Attachment II summarizes the proposed revisions to the original budgeted income and expenditures. This includes a \$27.2 million increase in revenue from the operating budget approved by the Board on June 15, 2010, reflecting additional funding from the Province; use of previously deferred revenues; and increased capital support from the Province (P3 schools amortization). Budgeted expense revisions include updated salary and benefit expenses, additional amortization expenses (P3 schools and leased sites) and other expenses tied to projects funded by deferred revenues.

## VI. CONCLUSION

The Fall 2010 Budget Report Update to the 2010/2011 Operating Budget will be submitted to Alberta Education on December 8, 2010, as required by Alberta Education, following approval by the Board of Trustees. In the interim, a preliminary draft will be forwarded on November 30, 2010.



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

Attachment I: Budget Reserve Draws  
Attachment II: Revenue and Expense Budget Summary  
Attachment III: Budget Report for the Year Ending August 31, 2011

### Budgeted Reserve Draws (\$000)

Reserve Designated Fund	Actual Balance August 31, 2010	Approved Budget June 15, 2010	Budget Report December 7, 2010	Increase / Decrease	Expected Balance August 31, 2011
Transportation Fee Stabilization		-	-	-	-
Continuing Education Fees Stabilization *	1,313	-	-	-	1,313
Unrealized Investment Gains/Losses **	1,750	-	-	-	1,750
Utility Expense Stabilization	4,870	2,238	2,300	62	2,570
Snow Removal Budget Stabilization	200	-	-	-	200
Administrative Systems Renewal	5,322	5,320	3,074	(2,246)	2,248
General Instruction	3,000	3,000	2,000	(1,000)	1,000
Fiscal Stability	5,000	2,540	3,000	460	2,000
System Transformation	1,500	1,000	-	(1,000)	1,500
School Designated Funds	5,054	2,000	1,500	(500)	3,554
Service Unit/Instructional Initiatives	2,500	-	-	-	2,500
Unrestricted Net Assets	3,500	2,962	2,500	(462)	1,000
<b>Total</b>	<b>\$ 34,009</b>	<b>\$ 19,060</b>	<b>\$ 14,374</b>	<b>\$ (4,686)</b>	<b>\$ 19,635</b>

\*Funds unavailable to support K-12 program shortfall.

\*\* Funds available to offset unrealized losses only (non budgeted).



## Revenue and Expense Budget Summary

	Jun 15/10 Approved 2010/11 Budget	Dec 7/10 Updated 2010/11 Budget	Increase/ (Decrease)
	(000's)	(000's)	(000's)
<b>Revenue</b>			
Provincial Revenue	\$ 932,775	\$ 958,752 *	\$ 25,977
Federal Revenue	2,712	2,873	261
School Generated Funds	** 35,375	35,375	-
Other Revenues	45,020	46,003	983
<b>Total Revenue</b>	<b>\$ 1,015,882</b>	<b>\$ 1,043,103</b>	<b>\$ 27,221</b>
<b>Expense</b>			
Salaries and Benefits	\$ 802,509	\$ 804,386	\$ 1,877
Services, Contracts and Supplies	168,838	170,845	1,807
School Generated Funds	** 35,375	35,375	-
Amortization and Interest	38,205	49,080	10,875
<b>Total Expense</b>	<b>\$ 1,044,927</b>	<b>\$ 1,059,486</b>	<b>\$ 14,559</b>
<b>Total Net Expense</b>	<b>\$ (29,045)</b>	<b>\$ (16,383)</b>	<b>\$ 12,662</b>
Operating reserve draw to fund expenses	16,098	11,874	(4,224)
Contribution from amortization reserve	-	2,009	2,009
Unrestricted net assets draw	2,962	2,500	(462)
<b>Unrestricted Operating (Deficit)</b>	<b>\$ (9,985)</b>	<b>\$ -</b>	<b>\$ 9,985</b>

\* Includes additional funding (Jul/10), deferred revenues from 2009/10 and additional capital amortization for supported assets (P3 schools)

\*\* Restated to reflect CICA Handbook Standard.

School Jurisdiction Code: 3030

# BUDGET REPORT

## FOR THE YEAR ENDING AUGUST 31, 2011

[School Act, Sections 147(2)(b) and 276]

CALGARY BOARD OF EDUCATION

Legal Name of School Jurisdiction

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

Telephone and Fax Numbers

PATRICIA COCHRANE	BOARD CHAIR	
Name		Signature
NAOMI E. JOHNSON	SUPERINTENDENT	
Name		Signature
DEBORAH L. MEYERS	SECRETARY TREASURER	
Name		Signature
Certified a true and correct summary of the year's budget approved by the Board of Trustees at its meeting held <u>December 7, 2010</u> .		



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PROJECTED STUDENT STATISTICS	5
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## Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.  
salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected  
white cells: within text boxes REQUIRE the input of points and data.

## HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2010/2011 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

**Budget Highlights & Assumptions:**

The Budgeted salary increase applied to this 2010/11 Operating Budget is based upon the Alberta Average Weekly Earnings (AAWE) of 2.92% and incorporates all supplementary funding as announced by the Ministry in July, 2010.

- In keeping with the CBE value that students come first, the top priority for the CBE in the 2010/11 budget has again been the preservation of teaching and learning services to students. The result is that the budget provides for continued and minor enhanced support for those students who require complex instructional support. Extended-day kindergarten programming will also continue to be supported in 17 schools reflecting 44 classes for students who would benefit the most. As always, support for neighborhood schools will continue as a priority, and in response to parent and student expectations, the CBE will continue to support programs of choice.
- Certain areas of the CBE, however, will experience pressure in meeting required service levels, particularly Facilities and Environmental Services which is experiencing significant cost pressures for caretaking and maintenance and material costs tied to the opening of six new Public Private Partnership built Schools.
- Student Transportation Services has again been challenged due to no funding rate increases resulting in increased charter fee rates, some reduction in routes and central supports. However, the opening of six new P3 schools has resulted in an expected \$1.0 million reduction in transportation grant funding which now requires mitigation. It is imperative that enhanced funding be provided in future years to maintain service levels. A new metro transportation funding formula is not expected until at least 2011/12.
- The 2010/11 Operating Budget continues to address the important goal of responsibly managing public resources with a long-term view and within the resources available to meet student needs.

Within this updated Operating Budget, the major impacts affecting the CBE and its stakeholders are as follows:

## For our students:

- Support for a broad spectrum of programming choices for students will continue as a priority.
- All average class sizes will continue to be monitored on a jurisdiction wide basis with a resource emphasis on Kindergarten and Division I. However it is likely that average class size will increase slightly in Divisions II, III, and IV.
- There will be maintained positions to support system special education classes at schools.
- Continued provisions for those students who require English as a Second Language supports despite no increase in funding.
- Full day Kindergarten programming is supported at 17 schools for all designated Kindergarten students attending the school.
- Continued flexibility to schools and areas to address the specific needs of students.
- Alternative programs and other programs of choice, including CBE-learn, continue to be supported.
- System repositioning, and a rejuvenated Three-Year Education Plan, built upon individual School Development plans, to improve student learning outcomes.

## For our staff and schools:

- Flexibility in school based decision making will help to address local issues including class size and complexity.
- Reasonable and affordable compensation provisions for staff.
- Continued support to ensure compliance with Provincial and Federal legislation (e.g., Occupational Health and Safety).
- Continued and sustainable investment in teacher laptops.
- Enhanced environmental stewardship and mitigation of the CBE footprint, through an energy use reduction strategy.
- Resources to successfully open and maintain six new schools.
- Enhanced FNMI central system resources for all schools.
- Provisions for the Distributed Learning Strategy and e-Learning at specified Junior/Senior and Senior High Schools.

## For our infrastructure:

- Continued emphasis on maintaining regulatory and statutory requirements in facilities to ensure safety of students and staff.
- Provisions for new and replacement of existing capital assets.
- Continued systemic approach for the evergreening of desktop technology and technology maintenance support, however at a slightly reduced level.
- Redeployed positions in Facilities and Environmental Services to maintain and renew existing infrastructure.
- Provisions for relocation to the new Education Centre and the modernized Dr. Carl Safra Centre.
- SGF shown as gross for 2009/2010 and 2010/2011.

**Significant Business and Financial Risks:**

- Salary and wage settlements may be different than planning assumptions used.
- Interest Rate uncertainty and associated Investment income changes.
- Staged move in to the New Education Centre (commencing February, 2011).

**BUDGETED STATEMENT OF REVENUES AND EXPENSES**  
for the Year Ending August 31

	Approved Budget 2010/2011	Final Approved Budget 2009/2010	Actual 2008/2009
<b>REVENUES</b>			
Government of Alberta	\$935,088,678	\$909,559,919	\$872,064,025
Federal Government and/or First Nations	\$2,973,110	\$2,716,180	\$2,756,810
Other Alberta school authorities	\$809,050	\$436,550	\$856,476
Out of province authorities	\$0	\$0	\$514,593
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Instruction resource fees	\$7,515,334	\$7,519,124	\$7,274,795
Transportation fees	\$6,318,900	\$5,981,975	\$5,483,027
Other sales and services	\$19,676,932	\$18,829,226	\$22,775,658
Investment income	\$2,000,000	\$3,600,000	\$108,434
Gifts and donations	\$187,451	\$34,000	\$1,068,107
Rentals of facilities	\$8,985,414	\$8,733,903	\$7,655,457
School generated funds	\$35,374,706	\$34,971,000	\$7,937,339
Gains on disposal of capital assets	\$0	\$0	\$5,139,429
Amortization of capital allocations	\$23,663,121	\$18,919,420	\$17,754,155
Other revenue	\$0	\$0	\$0
<b>TOTAL REVENUES</b>	<b>\$1,043,102,694</b>	<b>\$1,010,701,397</b>	<b>\$951,498,505</b>
<b>EXPENSES</b>			
Certificated salaries	\$528,888,045	\$511,009,727	\$496,251,052
Certificated benefits	\$58,965,005	\$56,312,783	\$54,819,442
Non-certificated salaries and wages	\$176,032,772	\$170,016,746	\$154,781,348
Non-certificated benefits	\$42,500,283	\$41,259,356	\$34,442,257
Services, contracts and supplies	\$170,644,574	\$169,356,910	\$169,789,040
School generated funds	\$35,374,706	\$34,971,000	\$7,937,339
Capital and debt services			
Amortization of capital assets			
supported	\$23,663,121	\$18,919,420	\$17,754,155
unsupported	\$19,325,138	\$14,467,163	\$14,534,332
Interest on capital debt			
supported	\$1,874,600	\$2,366,285	\$2,971,278
unsupported	\$3,727,000	\$0	\$0
Other interest charges	\$490,500	\$438,500	\$283,074
Losses on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
<b>TOTAL EXPENSES</b>	<b>\$1,059,485,744</b>	<b>\$1,019,119,890</b>	<b>\$953,563,337</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>	<b>(\$16,383,050)</b>	<b>(\$8,418,493)</b>	<b>(\$2,064,832)</b>

**BUDGETED ALLOCATION OF REVENUES AND EXPENSES (BY PROGRAM)**  
for the Year Ending August 31

	Approved Budget 2010/2011	Final Approved Budget 2009/2010	Actual 2008/2009
<b>REVENUES</b>			
ECS - Grade 12 Instruction	\$818,876,671	\$792,721,611	\$735,342,146
Operations & Maintenance of Schools and Maintenance Shops	\$134,541,345	\$129,304,938	\$131,121,427
Transportation	\$35,270,882	\$35,043,293	\$35,346,659
Board & System Administration	\$38,281,278	\$35,657,298	\$35,584,603
External Services	\$16,130,618	\$16,974,257	\$14,103,371
<b>TOTAL REVENUES</b>	<b>\$1,043,102,694</b>	<b>\$1,010,701,397</b>	<b>\$951,498,505</b>
<b>EXPENSES</b>			
ECS - Grade 12 Instruction	\$831,736,575	\$802,564,967	\$741,339,304
Operations & Maintenance of Schools and Maintenance Shops	\$136,973,453	\$130,297,154	\$124,279,016
Transportation	\$37,163,722	\$35,622,969	\$35,614,576
Board & System Administration	\$39,079,792	\$37,857,813	\$36,588,331
External Services	\$14,532,202	\$12,777,287	\$12,742,110
<b>TOTAL EXPENSES</b>	<b>\$1,059,485,744</b>	<b>\$1,019,119,890</b>	<b>\$953,563,337</b>



**PROJECTED STATEMENT OF CHANGES IN NET ASSETS (SUMMARY)  
FOR THE YEAR ENDING AUGUST 31**

	(1)	(2)	(3)	(4)	(5)	(6)
	TOTAL NET ASSETS (2+3+4)	INVESTMENT IN CAPITAL ASSETS	ACCUMULATED OPERATING SURPLUS (4+5)	UNRESTRICTED NET ASSETS	INTERNALLY RESTRICTED NET ASSETS	
					OPERATING RESERVES	CAPITAL RESERVES
<b>Actual balances per AFS at August 31, 2009</b>	\$146,717,566	\$91,637,119	\$30,534,327	\$2,961,822	\$27,572,506	\$24,546,150
<b>2009/2010 (Estimated impact to net assets for:</b>						
Estimated surplus(deficit)	\$8,637,257			\$8,637,257		
Estimated Board funded capital asset additions		\$24,545,501		(\$24,545,501)	\$0	\$0
Estimated Amortization of capital assets (expense)		(\$34,296,463)		\$34,296,463		
Estimated Amortization of capital allocations (revenue)		\$18,539,886		(\$18,539,886)		
Estimated Unsupported debt principal repayment		\$684,793		(\$684,793)		
Estimated reserve transfers (net)				\$1,523,210	\$2,895,278	(\$4,559,488)
Estimated Assumptions/Transfers of Operations	\$0	\$548,049	(\$548,049)	(\$548,049)	\$0	\$0
<b>Estimated Balances for August 31, 2010</b>	\$155,354,853	\$101,658,985	\$34,009,305	\$3,500,423	\$30,508,783	\$19,666,662
<b>2010/2011 Budget Projections for:</b>						
Budgeted surplus(deficit)	(\$16,383,050)			(\$16,383,050)		
Projected Board funded capital asset additions		\$17,207,639		(\$13,979,678)	\$0	(\$3,227,961)
Budgeted Amortization of capital assets (expense)		(\$42,988,259)		\$42,988,259		
Budgeted Amortization of capital allocations (revenue)		\$23,653,121		(\$23,653,121)		
Budgeted Unsupported debt principal repayment		\$3,336,611		(\$3,336,611)		
Projected reserve transfers (net)				\$11,873,778	(\$11,873,778)	\$0
Projected Assumptions/Transfers of Operations	\$0	\$0	\$0	\$0	\$0	\$0
<b>Projected Balances for August 31, 2011</b>	\$138,971,803	\$102,678,097	\$19,635,005	\$1,000,000	\$18,635,005	\$16,438,701

**ANTICIPATED CHANGES IN NET ASSETS SUMMARY- 2010/2011 BUDGET REPORT**

The following explains the anticipated changes to Unrestricted Net Assets, Investment in Capital Assets, Operating Reserves and Capital Reserves for 2009/2010 and 2010/2011 and breaks down the planned additions to unsupported capital.

- Unrestricted Net Assets reflects an expected Accumulated Operating Surplus of \$1.0 million at August 31, 2011.

- Planned additions to the Board funded capital assets:

2009/10  
 - Buildings \$ 3,420,481  
 - Equipment \$ 21,111,519  
 - Vehicles \$ 698,284  
 Total \$ 25,230,284

2010/11  
 - Buildings \$ 2,984,310  
 - Equipment \$ 17,305,940  
 - Vehicles \$ 254,000  
 Total \$ 20,544,250

**PROJECTED STUDENT STATISTICS  
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2010/2011 (Note 2)	Actual 2009/2010	Actual 2008/2009	Notes
<b>GRADES 1 TO 12</b>				
<b>Eligible Funded Students:</b>				
Grades 1 to 9	64,615	64,709	64,235	Head count
Grades 10 to 12	28,594	28,470	28,248	Note 3
Total	93,209	93,179	92,483	Grades 1-12 students eligible for base instruction funding from Alberta Education.
<b>Other Students:</b>				
Total	2,008	1,547	1,559	Note 4
<b>Total Net Enrolled Students</b>	<b>95,277</b>	<b>94,726</b>	<b>94,135</b>	
Home Ed and Blended Program Students	143	138	183	Note 5
<b>Total Enrolled Students, Grades 1-12</b>	<b>95,420</b>	<b>94,865</b>	<b>94,322</b>	
<b>Of the Eligible Funded Students:</b>				
Severely Disabled Students served	3,179	3,344	3,125	Total eligible funded severely disabled student FTEs, including Code 40s (excluding Code 47s).
<b>EARLY CHILDHOOD SERVICES (ECS)</b>				
Eligible Funded Children	7,485	7,200	7,053	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	2	18	20	ECS children not eligible for ECS base instruction funding from Alberta Education.
<b>Total Enrolled Children - ECS</b>	<b>7,487</b>	<b>7,218</b>	<b>7,073</b>	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
<b>FTE's Enrolled, ECS</b>	<b>3,749</b>	<b>3,609</b>	<b>3,537</b>	
<b>Of the Eligible Funded Children:</b>				
Severely Disabled Children served	285	261	264	Total eligible funded severely disabled children FTEs, including Code 40 children in program units.
<b>NOTES:</b>				
1 Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2 Budgeted enrolment is to be based on best information available at time of this 2010/2011 budget report preparation.				
3 The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4 Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 19, and out-of-province and foreign students.				
5 Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				



**PROJECTED STAFFING STATISTICS  
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budgeted 2010/2011	Actual 2009/2010	Actual 2008/2009	Notes
<b>CERTIFICATED STAFF</b>				
School Based	5,737.3	5,923.2	5,905.8	Teacher certification required for performing functions at the school level.
Non-School Based	166.0	162.5	163.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	5,904.1	6,084.7	6,068.9	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
<b>Certificated Staffing Change due to:</b>				
Enrolment Change	15.4	-49.4	76.6	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	(196.0)	(34.2)	(18.0)	Descriptor (required): Constrained resources
Total Change	(179.6)	14.2	57.6	Year-over-year change in Certificated FTE
<b>Breakdown, where total change is Negative:</b>				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	-	FTEs
Other (retirement, attrition, etc.)	(179.6)	-	-	Descriptor (required): Constrained resources
Total Negative Change in Certificated FTEs	(179.6)	-	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
<b>NON-CERTIFICATED STAFF</b>				
Instructional	2,093.0	2,149.6	2,169.2	Personnel providing instruction support for schools under 'instruction' program areas.
Non-Instructional	1,106.5	1,109.6	1,104.1	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	3,199.5	3,259.4	3,267.3	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
<b>Non-Certificated Staffing Change due to:</b>				
Enrolment Change	-	23.8	-	FTEs
Other Factors	(83.9)	(9.9)	-7.8	Descriptor (required): Constrained resources
Total Change	(83.9)	13.9	-7.8	Year-over-year change in Non-Certificated FTE

**CALGARY BOARD OF EDUCATION**

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

**December 7, 2010**

**To:** Board of Trustees

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

**Re:** **Annual Monitoring Report for Ends 2: Academic Success**

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

**Resource Person(s):** Elizabeth Gouthro, Director, Learning Support  
Sheila McLeod, Director, Global Learning Services, Learning Innovation  
Ronna Mosher, Director, Curriculum Design and Assessment, Learning Innovation  
Brant Parker, Director, Innovation and Learning Technology, Learning Innovation  
Sydney Smith, Director, Learning Support  
Pat Kover, System Assistant Principal, Research and Innovation  
Michelle Bastock, Specialist, Research and Innovation  
Johanna de Leeuw, Specialist, Research and Innovation

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 2: *Academic Success*.

The purpose of this report is to provide evidence demonstrating reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 2: *Academic Success*.

**II. RECOMMENDATION**

It is recommended:

THAT the Board of Trustees receive the information in this monitoring report as evidence of reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 2: *Academic Success*.



### III. CALGARY BOARD OF EDUCATION REASONABLE INTERPRETATION FOR ENDS 2: Academic Success

The Chief Superintendent's Reasonable Interpretation for Ends 2: Academic Success, approved by the Board of Trustees on March 23, 2010, is included below.

The Calgary Board of Education Ends 2: Academic Success states:

Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

Accordingly each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

#### 1. Language Arts

- (a) Read for information, understanding and enjoyment.
- (b) Write and speak clearly, accurately and appropriately for the context.
- (c) Understand and appreciate literature.
- (d) Have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment.

#### 2. Mathematics

- (a) Understand and use knowledge of mathematics to solve problems in business, science and daily life.

#### 3. Science

- (a) Understand the physical world, ecology, and the diversity of life.
- (b) Understand the scientific method, the nature of science and technology, and their application to daily life.

#### 4. Social Studies

- (a) Know the history and geography of Alberta and Canada and have a general understanding of world history and geography.
- (b) Understand Canada's political, legal, economic and social systems within a global context.

#### 5. Arts

- (a) Understand and appreciate the arts and the creative process.

#### 6. Information Technologies

- Understand and demonstrate competence in using information technologies.

In examining what determines academic success, it is natural to think of intellectual growth. But in a broader sense, for a student to achieve academic success we must build a context for learning in which individuals can develop their intellectual, social and emotional potentials. In a positive learning context, each of these potentials can be explored and developed, with students gaining critical character traits to support the acquisition of skills, knowledge and attitudes enabling them to contribute to the greater community. In addition to producing good citizens, an effective learning climate will serve to develop the whole student; providing a foundation for each student to reach personal highest potential. In turn, each student is provided with opportunities to prepare for life, work and future learning successfully – the goal of *Ends 2: Academic Success*.

Striving for academic success must include opportunities for students to personalize their learning. No longer is it acceptable to take a “cookie-cutter” approach to education by having all students learning the same material at the same time. There is a growing conviction that with the rapidity of change, the relentless advance of technology and the far-reaching effects of globalization, students must develop skills in how to find and use knowledge; making connections between their learnings and their world. Perhaps the best thing students can learn is how to learn.<sup>1</sup> This conviction could serve as the cornerstone for personalization. Educators must take into account each student’s strengths and areas for growth, in all areas of development. This approach is evidenced, within the Calgary Board of Education, through the interconnectedness between and among the qualities demonstrated by the five *Ends* statements created by the Board of Trustees.

Just as we examine the development of the whole student in light of the interconnectedness between all of the five *Ends*, we must look at a student’s academic learning across curricular boundaries. Although many school timetables are organized by subject area, students do not simply “learn math” for an hour and then switch to “learn science” for the next hour. In reality, the Program of Studies for each curriculum area is not an entity unto itself, as each one is related to others in a myriad of ways. For instance, it would be difficult for a student to complete many science experiments without the literacy skills to read directions, math skills requiring measurement, and a basic understanding of the scientific process. Focusing on the interdisciplinary nature of learning helps students see essential connections between bodies of knowledge and their own lives.

Language, in particular, is difficult to examine in isolation from other learnings. As well as being a defining feature of culture, language is essential for forming interpersonal relationships, extending experiences, reflecting on thought and action, contributing to society and building community. The ability to use language effectively enhances student opportunities to experience personal satisfaction and to become responsible and contributing citizens and lifelong learners.

Each of the policy provisions developed for *Ends 2: Academic Success* is a key component of the whole of a student’s learning. Although each may be monitored and evaluated as a seemingly separate subject areas in relative isolation from one another, it is important to remember that none stand alone. The Chief Superintendent believes that the strength of academic success is built upon the synergy created from the interplay amongst all areas of learning in addition to the relevance of that learning to a student’s life outside

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<sup>1</sup> <http://www.campaign-for-learning.org.uk/cfl/learninginschools/121/5rs.asp>



the formal learning environment, and as such, has formed this definition of Ends 2 without separately addressing individual subject matter policy provisions.

Much of the current educational research focused on how to best serve our students now and in the future refers to relevance in learning. Place-based learning,<sup>2</sup> inquiry-based learning,<sup>3</sup> and Universal Design for Learning<sup>4</sup> all are pedagogical practices or philosophical approaches<sup>5</sup> that support the integration of curriculum in building relevance for increased student understandings. When students are presented with real world problems drawing on multiple forms of expertise, they will be less likely to ask “Why do I need to know this?”<sup>6</sup>

Relevancies in learning, built in part through cross-curricular connections, are key to increased student engagement in the learning process. The evolution of schools towards a more integrated curriculum is supported by the Coalition of Essential Schools (CES)<sup>7</sup>. CES believes a school’s goals should be simple: “Each student should master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program’s design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by ‘subjects’ as conventionally defined. The aphorism ‘less is more’ should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.”<sup>8</sup>

In a personalized learning environment, educators structure activities to help students make connections between their formal learning and their lives outside of the learning environment. As students recognize the relevance in their learning they are lifted to higher levels of learning engagement. By engaging deeply in the learning process students develop greater confidence in their own abilities, achieve higher levels of skill development, moving towards greater learning autonomy – all of which lead to an increased desire for life-long learning and improved opportunities for academic success. Just as learning is most effective when it is personalized, the term “academic success” must also be put into a personalized context for each student. “Academic success” is a term that can mean different things for different students as a broad range of student abilities, interests and readiness for new learning is found in every classroom and learning environment. For students with identified exceptional needs or who are English language learners, curriculum must be differentiated to accommodate their unique learning needs, language levels and readiness to learn. Many of our students have their specific academic goals set out in Individual Program Plans (IPPs) that reflect their unique learning needs.

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<sup>2</sup> <http://www.placebasedlearning.co.uk/philosophy.asp>

<sup>3</sup> <http://www.galileo.org/>

<sup>4</sup> <http://www.udlcenter.org/aboutudl>

<sup>5</sup> Developing curriculum intent to provide multiple opportunities for students to engage in intellectually challenging and real-world learning experiences

<sup>6</sup> According to researchers Ackerman and Perkins, interdisciplinary work can increase student motivation and, thus, enhance learning. These interdisciplinary themes have practical value, too, according to Ackerman, in helping students develop the “flexible thinking” they need to be effective in their personal, civic, and professional lives.

Ackerman, D. and Perkins, D. *Integrating Thinking and Learning Skills Across the Curriculum*, in Jacobs, H.H. (1989)

<sup>7</sup> The Coalition of Essential Schools (CES) is a network of schools, organizations, and individuals whose mandate is to lead the movement to transform public education.

<sup>8</sup> [http://www.essentialschools.org/pub/ces\\_docs/about/phil/10cps/10cps.html](http://www.essentialschools.org/pub/ces_docs/about/phil/10cps/10cps.html)

In terms of high school completion, most Albertans equate academic success with acquiring a high school diploma. Academic success means the completion of a registered apprenticeship program, certificated and non-certificated programs, or continuing their learning as adult learners. For many of our most complex students, academic success is the acquisition of basic life skills that prepare them to function with dignity and integrity as autonomous individuals.

With these thoughts in mind, what would a student who demonstrates academic success look like? No longer is it adequate for students to learn the 3 R's (reading, writing and 'rithmetic), but rather students are now required to display characteristics of the 5 R's and the 3 E's – demonstrating readiness, resourcefulness, resiliency, responsibility and reflectiveness<sup>9</sup>, in addition to developing as ethical, entrepreneurial and engaged learners. Sir Kenneth Robinson, a leading thinker and speaker on creativity, states that we must place creativity and innovation at the forefront of our educational systems. Robinson believes that humanity's future requires the development of innovative capacity and creative spirit to achieve personal and professional success.<sup>10</sup> Howard Gardner, another well-respected educator, cites "the creating mind" as one of the five minds we will need in the future. To cultivate such a mind, he says, we need an education that features "exploration, challenging problems, and the tolerance, if not active encouragement, of productive mistakes." He goes on to state the need for adaptability, leadership, teamwork, and interpersonal skills.<sup>11</sup> In today's world, educators are agreeing on the critical need for all of these essential elements to achieve academic success; characteristics necessary in preparation for life, work and further learning.

To increasingly guide students in personalizing learning and positively influence student learning outcomes, our system is focused on the instructional core; the relationship between teacher and student in the presence of content. Improving student learning outcomes depends upon the interactions between each of the elements in the instructional core as all serve to influence the others, just as each of the Ends is influenced and impacted by the other Ends.

### **Outcomes**

Each student demonstrates academic knowledge and skills as identified in the Alberta Program of Studies

Each student possesses attitudes required for academic success

Each student is effectively prepared for life, work and further learning

### **Measures**

- Percentage of students who achieve acceptable standard and standard of excellence

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<sup>9</sup> <http://www.campaign-for-learning.org.uk/cfl/learninginschools/121/5rs.asp>

<sup>10</sup> From a talk by Sir Kenneth Robinson delivered in February 2006 at the TED Conference. Viewed at <http://www.ted.com/index.php/talks/view/id/66>

<sup>11</sup> Gardner, H. (2007) *Five Minds for the Future*, Harvard Business School Press, Boston, Massachusetts.



- on Provincial Achievement and Diploma Exams
- Mean Grade level on Advanced Placement exams
- Number of International Baccalaureate Diplomas awarded.\* -
- Difference between actual and predicted Provincial Achievement Test (PAT) results for students enrolled in Grades 6 and 9 (Prior level of achievement report)
- Trend analysis of individual student Grade Level of Achievement Results (GLAR).
- Percentage of students eligible for the Rutherford Scholarship
- Percentage of students participating in 4 or more Diploma Exams within three years of starting high school
- Number of awarded Certificates of School Completion.\*
- Number of awarded Certificates of High School Achievement.\*
- Number of Certificates of High School Achievement earned by students in the Paced Learning Program.\*
- Percentage of Grades 7 and 10 students who believe that the opportunities to receive a broad program of studies, including fine arts, health and physical education and are satisfied that the core subjects are useful
- Percentage of Grade 12 students who perceive themselves to be confident in their abilities to read and write
- Percentage of Grade 12 students who perceive themselves as capable of applying their knowledge of math and science in everyday life
- Percentage of Grades 7 and 10 students who are satisfied with having the opportunity to learn another language
- Number of students participating in Language and cultural courses.\*
- Number of credits earned in the Registered Apprenticeship Program.\*
- Number of students who receive credentials i.e. International Certificate, Career and Technology Credentialing, Fine Arts Certificate, International Second Language Credential in German, Spanish, Chinese, or French.\* contextualized within the monitoring report.\*
- Percentage of parents and teachers who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school.
- Percentage of Grades 7 and 10 students who are satisfied with the opportunities to access digital learning devices in school.
- Percentage of Grade 12 students who indicate that they use digital technologies in support of their learning.
- Percentage of Grade 12 students satisfied that teachers support them in being able to relate school work to real life
- Percentage of students who complete High School in 3, 4, or 5 years
- Percentage of students who drop out of High School

\* Numbers reported will be contextualized within the monitoring report itself.

### **Data Sources**

- Accountability Pillar Survey
- Provincial Achievement Test and Diploma Exam results
- Student Survey
- Grade Level of Achievement Results (GLAR)
- International Baccalaureate and Advanced Placement examinations
- Prior Level of Achievement

- Credit Earned Units (CEUs)
- Rutherford Scholarship eligibility
- Alberta Education awarded certificates
- Calgary Board of Education awarded certificates
- Industry Awarded Certificates
- Pre or Advanced Placement Certificates from a Post-Secondary Institution
- International Language Credentials
- Alberta Education high school completion data

## V. RESULTS

Evidence of reasonable progress towards the accomplishment of the Reasonable Interpretation of Ends 2: *Academic Success* is presented using a variety of measures. Some, standardized provincial measures such as results from Provincial Achievement Tests (PAT) and Diploma Examinations or Accountability Pillar surveys, allow comparison of results across the province as a whole.

The data story also draws on information from other measures such as the Student Survey, to which 4,097 students from 23 CBE high schools responded in June 2010. Such measures are local and allow a more nuanced understanding of the particular context. The result of a thorough examination of a variety of data sources offers a comprehensive understanding of the academic success of Calgary Board of Education students.

Such measures as examination reports, the reports of Advanced Placement (AP) scores and International Baccalaureate (IB) diplomas and certificates earned, measure academic knowledge and skills gained by students. These measures are compared to other data from the Accountability Pillar report which give an account of stakeholders' satisfaction with programs and opportunities offered.

Academic success must also be grounded in attitudes of persistence and confidence; accordingly, this report includes results of measures of the attitudes students require for academic success. Finally, the end crowns the work: the ultimate test of academic success is that the student is effectively prepared for life, work and further learning.

In the school year 2009-2010, CBE students again demonstrated strong achievement. Highlights include:

- Achievement in Provincial Achievement Tests, particularly in
  - Grade 3 English Language Arts
  - Grade 9 Science
- Achievement in Diploma Examinations, particularly in
  - Pure Math 30
  - Biology 30
- Students' achievement in the International Baccalaureate program and Advanced Placement examinations
- The number of students who earned the International Certificate or credentials in Second Languages or Fine Arts



**Outcome 1:**

Each student demonstrates academic knowledge and skills as identified in the Alberta Program of Studies

**1.1 Measure:**

Percentage of students who achieve acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams

**1.1 Result**

On October 1, 2010, in the Accountability Pillar Overall Summary, Alberta Education released details of test results for each school and for the jurisdiction.

Accountability Pillar Overall Summary									
Measure	Calgary School District			Province			Measure Evaluation*		
	Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
PAT: Acceptable	80.7	79.8	78.7	79.1	78.3	77.2	Intermediate	Improved Significantly	Good
PAT: Excellence	20.3	20.2	19.7	19.4	18.3	18.2	High	Improved	Good
Diploma: Acceptable	83.8	85.3	85.5	83.4	84.3	84.3	Intermediate	Declined Significantly	Issue
Diploma: Excellence	23.4	23.1	23.4	19.0	18.5	19.2	High	Maintained	Good

\* Measure Evaluation Reference is included as Attachment I

Alberta Education sets two standards against which to measure results on the PAT's and diploma examinations: to reach the acceptable standard, a student must achieve 50% or more on a test or examination; to reach the standard of excellence, a student must achieve 80% or more; the percentage of students achieving the acceptable standard also includes those achieving the standard of excellence. The table above and those in Attachment II show the percentage of students who achieved at each standard. It should be noted that Alberta Education requires that results reported for PAT's be cohort results: that is, they include all students enrolled in the grade; students who were excused from writing or who were absent are included in the category *below acceptable level*. Tables showing diploma examination results, however, reflect only students who wrote the examination.

At the acceptable standard, CBE results on the PAT's have improved significantly and are above those of the province. At the standard of excellence, CBE achievement is also above that of the province and has improved over previous years.

At the acceptable standard, results for diploma examinations reveal a significant decline over previous years, although they remain slightly above those in the rest of the province. Detailed analysis of examination results and classroom practice will provide information to address the issues.

At the standard of excellence, on the other hand, CBE's previously high achievement has been maintained and is 4.4% above that of the rest of the province.

For a subject by subject analysis, see Attachment II.

For a comparison of CBE results with those for the province and other urban boards, see Attachment III.

## 1.2 Measure

Difference between actual and predicted Provincial Achievement Test (PAT) results for students enrolled in Grades 6 and 9 (Prior Level of Achievement Report)

### 1.2 Result

Students Who Wrote PAT tests in 2010 and 2007	Difference Between Actual and Predicted 2010 Grade 6 Results (t-test) *	Students Who Wrote PAT tests in 2010 and 2007	Difference Between Actual and Predicted 2010 Grade 9 Results (t-test) *
<b>Grade 6 English Language Arts</b>		<b>Grade 9 English Language Arts</b>	
Students Enrolled in School of Reporting as of September 2009	1.0 (+)	Students Enrolled in School of Reporting as of September 2009	0.3 (+)
<b>Grade 6 Mathematics (Old program)</b>		<b>Grade 9 Mathematics (Old program)</b>	
Students Enrolled in School of Reporting as of September 2009	1.9 (+)	Students Enrolled in School of Reporting as of September 2009	1.6 (+)
<b>Grade 6 Mathematics (New program)</b>		<b>Grade 9 Mathematics (New program)</b>	
Students Enrolled in School of Reporting as of September 2009	1.3 (+)	Students Enrolled in School of Reporting as of September 2009	-0.2 (=)

\* The actual 2010 school authority average is significantly above (+), not significantly different from (=) or significantly below (-) the 2010 school authority average based on a t-test (paired). A difference is reported as significant when there is a 5% or smaller probability that a difference of that size could occur by chance.

The Prior Level of Achievement Report is intended to provide an additional piece of information to help school staffs answer the question, "What difference have we made in the lives of our students?" In *Guidelines for Interpreting the Prior Level of Achievement Report*, Alberta Education suggests, "Studies have shown that, in addition to instruction, student achievement is influenced by characteristics of the student population that are often beyond the control of the school. A student's prior level of achievement is a strong predictor of current achievement and correlates highly with student characteristics that are not normally under the control of the school. This report can help schools focus on whether or not instruction has contributed to student achievement beyond what would have been expected given students' earlier achievement."

Alberta Education provides each school and jurisdiction with a statistical comparative result for Grade 6 and 9 Language Arts and Mathematics. For each cohort of students enrolled in the same school for more than one year, Alberta Education predicts a next grade level PAT result; so, for example, Grade 6 PAT results are predicted based on the demonstrated achievement of the identical cohort on the Grade 3 PAT's.

When the tests at the next level are completed, the difference between that predicted result and the actual result is identified. A zero indicates that students met expectations based on prior results. In Grade 6 and 9 Language Arts and Mathematics Form 1 (old program) and Form 2 (new program), CBE students, as indicated in the tables above, equalled or exceeded the results predicted.



### 1.3 Measure

Percentage of students participating in 4 or more Diploma Exams within three years of starting high school.

#### 1.3 Result

Diploma Exam Participation									
Measure	Calgary School District			Province			Measure Evaluation		
	Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
Diploma Exam Participation	57.3	57.0	56.9	53.5	53.3	53.6	High	Maintained	Good

The Diploma Exam Participation rate is the percentage, adjusted for attrition, of students in the Grade 10 cohort who have written four or more diploma exams by the end of their third year in high school. Students are not considered a diploma examination participant if they do not have an examination mark. The percentage of students participating in 4 or more diploma examinations within three years of starting high school is a measure that reflects the potential for high school completion.

The percentage of Calgary Board of Education students participating four or more diploma exams within three years of starting high school has been consistent over the last three year period and is above that of the province.

### 1.4 Measure

Trend analysis of individual student Grade Level of Achievement Results (GLAR)

#### 1.4 Results

Grade Level of Achievement					
Subject	Categories	CBE % 2008	CBE % 2009	CBE % 2010	Provincial % 2010
English Language Arts	GLA at Grade level	81.5	81.7	85.34	87.41
	GLA above Grade level	1.4	0.7	0.67	0.91
	GLA below Grade level	11.9	11.5	11.58	9.24
	No GLA provided	5.2	6.1	2.41	2.44
Mathematics	GLA at Grade level	84.5	84.7	85.83	89.59
	GLA above Grade level	1.7	1.3	1.26	1.04
	GLA below Grade level	11.0	10.6	11.04	8.16
	No GLA provided	2.8	3.3	1.87	1.22

Grade Level of Achievement serves as a broad indicator, summing up, in one number, detailed information about each student's achievement. In assessing a student's Grade Level of Achievement, teachers consider the full spectrum of classroom work and assessment throughout the school year as evidence of the achievement of learner outcomes for a particular grade level.

GLA provides information about student achievement from Grade 1 to Grade 9 and supplements the information from Provincial Achievement Tests. GLA reporting also provides information about the achievement of students who have not written Provincial Achievement Tests.

Grade Level of Achievement is reported to Alberta Education at the end of each school year. The table above reflects the average of all of the GLA results from CBE students. It is important to note that these results reflect the achievement of all students, including those who are included in modified programming and who may not follow the Programs of Study at the same rate as their age same peers. (Results are reported according to student age for a particular grade level.)

GLA is reported for English Language Learners who are achieving at levels 3, 4 or 5 of the CBE's English Language Proficiency Benchmarks because these students are studying the graded Alberta Program of Studies. Not Applicable (NA) is reported for ELL's who are achieving at levels 1 and 2 of the CBE's English Language Proficiency Benchmarks because these students are not yet studying the graded Alberta Program of Studies.

For students on Individualized Program Plans who are working on the learner outcomes of the graded Program of Studies, whether or not at their enrolled grade level, a GLA is reported.

While CBE is below the provincial average in English Language Arts, the trends in the category *at grade level* are increasing in all subject areas. Results from mathematics cannot reliably be used to infer trends as the 2009 – 2010 school year was the pilot year for implementation of the new Mathematics program of studies at the grades 3, 6 and 9 levels. This school year, 2010 – 2011, will see the full implementation of this program.

Numbers retrieved from Alberta Education for French Language Arts have been removed because a problem in the transmission of records compromised the data. Records retrieved from the Student Information Records System (SIRS) indicate the following GLA for French Language Arts:

GLA at Grade Level:	91%
GLA above Grade Level:	1%
GLA below Grade Level:	4%
GLA not reported:	4%



**Measure**

Percentage of students eligible for the Rutherford Scholarship

1.5 Result

Figure 11: Rutherford Scholarship									
Measure	Calgary School District			Province			Measure Evaluation		
	Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
Rutherford Scholarship Eligibility (Revised)	57.7	58.4	58.3	56.9	57.3	56.7	Intermediate	Evaluation not applicable due to eligibility change as of April 1, 2008	

The Rutherford Scholarships recognize and reward achievement in grades 10, 11 and 12. They are paid to post-secondary institutions only when students enter post-secondary studies and thus encourage students to continue to further learning. Academic requirements were revised effective April 1, 2008. Previously students required an 80% average in five subjects to qualify; after that date they could qualify with 75%, though the award to students with over 80% remains higher. The Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

Calgary Board of Education remains above the province in the percentage of students eligible for a Rutherford Scholarship.

**1.6 Measure:**

Mean Grade Level on Advanced Placement exams

1.6 Result

CBE Year-to-Year General Comparisons Advanced Placement		
	2009	2010
CBE Students Writing	363	<b>443</b>
Exams Written	517	<b>609</b>
CBE Mean Grade (out of 5.0)	4.00	<b>4.1</b>

In 2010, 443 CBE students wrote 609 Advanced Placement exams in 19 different subjects. The CBE mean grade was 4.1 out of 5. The Alberta mean was 3.38, the Canadian mean 2.72. The global mean for 2009 was 2.83; the global mean for 2010 is being investigated. Achievement in all categories has been maintained.

## 1.7 Measure

Number of International Baccalaureate Diplomas awarded

### 1.7 Result

Comparison by Year 2006-2010					
	2006	2007	2008	2009	2010
Students Writing	702	793	844	866	851
Diplomas Awarded	79	112	113	109	96
Total Tests Written	1363	1514	1646	1627	1533
CBE Mean Exceeding World Mean	12 of 17	13 of 17	14 of 17	14 of 18	17 of 20

In 2010, 851 students in the five CBE schools offering IB wrote 1533 tests in 24 subjects, 16 at Standard Level and 8 at Higher Level. The mean score of CBE students exceeded the world mean on 17 of 20 comparable test categories. Results are not available for the four subjects where fewer than six students wrote. With this in mind, CBE student achievement has exceeded the world mean for 85% of subjects for which results are reported. In 2010, IB diplomas were awarded to 96 students and a further 576 students were awarded IB certificates.

## Outcome 2

Each student possesses attitudes required for academic success

### 2.1 Measure:

Percentage of Grades 7 and 10 students who believe that the opportunities to receive a broad program of studies, including fine arts, health and physical education and are satisfied that the core subjects are useful

### 2.1 Result:

Grades 7 and 10 Student Perceptions of Programs and Education Quality						
Accountability Pillar Survey	Grade	2006	2007	2008	2009	2010
% of students who believe that the opportunities to learn about <b>art</b> at school are very good or good	Grade 7	79%	82%	83%	84%	83%
	Grade 10	68%	67%	71%	71%	73%
% of students who believe that the opportunities to learn about <b>drama</b> at school are very good or good	Grade 7	75%	76%	78%	79%	78%
	Grade 10	63%	62%	65%	66%	67%
% of students who believe that the opportunities to learn about <b>health</b> at school are very good or good	Grade 7	80%	82%	81%	81%	84%
	Grade 10	58%	55%	60%	63%	63%
% of students who believe that the opportunities to learn about <b>music</b> at school are very good or good	Grade 7	70%	70%	72%	73%	73%
	Grade 10	56%	56%	60%	60%	62%



Grades 7 and 10 Student Perceptions of Programs and Education Quality						
Accountability Pillar Survey	Grade	2006	2007	2008	2009	2010
% of students who believe that the opportunities to learn about <b>physical education</b> at school are very good or good	Grade 7	95%	95%	95%	95%	96%
	Grade 10	93%	92%	92%	93%	93%
% of students who are satisfied that the core subjects are useful	Grade 7	91%	91%	90%	92%	91%
	Grade 10	84%	83%	84%	87%	86%

Data collected through the Accountability Pillar Survey from students in grades 7 and 10 reflect student satisfaction with the opportunities available to them. The percentage of students who believe that the opportunities to learn about art, drama, health, music or physical education are very good or good has remained constant or increased over the past five years. The percentage of students satisfied that the core subjects are useful indicates not only that students are developing attitudes for academic success but that they also recognize the role of academic subjects in preparing them for life, work and continued learning.

## 2.2 Measure

Percentage of Grade 12 students who perceive themselves to be confident in their abilities to read and write

Percentage of Grade 12 students who perceive themselves as capable of applying their knowledge of math and science in everyday life

### 2.2 Result

Student Survey	2009-2010
	% Strongly Agree and Agree
% of Grade 12 students who have confidence in their reading skills, both in and outside of school	84.2
% of Grade 12 students who have confidence in their writing skills, both in and outside of school	87.5
% of Grade 12 students capable of applying their knowledge of mathematics in daily life	82.8
% of Grade 12 students capable of applying their knowledge of science to real life situations	85.2

In 2010, the Student Survey replaced the High School Exit Survey. These data will inform the baseline for future standards.

**Outcome 3:**

Each student is effectively prepared for life, work and further learning

**3.1 Measure**

Percentage of students who complete High School in 3, 4 or 5 years

3.1 Result

High School Completion Rates									
Measure	Calgary School District			Province			Measure Evaluation*		
	Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
3 year completion rate	69.6	68.9	69.6	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
4 year completion rate	74.4	74.8	75.4	76.1	76.3	76.2	n/a	n/a	n/a
5 year completion rate	78	78	78	79	78.7	78.6	n/a	n/a	n/a

The three year High School Completion rate for 2009 - 2010 has risen over 2008 – 2009, while the four year rate has fallen by 0.4% and the five year rate has remained steady. Results at all three levels remain below those of the province. Intentional strategies such as greater flexibility and diversity in modes of delivery are designed to facilitate greater student engagement and address this concern.

\*Measure evaluations are not calculated for the four year and five year completion rates.

**3.2 Measure**

Number of awarded Certificates of School Completion.

Number of awarded Certificates of High School Achievement.

Number of Certificates of High School Achievement earned by students in the Paced Learning Program.

3.2 Result

	Certificates of School Completion*	Certificates of Achievement/Certificate of High School Achievement
2007 – 2008	68	63
2008 – 2009	33	52

\*The Certificate of School Completion was instituted in the 2007/2008 school year.

The 2009-2010 year expires on December 31, 2010.

A variety of credentials marks completion of high school. They include the high school diploma, the Certificate of High School Achievement and the Certificate of School Completion.

The Certificate of High School Achievement is awarded to students in Knowledge and Employability Courses who achieve 80 credits, including five credits in a 30 level Knowledge and Employability Workplace practicum, Work Experience course or



Registered Apprenticeship Program.<sup>12</sup> Knowledge and Employability courses were introduced in September 2006 to replace the Integrated Occupational Program, which was phased out over the following two years. Students who were enrolled in the Integrated Occupational Program before January 2006 and meet the requirements are awarded the Certificate of Achievement. Included in the number of students who earned the Certificate of High School Achievement in 2008 – 2009 are six students registered in the Paced Learning Program.

Students whose instructional program is modified can be nominated by school personnel to receive the Certificate of School Completion.

### 3.3 Measure

Percentage of students who drop out of High School

#### 3.3 Result

Drop Out Rate									
Measure	Calgary School District			Province			Measure Evaluation		
	Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
Drop Out Rate	3.5	5.0	5.0	4.3	4.8	4.8	High	Improved Significantly	Good

An initial cohort of students age 14 to 18 is established for a given school year. The Drop Out Rate is calculated by determining the percentage, adjusted for attrition, of students from the cohort not found to be in the learning system in the subsequent school year.

A student who was in Alberta's education system is considered to have dropped out if they did not complete high school and there is no evidence the following school year of their participation in the education system, including post-secondary and apprenticeship programs.

Over the past reporting period, the Drop Out Rate in the CBE has improved significantly and is now below that of the province.

### 3.3 Measure

Percentage of Grades 7 and 10 students who are satisfied with having the opportunity to learn another language

#### 3.3 Result

Grades 7 and 10 Student Perceptions of Opportunities to Learn Another Language						
Accountability Pillar Survey	Grade	2006	2007	2008	2009	2010
% of students who believe that the opportunities to learn another language are very good or good	Grade 7	67%	68%	72%	73%	82%
	Grade 10	77%	76%	77%	77%	77%

<sup>12</sup> Students also require credit in English 20-2 or 30-4, Mathematics 10-3, 14 or 20-4, Science 14 or 20-4, Social Studies 10-2 or 20, three credits in Physical Education 10, 3 credits in Career and Life Management and five credits in a 30 level occupational course.

### 3.4 Measure

Number of students participating in language and cultural courses.

#### 3.4 Result

Total Number of Students in Language and Culture Courses over Three Years			
	2007-2008	2008-2009	2009-2010
Chinese-Mandarin	324	223	586
Cree and Blackfoot	145	107	104
French as a Second Language	26 981	28 371	31 772
German	397	440	447
Japanese	38	6	0
Korean	16	16	3
Spanish	4 190	4 295	5 687
Total	32 091	33 458	38 499

Students enrolled in French Immersion and Second Language Bilingual programs:

	2008-2009	2009-2010
French Immersion	7122	6831
Chinese-Mandarin Bilingual	215	224
German Bilingual	161	185
Spanish Bilingual	1608	1867
Total:	9106	9107

Results from Measures 3.3 and 3.4 reflect the increasing number of students enrolling in second language, immersion and second language bilingual programs. This affirms that students are not only satisfied with opportunities to learn a second language but are taking advantage of those opportunities. Increases in numbers, particularly of those enrolled in the Chinese-Mandarin and Spanish bilingual programs, reflect students' recognition of themselves as part of a larger, global community.

### Measure 3.5

Number of credits earned in the Registered Apprenticeship Program (RAP).

#### 3.5 Result

RAP	Number of Students	Credits earned
2008-2009	351	1755
2009-2010	170	1248

RAP provides an alternative for students who choose to prepare themselves for life, work and further learning by integrating school with work experience. RAP enables students to spend part of their time in industry settings as registered apprentices in one of Alberta's 50 registered trades.

**Measure 3.6**

Number of students who receive credentials i.e. International Certificate, Career and Technology Credentialing, Fine Arts Certificate, International Second Language Credential in German, Spanish, Chinese, or French.

3.6 Result

<b>International Certificate</b>	<b>Number of Students: 2009 – 2010</b>
Total	100

## Career and Technology Credentialing:

The Career and Technology Strategy was approved in March 2010. The first cohort of students began their programs at the Career and Technology Centre in September 2010. Students can follow one of four career pathways: Hairstyling, Autobody, Pre-engineering and Welding. Autobody and Pre-Engineering are specialised programs allowing students to select courses appropriate to their chosen focus. Welding and Hairstyling offer students the opportunity to earn credentials: Welder First Period Apprenticeship, and Hairstylist First and Second Period Apprenticeship respectively.

Because the Career and Technology Centre does not at this point have its own funding or database, students taking Career and Technology courses offered at the Career and Technology Centre are currently registered through their designated high schools. As of October 25, 2010, 229 students were attending classes at the Career and Technology Centre. A second cohort will be enrolled in Semester 2.

In addition, 26 students are currently registered in the Pharmacy Technician program. A joint initiative of Alberta Education, SAIT, the Calgary Board of Education and the Calgary Catholic School District, this project allows students to graduate with not only a high school diploma but also a Pharmacy Technician Certificate from SAIT. Twenty-two students graduated from the program in 2009-2010.

## Fine Arts Certificate

School Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Total number of certificates earned</b>	<b>129</b>	<b>144</b>	<b>170</b>	<b>184</b>	<b>206</b>

International Second Language Credential	2009 – 2010
Chinese	0
French - Diplôme d'études en langue française (DELF)	76
German – Sprachdiplom	12
Spanish - Diplomas de Español como Lengua Extranjera (DELE)	29

The numbers of students receiving such credentials as the International Certificate, International Second Language Credentials or Fine Arts Certificate indicates students' recognition of school as a place where they can discover their areas of special interest and strength and begin to lay a foundation for their life path.



**Measure 3.7**

Parents and teachers who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school.

3.7 Result

Accountability Pillar Survey	2006	2007	2008	2009	2010
% of parents who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school	60.2	60.9	65.5	63.6	64.1
% of teachers who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school	88.6	87.6	88.3	88.4	88.8

Inferences drawn from the numbers of students receiving credentials are supported by the percentages of parents and teachers who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school.

**3.8 Measure**

Percentage of Grades 7 and 10 students who are satisfied with the opportunities to access digital learning devices in school.

3.8 Result

Grades 7 and 10 perceptions of opportunities to access digital learning devices in school						
Accountability Pillar Survey	Grade	2006	2007	2008	2009	2010
% of Grades 7 and 10 students who believe that the opportunities to access digital learning devices in school are good or very good	Grade 7	77	78	81	82	81
	Grade 10	76	73	75	76	76

**3.9 Measure**

Percentage of Grade 12 students who indicate that they use digital technologies in support of their learning.

3.9 Result

Student Survey	2009-2010
	% Strongly Agree/Agree
Percentage of students who are confident in their abilities to use digital technologies (e.g. computers) in support of their learning	91.2

Percentage of students who agree that they are capable of using digital technologies to communicate effectively with others.	93.6
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As the understanding of “school” moves beyond the four walls of a classroom to encompass anytime, anyplace learning and the Calgary Board of Education moves to offer greater flexibility in access to and pace of learning, so the role of digital technologies becomes increasingly important and the ease of access and comfort with use on the part of students becomes ever more crucial.

### 3.10 Measure

Percentage of Grade 12 students satisfied that teachers support them in being able to relate school work to real life.

#### 3.10 Result

Student Survey	2009-2010
	Strongly Agree or Agree
Percentage of students who are satisfied that teachers support them in understanding the connection between what they learned and the real world of work and life.	78.6
Percentage of students who agree that they have had opportunities to participate in learning activities in the community (e.g., field trips, job-shadowing)	71.3

Responses to questions on the Student Survey indicate student satisfaction with the learning opportunities provided and the support offered. In particular, over 80% of students who responded to the survey perceived that they received helpful feedback, that they were able to make choices in the way they demonstrated their understanding, that their coursework was challenging and interesting and that they were challenged to do their personal best in school.

Student Survey	2009-2010
	% Strongly Agree/Agree
Percentage of students who agree that teachers presented lessons in different ways for different types of learners	69.2
Percentage of students who agree that they have been able to make choices in the ways they demonstrated their understandings	83.3
Percentage of students who agree that teachers have helped them understand that learning is interconnected and occurs across the subjects.	79.6
Percentage of students who agree that they have been challenged to do their personal best at school.	81.7
Percentage of students who agree that they have received helpful support and positive feedback while learning.	85.5
Percentage of students who agree that the work in their courses has been challenging and interesting	80.7

Critical to understanding “academic success” is the concept that students achieve success in a variety of ways. As the Chief Superintendent’s Reasonable Interpretation of Ends 2 states, the term “academic success” must be put into a personalized context for each student. In the light of this understanding, the results included in the monitoring report for Ends 2: Academic Success reflect progress towards success of students with diverse strengths, interests and readiness for new learning. Responses to the Student Survey highlight students’ progress in developing the attitudes required for academic success as well as their understandings of the ways school experiences prepare them for life, work and further learning – the ultimate test of academic success.

## V. SUMMARY STATEMENT

The information in this report is presented as evidence of reasonable progress towards the accomplishment of the Chief Superintendent’s Reasonable Interpretation of Ends 2: Academic Success.



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

Attachment I: Measure Evaluation

Attachment II: Subject by subject analysis of PAT and Diploma Examination Results

Attachment III: Comparison of CBE Provincial Examination Results with Other Urban Alberta Boards and the Province



## Attachment I: Measure Evaluation Reference

### Measure Evaluation Reference (Optional)

#### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.82	77.82 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 88.31	88.31 - 92.85	92.85 - 98.43	98.43 - 100.00	100.00 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 85.53	85.53 - 98.44	98.44 - 100.00	100.00 - 100.00	100.00 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.93	11.93 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.53	49.53 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 58.15	58.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.59	74.59 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 78.28	78.28 - 80.41	80.41 - 100.00

#### Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than the lower value to 100%.
- Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

#### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

#### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

#### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

## Attachment II Analysis of Provincial Achievement Test and Diploma Examination Results by Subject

Language Arts

Figure 2: Accountability Pillar for English Language Arts

Course	Measure	Calgary School District			Province			Measure Evaluation		
		Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
English Language Arts 3	Acceptable	83.4	81.3	80.9	81.6	81.3	80.6	Intermediate	Improved Significantly	Good
	Excellence	20.6	19.2	18.3	18.5	18.2	17.3	Very High	Improved Significantly	Excellent
English Language Arts 6	Acceptable	85.6	84.9	83.9	83.3	81.8	81.1	Intermediate	Improved Significantly	Good
	Excellence	20.4	21.2	21.8	18.9	18.9	19.9	High	Declined	Acceptable
English Language Arts 9	Acceptable	80.3	79.4	78.7	79.3	78.7	77.6	Intermediate	Improved Significantly	Good
	Excellence	15.6	16.5	15.9	15	14.7	14.8	High	Maintained	Good
K&E English Language Arts 9	Acceptable	57.7	N/A	N/A	66.8	N/A	N/A	N/A	N/A	N/A
	Excellence	8	N/A	N/A	7.8	N/A	N/A	N/A	N/A	N/A
English Language Arts 30-1	Acceptable	82.6	85.5	86	85.1	86.1	87	Very Low	Declined Significantly	Concern
	Excellence	10.7	13	16.5	10.1	12.3	15.6	Low	Declined Significantly	Concern
English Language Arts 30-2	Acceptable	87	85.7	87.1	88.8	88.2	88.6	Intermediate	Maintained	Acceptable
	Excellence	10.2	9.2	9	9.8	8.5	9.0	High	Improved	Good

At the Grade 3 level, improvement in 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%). On 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.

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. In addition, literacy across the curriculum has been a focus of work in Professional Learning Communities (PLCs).

At the Grade 6 level, Calgary Board of Education results at the standard of excellence (20.4%) remained above provincial results (18.9%) by 1.5%; this, however, reflects a decline of 0.8% by comparison with 2008-2009. Results at the provincial level did not decline.

At the Grade 9 level, results at the acceptable level continue to trend upwards, from 79.4% in 2008-2009 to 80.3% at 2009-2010. The 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%

In English 30-1, Calgary Board of Education results at the standard of excellence have declined by 0.9% from 2008-2009. Indeed, 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.

A further contributing factor may be that, within the Calgary Board of Education, students are supported and encouraged to achieve their personal potential, resulting in students choosing to enrol in English 30-1 rather than English 30-2: the higher participation rate in English 30-1 (4.3% above the province in 2009-2010, a consistent trend over the past five years) is consistently paralleled by a lower participation rate in English Language Arts 30-2 of between 5.0% and 6% below the province.

### French Language Arts

Figure 3: Accountability Pillar for French Language Arts

Course	Measure	Calgary School District			Province			Measure Evaluation		
		Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
French Language Arts 3	Acceptable	86.3	88.3	88.3	84.1	83.8	83.8	N/A	N/A	N/A
	Excellence	17.9	17.6	14.2	15.9	14.2	12.1	N/A	N/A	N/A
French Language Arts 6	Acceptable	93	94.3	92.6	88.3	91.5	89.3	High	Maintained	Good
	Excellence	17.5	17.9	17.1	15.9	15.9	13.7	High	Maintained	Good
French Language Arts 9	Acceptable	86.8	88.2	86.7	86.1	81.8	82.5	Intermediate	Maintained	Acceptable
	Excellence	13.1	10.2	10.5	12.4	10.3	11.9	Intermediate	Improved	Good
French Language Arts 30-1	Acceptable	94.9	94.7	95.9	93.7	95.1	95.2	Intermediate	Declined	Issue
	Excellence	21	23.8	27.1	16.3	18.9	22.1	High	Declined	Acceptable

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.



### 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 371.

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. It should be noted that 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.

In French Language Arts 30-1, the Calgary Board of Education remains above the province at both the acceptable standard and the standard of excellence, though results show a parallel decline in 2009 – 2010 for both Calgary Board of Education and the province at the standard of excellence. Students in French Language Arts 30-1 have French as an additional language and are reading complex texts and writing literary analysis of them in that additional language. It should also be noted that the reading comprehension portion of the FLA diploma exam is the same as that for the Français 30 examination written by Francophone (French as a first language) students.

Figure 4: Accountability Pillar for Mathematics

Course	Measure	Calgary School District			Province			Measure Evaluation		
		Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
K&E Math 9	Acceptable	60.4	N/A	N/A	65.6	N/A	N/A	N/A	N/A	N/A
	Excellence	14.4	N/A	N/A	15.3	N/A	N/A	N/A	N/A	N/A
Pure Math 30	Acceptable	85.2	84.4	84.9	82.9	82.1	81.5	Intermediate	Maintained	Acceptable
	Excellence	38.8	34.1	33.1	29.7	26.3	25.6	High	Improved	Good
Applied Math 30	Acceptable	78.0	81.0	79.9	77.3	79.4	77.8	Low	Declined	Issue
	Excellence	15.5	16.9	14.6	12.6	13.5	12.1	Intermediate	Maintained	Acceptable

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests. 2009-2010 was 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.

Evaluations for Social Studies (Grades 6, 9) are not calculated due to the changes in the tests. 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.

Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010. 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.

Figure 6: Accountability Pillar for Sciences

Course	Measure	Calgary School District			Province			Measure Evaluation		
		Current Results	Prev Year Results	Prev 3-yr Average	Current Results	Prev Year Results	Prev 3-yr Average	Achievement	Improvement	Overall
Science 6	Acceptable	78.3	78.8	77.2	76.8	76.5	75.5	Low	Improved	Acceptable
	Excellence	26.8	27.6	27.2	26.4	24.8	25.2	High	Maintained	Good
Science 9	Acceptable	75.2	73.2	71.9	73.6	72.2	70.4	High	Improved Significantly	Good
	Excellence	19.5	17.7	16.5	17.7	15.8	14.5	Very High	Improved Significantly	Excellent
K&E Science 9	Acceptable	66.3	N/A	N/A	67.2	N/A	N/A	N/A	N/A	N/A
	Excellence	12.7	N/A	N/A	14.3	N/A	N/A	N/A	N/A	N/A
Biology 30	Acceptable	84.8	86.4	85.6	81.4	83	82.9	Intermediate	Maintained	Acceptable
	Excellence	35.5	35.4	33.8	28.1	26.6	26.8	Very High	Improved	Excellent
Chemistry 30	Acceptable	82.6	82.4	82.4	79.0	76.3	76.3	n/a	Maintained	n/a
	Excellence	39.5	38.9	38.9	29.5	27.7	27.7	n/a	Maintained	n/a
Physics 30	Acceptable	79.9	84.5	84.5	73.9	79.3	79.3	n/a	Declined Significantly	n/a
	Excellence	28.3	30.3	30.3	20.3	23.1	23.1	n/a	Declined	n/a
Science 30	Acceptable	78.9	89.4	88.3	80.1	86	87.3	Low	Declined Significantly	Concern
	Excellence	18.8	22.5	20.6	22.8	20.9	20.2	Intermediate	Maintained	Acceptable

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. By contrast, at the standard of excellence the province reports an increase of 1.6%.

Steps are being taken to address concerns raised by these results, including an item analysis of the Grade 6 Science PAT to confirm areas of strength and areas for growth.

By contrast with the Grade 6 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%. A contributing factor may be that the 2003 program of studies is becoming better established.

In Biology 30, Calgary Board of Education students continue 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. On a year by year basis, participation rates are between 3.0% and 4.2% below the province.

Since 2009-2010 is only the second year of the diploma examinations for the new programs in Chemistry 30 and Physics 30, measure evaluations are not available. In both subjects, early indications are that students are achieving above the province at both the acceptable standard and the standard of excellence.

In Science 30, the decline in achievement is particularly noticeable; at the standard of excellence, Science 30 is the only subject for which results are below those of the province. 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 results from previous years.



## Attachment III: Comparison of CBE Provincial Examination Results with Other Boards and the Province

CBE students continue to demonstrate strong achievement by comparison with the province and with other urban boards; exceptions have been noted in Attachment I. Achievement on Diploma Examinations, particularly in Pure Mathematics 30, Biology 30, Chemistry 30 and Physics 30 is solid.

Grade 3 Provincial Achievement Test Results for Urban Boards and the Province

Grade 3 English Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	42061		N/A		5357		3307		6933	
Acceptable Standard		81.6		81.9		79.7		83.2		83.4
Standard of Excellence		19.5		19.8		19.3		24.9		20.6

Grade 3 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	3018		N/A		N/A		N/A		497	
Acceptable Standard		84.1		76.8		80.5		N/A		86.3
Standard of Excellence		16.3		14.5		15.5		N/A		20.5

Grade 3 Mathematics (Form 1)										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	19407		N/A		N/A		N/A		940	
Acceptable Standard		76.4		78.4		79		N/A		74.5
Standard of Excellence		24.8		21.7		27.4		N/A		23.7

Note: Dark grey boxes denote CBE percentage above the province and other boards.

Light boxes denote percentages lower than CBE.

## Grade 6 Provincial Achievement Test Results for Urban Boards and the Province

Grade 6 English Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43599		N/a		5716		3614		7062
Acceptable Standard		83.3		87.4		83.1		85.2	85.6
Standard of Excellence		18.9		20.7		19.3		21.9	20.4

Grade 6 French Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Standard of Excellence	2487		N/A		N/A		226		371
Acceptable Standard		88.3		86.4		87.8		85.4	93
Standard of Excellence		15.9		12.9		19.9		19.9	17.3

Grade 6 Mathematics (Form 1)									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
	N	%	N	%	N	%	N	%	N
Participation	21607		N/A		N/A		N/A		1422
Acceptable Standard		74.4		80.1		74.7		N/A	78.5
Standard of Excellence		16.5		17		18.3		N/A	19.3

Grade 6 Science									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43509		N/A		5701		3611		7046
Acceptable Standard		76.8		79.5		79.1		80.3	78.3
Standard of Excellence		26.4		25.8		31.5		29.7	26.8

Grade 6 Social Studies									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43609		N/A		5718		3615		7059
Acceptable Standard		71		72.7		73.9		76.7	73.5
Standard of Excellence		16.4		16.6		19.9		19.3	15.5

Note: Dark grey boxes denote CBE percentage above the province and other boards.

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## Grade 9 Provincial Achievement Test Results for Urban Boards and the Province

Grade 9 English Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43651		N/A		6043		3479		7509
Acceptable Standard		79.3		85.1		79.7		80.5	80.3
Standard of Excellence		15		18.9		18		15.9	15.6

Grade 9 French Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	2403		N/A		N/A		255		673
Acceptable Standard		86.1		87.2		92.5		80.8	86.8
Standard of Excellence		12.4		21.2		9.7		6.7	13.1

Grade 9 Mathematics (Form 1)									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
	N	%	N	%	N	%	N	%	N
Participation	21713		N/A		N/A		N/A		3908
Acceptable Standard		66.4		74		70.6		N/A	73.4
Standard of Excellence		19.8		20.9		23.6		N/A	26.8

Grade 9 Science									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43372		N/A		6013		3472		7293
Acceptable Standard		73.6		80.1		76.4		75.4	75.2
Standard of Excellence		17.7		18.7		24.7		18.1	19.5

Grade 9 Social Studies									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43772		N/A		6046		3484		7519
Acceptable Standard		68.9		77.8		73.5		70.2	70.2
Standard of Excellence		18.8		21.5		24.7		18.9	19.1

Note: Dark grey boxes denote CBE percentage above the province and other boards.  
 Light grey boxes denote percentages lower than CBE.



### Diploma Examination Results for Urban Boards and the Province

English Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	29,151		N/A		4872		2502		5168	
Acceptable Standard		85.1		87.9		82.4		85.7		82.6
Standard of Excellence		10.1		11.1		10.4		10.6		10.7

English Language Arts 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	14,314		N/A		1993		759		1800	
Acceptable Standard		88.8		91.2		83.3		86.8		87
Standard of Excellence		9.8		11.9		8.1		8.6		10.2

French Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	1,324		N/A		N/A		164		452	
Acceptable Standard		93.7		84.2		N/A		90.9		94.9
Standard of Excellence		16.3		7.9		N/A		20.1		21

Social Studies 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	23,484		N/A		3767		2064		4195	
Acceptable Standard		84.5		88		84.5		84.4		86.4
Standard of Excellence		16.1		20.4		17.9		17.7		19.2

Social Studies 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	14,904		N/A		1802		1087		2433	
Acceptable Standard		85		86.7		81.1		85.6		85.7
Standard of Excellence		13.7		14.6		10.3		16.1		17.4

Diploma Examination Results for Urban Boards and the Province (contd.)

Applied Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	10,639		N/A		1543		685		1610	
Acceptable Standard		77.3		75.2		69.7		78.1		78
Standard of Excellence		12.6		10.3		9.1		11.8		15.5

Pure Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	22,917		N/A		4165		2000		4101	
Acceptable Standard		82.9		79.4		82.3		85		85.2
Standard of Excellence		29.7		25.4		28.8		30.7		38.8

Biology 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	22,345		N/A		3859		1820		3356	
Acceptable Standard		81.4		80.8		82.3		84.9		84.8
Standard of Excellence		28.1		25.5		29.7		34.5		35.5

Chemistry 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	18,933		N/A		3373		1557		3463	
Acceptable Standard		79		77.8		78.7		80.5		82.6
Standard of Excellence		29.9		24.9		30.4		29.4		39.5

Note: Dark grey boxes denote CBE percentage above the province and other boards.

Light grey boxes denote percentages lower than CBE.

Diploma Examination Results for Urban Boards and the Province (contd.)

Physics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	10,360		N/A		2085		729		1891	
Acceptable Standard		73.9		73.2		74.2		74.5		79.9
Standard of Excellence		20.3		17.2		20.2		21.5		28.3

Science 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	4,941		N/A		1244		344		747	
Acceptable Standard		80.1		79.2		83.4		73.3		78.9
Standard of Excellence		22.8		21.5		28		16		18.8

Note: Dark grey boxes denote CBE percentage above the province and other boards.

Light grey boxes denote percentages lower than CBE



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

**December 7, 2010**

**To:** BOARD OF TRUSTEES

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

**Re:** **Annual Monitoring Report for Executive Limitation 11: Financial Condition**

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

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

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 11: Financial Condition. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

**II. EXECUTIVE LIMITATION 11: FINANCIAL CONDITION**

Executive Limitation 11: Financial Condition states:

With respect to the actual ongoing condition of the organization's financial health, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from the budget policy.

Accordingly the Chief Superintendent shall not:

1. Expend more funds than have been received or are reasonably expected to be received in the fiscal year unless appropriate authorizations have been received pursuant to the *School Act* and shall include a repayment schedule in reporting such expenditure to the Board of Trustees;
2. Plan to use or use any operating reserves, capital reserves, or committed operating surplus for other than their designated purposes;

3. Plan to use or use any operating reserves, capital reserves, or accumulated surplus without the prior approval of the Board of Trustees;
4. Fail to provide a report to the Board of Trustees annually, prior to November 30<sup>th</sup>, regarding the actual use of operating reserves and capital reserves, in comparison to Board approved commitments;
5. Allow any reports or filings required by any provincial or federal agency to be overdue or incorrectly filed;
6. Fail to:
  - (a) Ensure that the auditor is given access to all records, documents, books of accounts and vouchers of the Calgary Board of Education by Calgary Board of Education employees;
  - (b) Provide any information and explanations that in the auditor's opinion may be necessary to enable the auditor to report as required by provincial legislation;
7. Fail to bill on a timely basis and actively pursue receivables after a reasonable grace period;
8. Fail to settle payroll and debts in a timely fashion;
9. Fail to assure that any purchase is based upon prudent judgment and sound financial practice, including precaution against conflict of interest; comparative pricing based on items of similar quality with a balance between long-term quality and cost;
10. Fail to maintain complete and accurate financial records by funds and accounts in accordance with law and generally accepted accounting principles;
11. Allow any expenditure of borrowed capital funds for any purpose not authorized by the Minister of Education;
12. Fail to inform the Board of Trustees in a timely manner of significant deviations or projected deviations in either the income or expenditures in the approved budget.

### **III. REASONABLE INTERPRETATION**

In interpreting Executive Limitation 11 the Chief Superintendent acknowledges that, by including explicit policy provisions, the Board has narrowed the potential for interpretation. Where the Board has exhaustively interpreted the EL through detailed policy provisions, no additional interpretation is necessary in order to measure

compliance. In addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy completely. Where there is need for interpretation at the detailed level or where the detailed policy provision is not clearly measurable, the Chief Superintendent provides an interpretation. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required.

1. **Expend more funds than have been received or are reasonably expected to be received in the fiscal year unless appropriate authorizations have been received pursuant to the *School Act* and shall include a repayment schedule in reporting such expenditure to the Board of Trustees;**

Chief Superintendent Interpretation: The provisions in this statement include operational and capital budgets. The authorizations required include:

- a) Board of Trustees' and Ministerial approval to present a deficit budget position; and/or
- b) Board of Trustees' approval for use of reserve funds to cover deficits.

Therefore it is necessary to find the following:

#### **Measure 1.1**

**Board of Trustees' and Ministerial authorizations were received in anticipation of a deficit budget position.**

##### **Rationale 1.1**

The Measure is explicit from the Interpretation.

##### **Result 1.1**

Yes, authorizations were received, and this measure was achieved.

#### **Measure 1.2**

**Board of Trustees' approval was received regarding use of reserve funds to address specific deficits.**

##### **Rationale 1.2**

The Measure is explicit from the Interpretation.

##### **Result 1.2**

Yes, Board of Trustees' approval was received to use all available operating reserve funds dedicated to the Kindergarten to grade 12 program to partially mitigate the approved deficit budget for 2010/2011. This measure was achieved.

#### **Measure 1.3**

**A repayment schedule regarding an anticipated deficit budget was reported to the Board of Trustees.**



Rationale 1.3

The Measure is explicit from the Executive Limitation.

Result 1.3

Yes, a repayment schedule was reported, and this measure was achieved.

**2. Plan to use or use any operating reserves, capital reserves, or committed operating surplus for other than their designated purposes;**

Chief Superintendent Interpretation: While targeted funds should always be used for their intended purpose, there may be circumstances where it is in the CBE's best interest to re-designate funds. Where this is required, and where it is allowable to make a reallocation, prior approval of the Board of Trustees is sought.

Therefore it is necessary to find the following:

**Measure 2.1**

**Administration used operating reserves, capital reserves and unrestricted net assets for their intended purposes, except where prior approval of the Board of Trustees was obtained.**

Rationale 2.1

The Measure is explicit from the Interpretation.

Result 2.1

Yes, all planned and actual use of operating reserves, capital reserves and unrestricted net assets were used for their intended purposes and approved by the Board of Trustees in advance. This measure was achieved.

**3. Plan to use or use any operating reserves, capital reserves, or accumulated surplus without the prior approval of the Board of Trustees;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

**Measure 3.1**

**Administration sought Board of Trustees approval in advance for the planned or actual use of any operating reserves, capital reserves and unrestricted net assets for the previous fiscal year.**

Rationale 3.1

The Measure is explicit from the Executive Limitation.

Result 3.1

Yes, all planned and actual use of operating reserves, capital reserves and unrestricted net assets were approved in advance by the Board of Trustees, either as part of the Budget approval, quarterly budget updates or through a year-end report. This measure was achieved.

4. **Fail to provide a report to the Board of Trustees annually, prior to November 30<sup>th</sup>, regarding the actual use of operating reserves and capital reserves, in comparison to Board approved commitments;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

**Measure 4.1**

**Administration provided an annual report to the Board of Trustees prior to November 30, 2010, comparing the actual use of operating reserves, capital reserves, unrestricted net assets and designated funds as compared to the Board approved commitments.**

Rationale 4.1

The Measure is explicit from the Executive Limitation.

Result 4.1

Yes, the reserve status reports with a comparison to commitments were provided to the Board of Trustees prior to November 30, for their approval. This measure was achieved.

5. **Allow any reports or filings required by any provincial or federal agency to be overdue or incorrectly filed;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

**Measure 5.1**

**100% of reports and/or filings to any provincial or federal agency were submitted on or before the filing date without known or discovered error.**

Rationale 5.1

The Measure is explicit from the Executive Limitation.

Result 5.1

98.2%, and this measure was not achieved.

The Year End Audit report on the Local Authorities Pension Plan contributions was not submitted on or before the filing date. This report represents 1.8% or one of approximately 55 total reports filed. All reports were filed without known or discovered error.

**6. Fail to:**

- (a) Ensure that the auditor is given access to all records, documents, books of accounts and vouchers of the Calgary Board of Education by Calgary Board of Education employees;**
- (b) Provide any information and explanations that in the auditor's opinion may be necessary to enable the auditor to report as required by provincial legislation;**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

**Measure 6.1**

**External Auditors were provided unfettered access to all documentation in support of the annual audit process.**

**Rationale 6.1**

The Measure is explicit from the Executive Limitation.

**Result 6.1**

Yes, external Auditors were provided full access to CBE documentation in support of the annual audit on behalf of the Board of Trustees. This measure was achieved.

**Measure 6.2**

**Administration fully collaborated with the external auditors and provided information and explanations to all audit queries as part of their work to support their audit opinion.**

**Rationale 6.2**

The Measure is explicit from the Executive Limitation.

**Result 6.2**

Yes, administration responded to all audit inquiries in a timely manner, and this measure was achieved

- 7. Fail to bill on a timely basis and actively pursue receivables after a reasonable grace period;**



Chief Superintendent Interpretation: Based on CBE Administrative Regulations and related best practices:

- timely billing is considered to be within 10 days after delivery of the services/product; and
- a reasonable grace period is considered to be 30 days after due date. All accounts over 30 days are actively pursued, except as further defined below.

CBE practices with respect to billings and receivables are different depending on whether they relate to parent/school fees or not.

For parent fees levied September 1, our procedures expect schools to send reminders to parents on October 15 and again on November 19, where payment is still due. At January 31, all outstanding parent fees are sent to Corporate Financial Services (CFS) for recovery. For 2009/2010 fees, this amount represented approximately 10% of the student population. A third letter is sent, once details have been confirmed with schools, and within 60 days. After a further 30 days, as a last resort, any remaining outstanding accounts are sent to a collection agency.

There is an identified group of parents who have over the years refused to pay school fees. While these parents are billed for the services, it is CBE practice not to force payment for these specifically identified parents.

Non-parent fees are billed within a week of notice to CFS and receivables are actively pursued once over 30 days. Most of this type of billing is to Unions and delinquent accounts in this case are not sent to collections, but are referred to the Superintendent of Human Resources for resolution.

Therefore it is necessary to find the following:

#### **Measure 7.1**

**All parent fees are issued the first day of school.**

##### **Rationale 7.1**

The Measure is explicit from the Interpretation.

##### **Result 7.1**

100%, and this measure was achieved.

#### **Measure 7.2**

**100% of all delinquent parent fee accounts receivable received by Corporate Financial Services are actively pursued in accordance with procedures.**

##### **Rationale 7.2**

We are currently able to measure our actions once delinquent accounts are received centrally. We did not monitor the schools' compliance with our procedures in this

area and are unable therefore to measure this piece of the process for the purposes of this report.

#### **Result 7.2**

100% of delinquent parent fee accounts received centrally are actively pursued, and this measure was achieved.

As part of the current review of procedures, a process for determining compliance at the school level is under discussion.

#### **Measure 7.3**

**100% of non-parent fees are billed within a week of notice to CFS, and receivables are actively pursued once over 30 days.**

#### **Rationale 7.3**

The Measure is explicit from the Interpretation.

#### **Result 7.3**

100%, and this measure was achieved.

### **8. Fail to settle payroll and debts in a timely fashion;**

Chief Superintendent Interpretation: Timely is defined as meeting the following, where applicable:

- legislated obligations;
- contract/invoice terms;
- Collective Agreements; and
- terms and conditions of employment including the Alberta's Employment Standards Code.

Therefore it is necessary to find the following:

#### **Measure 8.1**

**100% of all standard staff payroll is paid in accordance with time frames contained within Collective Agreements and the Alberta Employment Standards Code.**

#### **Rationale 8.1**

The Measure is explicit from the Interpretation.

#### **Result 8.1**

100%, and this measure was achieved.

#### **Measure 8.2**

**Variations to standard staff payroll are addressed in a timely fashion.**

#### Rationale 8.2

Examples of circumstances that create variations to standard compensation for employees include: new hires; retroactive payments; changes to employment status; termination payouts; and payroll deduction corrections.

#### Result 8.2

Variations in standard payroll are not addressed in a timely fashion and this measure was not achieved.

At the time of writing, the analysis required to determine the degree of the challenge in this area was not complete. While we have a sound understanding of standards of accuracy, the quantification of a standard for timeliness in the context of variations is under development. In light of the raw data available, Administration chooses to declare non-compliance.

The CBE is diligently pursuing remedies to address the identified time lags between current practice and preferred practice. Remediation in this area is part of the comprehensive process review and development currently taking place between the CBE and our payroll service provider.

#### Measure 8.3

**100% of all non-salary debts are paid in accordance with the terms and conditions of the associated purchase agreement, except where there is dispute with respect to satisfactory delivery of the service/product.**

#### Rationale 8.3

While the CBE ensures that it meets payment terms and conditions of its purchase agreements, it does not make payment where there is dispute over the deliverables until such dispute has been resolved satisfactorily. In these cases, payment may be delayed beyond the stated terms in the agreement.

#### Result 8.3

100%, and this measure was achieved.

9. **Fail to assure that any purchase is based upon prudent judgment and sound financial practice, including precaution against conflict of interest; comparative pricing based on items of similar quality with a balance between long-term quality and cost;**

Chief Superintendent Interpretation: In order to ensure prudent judgment and sound financial practice, the CBE has established regulations, policy and procedures to provide controls to prevent conflict of interest and promote obtaining best value in our procurement transactions.

These regulations provide guidelines and prescriptive direction with respect to vendor prequalification, tendering, comparative pricing, requisitioning of goods and services,



awarding, authorization and reporting requirements to the Board of Trustees. They also provide for exceptions to general rules in order to provide the flexibility to respond to exceptional circumstances. In these exceptional cases, the regulations add additional internal controls to manage our risk in this area. Generally these compensating controls require additional approvals and documented sound business justifications. In addition, Executive Limitation 12: Asset Protection requires Board of Trustees' approval for expenditures over \$500,000. In these cases, the Chief Superintendent interprets such approval as having met this sub provision to the Board's satisfaction.

Not all procurement is managed through the Procurement Department. Contracting is managed independently by other departments for several types of contracts, including but not limited to: contracts for architectural/engineering; student transportation; legal services; and contracts with service providers in support of students.

Therefore it is necessary to find the following:

#### **Measure 9.1**

**100% of procurement transactions managed by the Procurement Department comply with regulations.**

##### **Rationale 9.1**

The Procurement Department has processes in place to ensure that all transactions managed by the Department comply with regulations. However, there are currently no monitoring processes in place for those transactions that are managed in other departments. While we are able to report that an informal review demonstrates that we appear to be in compliance in these other areas, and nothing has come to our attention to evidence non-compliance, at this time, we are not in a position to measure results in these other areas. As part of the current review of procedures, a process for determining compliance will be established for future reporting.

##### **Result 9.1**

100% of procurement transactions managed by the Procurement Department comply with regulations, and this measure was achieved.

#### **10. Fail to maintain complete and accurate financial records by funds and accounts in accordance with law and generally accepted accounting principles;**

Chief Superintendent Interpretation: Generally Accepted Accounting Principles address the interpretation of the concepts "complete" and "accurate" within the context of "materiality." Therefore, while Administration strives for 100% accuracy and completeness, the appropriate interpretation for measurement of this policy provision would apply the materiality used in the completion of our external audit, which by its nature, reflects the level of accuracy/completeness that would change or impact decisions based on the financial information. Therefore, the interpretation of this provision is that 100% of the CBE funds and accounts documented in the Audited

Financial Statements are materially in accordance with Generally Accepted Accounting Principles.

Therefore it is necessary to find the following:

**Measure 10.1**

**The CBE receives an unqualified audit opinion.**

**Rationale 10.1**

An external audit is an independent third party confirmation of the CBE's compliance with this policy provision. An unqualified audit indicates the financial records are materially accurate and complete and in accordance with law and generally accepted accounting policies.

**Result 10.1**

Yes, the CBE received an unqualified audit opinion, and this measure was achieved.

**11. Allow any expenditure of borrowed capital funds for any purpose not authorized by the Minister of Education.**

Chief Superintendent Interpretation: The Interpretation is explicit from the Executive Limitation.

Therefore it is necessary to find the following:

**Measure 11.1**

**100% of all new borrowings of capital funds were used for the purposes approved by the Minister of Education.**

**Rationale 11.1**

The Measure is explicit from the Executive Limitation.

**Results 11.1**

100%, and this measure was achieved.

**12. Fail to inform the Board of Trustees in a timely manner of significant deviations or projected deviations in either the income or expenditures in the approved budget.**

Chief Superintendent Interpretation: Timely reporting to the Board of Trustees is considered to be quarterly, in keeping with the monitoring frequency noted in this EL. All deviations and projected deviations are stipulated in the quarterly reports, and all variances in excess of \$100,000 are explained. This includes both operating and capital budgets.

Therefore it is necessary to find the following:

**Measure 12.1**

**Reports are provided quarterly to the Board informing them of all deviations and planned deviations in income and expenditures, from the approved operating and capital budgets.**

**Rational 12.1**

The Measure is explicit from the Interpretation.

**Results 12.1**

Yes, quarterly reports were provided to the Board, and this measure was achieved.

**V. STATEMENT OF COMPLIANCE**

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees reflecting on the extent to which the Chief Superintendent complies with Executive Limitation 11: Financial Condition.

This report contains reasonable interpretations of EL-11 and documented results. Accordingly, I am reporting compliance with all interpretations except the following:

**Policy Provision 5, Measure 5.1** – Reports and/or filings to any provincial or federal agency were on or before the filing date without known or discovered error.

The year-end audit report on Local Authorities Pension Plan contributions was not filed by the required date. Complete compliance with this measure is anticipated during the course of the 2010/2011 school year.

**Policy Provision 8, Measure 8.2** – Variations to standard staff payroll are addressed in a timely fashion.

Remediation in this area is anticipated for February 2011.



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**

**December 7, 2010**

**To:** BOARD OF TRUSTEES

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

**Re:** **Annual Monitoring Report for Executive Limitation EL-13: Facilities**

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

**Resource Persons:** Eugene Heeger, Director, Capital Planning and Development Services  
Dieter Hoerz, Director, Central Facility Services  
Catherine Fradgley, Director, Facility Operations  
Calvin Davies, Director, Community Engagement and Operational Planning  
Wayne Braun, Director, Corporate Financial Services  
Brent Hughes, Manager, Capital and Urban Planning Services  
Robert Ashley, Manager, Architectural and Engineering Services  
Sherri Lambourne, Manager, Leasing and Property Development Services

#### **I. PURPOSE OF THE ANNUAL MONITORING REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation EL-13: Facilities. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education (CBE) complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation.

#### **II. EXECUTIVE LIMITATION EL-13: FACILITIES**

The CBE 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. 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 CBE'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 CBE building standards;
4. the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;
5. 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. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;
7. that facilities are located and situated to effectively accommodate public and student access;
8. that facilities are adequate and functional for the programs offered in the facilities;
9. that learning environment designs are research-based;
10. that facility planning and design decisions appropriately consider:
  - a) naturalized learning environments, and
  - b) environmental impacts, including eco-efficiency and sustainability;
11. the public's use of facilities is not unreasonably denied. School functions and CBE programs should not be compromised by the public's use of facilities;
12. that consistently administered detailed guidelines exist for public use of facilities;
13. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;

14. that the Board of Trustees is annually provided with a Facility Condition Report as outlined in the attached EL-13: Facilities Exhibit.

### **III. REASONABLE INTERPRETATION**

It is the Chief Superintendent's interpretation that the intent of Executive Limitation EL-13: Facilities, is to ensure that existing and planned facilities provide a physical environment which is conducive to student learning and ultimately the achievement of the Board of Trustees' stated Ends.

The CBE facility planning, design, construction and maintenance activities are complex undertakings in a large district with 242 distinct facilities. The majority of these facilities include 205 school buildings, with a broad range of student enrolments and utilization rates. The total facilities also include 27 closed schools or bungalows, seven (7) CBE facilities used for administrative purposes and three (3) CBE programs in leased space.

CBE facility requirements encompass the need for new schools in outlying communities, to modernize existing schools, to improve functionality and to renovate schools to address essential asset lifecycle maintenance requirements. Proactive engagement of the provincial government through ongoing discussion and consultation is required to ensure effective project planning and timely approvals. Facilities planning, design, construction, maintenance and public use, must also consider the interests of multiple stakeholders including students, parents, staff, the City of Calgary (the City) and other community interest groups.

**The Chief Superintendent shall not fail to ensure the following:**

- 1. effective and efficient use of capital funding that demonstrates responsible stewardship of resources;**

Chief Superintendent Interpretation: Capital Planning and Development Services follows the Provincial School Capital Manual procedures for reporting the progress of capital projects. The process allows for the monitoring of project progress and expenditures by Alberta Infrastructure on all capital funded projects to ensure costs do not exceed available funding.

#### **Measure #1.1**

100% of capital projects and cost estimates are reviewed by an outside agency throughout the project to ensure the project is within scope and on budget. Capital funded projects cannot proceed to the next stage without provincial approvals.

#### **Rationale #1.1:**

Capital Planning and Development Services through Architectural and Engineering Services manages capital funded projects and sends Alberta Infrastructure project reports with cost estimates for review during design, pre-tendering, post-tendering and after building occupancy. Provincial approval is required prior to the project



proceeding to the next stage. Capital funds are typically released sequentially after approvals are given by the Province.

Result: 100%, this measure was achieved.

### **Measure #1.2**

100% of contractors and prime consultants on large capital projects are prequalified and all capital projects are competitively tendered..

#### **Rationale #1.2:**

To ensure the best performance from contractors or consultants Requests for Pre-Qualification are used to produce lists of the most qualified and responsible contractors and consultants, who then competitively compete for the projects. To ensure the best prices for projects, competitive tendering is used to award construction contracts and competitive Requests for Proposal are used to award consultants contracts.

Result: 100%, this measure was achieved.

## **2. long-range facility plans and capital plans that establish priorities for construction, renovation and maintenance projects;**

Chief Superintendent Interpretation: The CBE develops long-range capital plans, which outline the priorities for new school construction/replacement school construction and school preservation/major modernization projects through the annual three-year School Capital Plan and the Ten-Year System Student Accommodation and Facilities Strategy. The School Capital Plan is approved by the Board of Trustees on an annual basis for submission to the Province.

### **Measure #2.1**

The School Capital Plan 2011 - 2014 is approved by the Board of Trustees and submitted to the Province on or before May 1, 2010.

#### **Rationale #2.1:**

To make effective use of capital funding, CBE establishes priorities for its capital projects as part of the annual School Capital Plan submission. The plan is due to the Province on an annual basis by May 1<sup>st</sup> of each year. The plan identifies requirements for new school construction, school replacements, school preservation and modernization projects and constitutes the CBE's annual request for provincial funding for school building projects. The Province then determines school projects that proceed as part of the overall Provincial Capital Plan.

Result: This measure was achieved.

3. exploration and development of innovative and supplementary capital funding models and mechanisms in support of long-term capital planning to supplement provincial funding allocation, 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 CBE'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 CBE building standards.

Chief Superintendent Interpretation: That the CBE will establish a structure for the exploration and development of innovative and supplementary capital funding models and mechanisms to support long-term capital planning within certain frameworks.

#### **Measure #3.1**

Administration has initiated and brought forward for approval by the Board of Trustees, projects that incorporate innovative funding mechanisms which demonstrated the above characteristics.

#### **Rationale #3.1:**

To make effective use of all potential capital funding sources, the CBE must continue to investigate and leverage alternative funding mechanisms to support the mitigation of the significant backlog in deferred maintenance within the CBE. In 2009/2010, administration identified a Phase Four energy savings retrofit project that would again utilize a capital leasing approach to undertake the retrofit of another 15 schools within the CBE commencing in the 2010/2011 school year, subject to Board and Ministerial approval, and in keeping with the characteristics identified above. This was done through leveraging surplus short term cash funds held by the CBE resulting in reduced borrowing costs. In addition, changes are required in the Capital Borrowing Regulations to enable school districts to better utilize borrowing mechanisms.

Result: This measure was achieved.

The Phase Four Energy Retrofit to be undertaken by Ameresco was approved on May 25, 2010 by the Board of Trustees and forwarded to the Minister of Education for approval, which has since been received by the CBE

**4. the pursuit of the reduction of regulatory barriers to innovative and supplementary capital funding models and mechanisms;**

Chief Superintendent Interpretation: That the CBE will actively engage the various levels of government to reduce and possibly eliminate the various regulatory barriers that exist, and prohibit the implementation of innovative and supplementary capital funding models and mechanisms.

**Measure #4.1**

Administration continues to encourage the Provincial Government to make changes to the Capital Borrowing Regulation, to facilitate additional opportunities in support of alternative funding mechanisms in school districts.

**Rationale #4.1:**

To make effective use of alternative funding models and mechanisms, there is a need to make significant changes to the Capital Borrowing Regulations, and reopen the School Act to facilitate these changes. The revisions to the School Act and subsequent revisions to the Capital Borrowing Regulations have been delayed until 2010/2011 and likely will not be implemented until 2011/2012.

Result: This measure was achieved.

Administration has continued to pursue amendments to the capital Borrowing Regulation with the Ministry during 2009-2010; however, changes have been delayed until the School Act has been amended.

**5. 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;**

Chief Superintendent Interpretation: That appropriate community input and participation in facility decisions will be obtained consistent with the System Student Accommodation Planning Process. Community Engagement and Operational Planning continues to support Area Directors and Capital Planning and Development Services in engaging communities.

**Measure #5.1**

The annual preparation of a Ten-Year System Student Accommodation and Facilities Strategy.

**Rationale #5.1:**

To ensure the delivery of quality education to our students the CBE administration has set forth a long-term strategy of the Ten-Year System Student Accommodation



and Facilities Strategy which facilitates the development of the three-year School Capital Plan and our Three-Year System Student Accommodation Plan.

A framework has been developed to inform administration and utilizes the following principles: Equitable access to quality learning environments and choice of programs; student accommodation and programming needs within Areas; creative use of surplus space and retention of schools in mature neighbourhoods.

Result: This measure was achieved.

The Ten-Year System Student Accommodation and Facilities Strategy was received for information at the November 16, 2010 meeting of the Board of Trustees.

#### **Measure #5.2**

100% of new school construction projects and modernization projects approved from the three-year School Capital Plan include a process for stakeholder participation.

Rationale #5.2:

CBE student accommodation engagement is intentionally and thoughtfully designed to ensure transparency and the inclusion of all interested members of the public, in this way serving the common good.

Capital Planning and Development Services and Community Engagement and Operational Planning endeavour to employ processes that engage communities in discussions regarding facility use, as it is the “the principles of democracy that drive our accountability to the public as well as allowing public participation in our work”. In doing so, the public is given the opportunity to provide input into decisions about facility changes and usage which enables the CBE to make informed decisions in the best interest of our learners.

Capital Planning and Development Services and Community Engagement and Operational Planning ensure public meetings occur for major school capital projects. Stakeholder meetings the past year include: middle schools at Tuscany School, Panorama Hills School, Coventry Hills School and Taradale School; Northwest High School; West Calgary High School; and the Western Canada High School modernization.

Result: 100%, this measure was achieved.

#### **Measure #5.3**

The Three-Year System Student Accommodation Plan is submitted to the Board of Trustees annually.

Rationale #5.3:

The development of the Three Year System Student Accommodation Plan informs and is informed by from our Ten-Year System Student Accommodation and Facilities

Strategy. This involves gathering and analyzing a wide variety of data from current and anticipated learning opportunities for students by Area, to enrolment figures and utilization rates. This iterative process involves stakeholders across multiple Service Units and capitalizes on their input.

As the Three Year System Student Accommodation Plan is an ongoing three (3) year plan where community input is gathered during each engagement, it feeds directly into the development of the subsequent three year plan. The opportunity to present the Three Year System Student Accommodation Plan to the Calgary Association of Parent and Schools Councils (CAPSC) seeks feedback that assist parents and parent councils to more fully contribute to and shape the education of their children in CBE schools. These individuals, by being informed and involved, are able to engage their schools with respect to the Three Year System Student Accommodation Plan.

Result: This measure was achieved.

The System Student Accommodation Plan 2010-2013 was received for information at the June 15, 2010 meeting of the Board of Trustees

#### **Measure #5.4**

Short and long-term CBE planning documents are readily available to key stakeholders and the public.

#### **Rationale #5.4:**

The Ten-Year System Student Accommodation and Facilities Strategy, three-year School Capital Plan and Three-Year System Student Accommodation Plan are major short and long-term facility and accommodation plans for the CBE.

These plans are approved and/or received as information by the Board of Trustees at public meetings and stakeholders and public are welcome to attend board meetings. Once approved, these short and long-term planning documents are available on the CBE web site.

Result: 100%, this measure was achieved.

The Ten-Year System Student Accommodation and Facilities Strategy, School Capital Plan 2011-2014, and System Student Accommodation Plan 2010-2013, are on the CBE web site.

- 6. that facilities are safe, properly maintained, aesthetically appropriate and built for enduring use and respect;**

#### **Facilities Are Safe**

Chief Superintendent Interpretation: This policy provision is interpreted to mean: The Board's responsibility to the safety of students necessitates the provision of a

safe learning environment. The employer is compelled to provide a safe working environment. The conduct of the facility occupants impacts the safety of the environment. In order to maintain safe facilities all safety-related matters whether anticipated or of an emergent nature, must continuously receive the highest priority.

**Measure #6.1**

100% of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration, Unsafe Condition Report) are addressed within the stipulated timeline.

**Rationale #6.1:**

Occupational Health and Safety legislation empowers an employee to refuse unsafe work. This would include the refusal to work in unsafe conditions. The CBE's Unsafe Condition Report form is available to all staff to report perceived unsafe conditions in the workplace. Timely response to such reports is paramount to attending to any real or perceived unsafe conditions.

Result: 100%, this measure was achieved.

**Measure #6.2**

100% compliance with all applicable technical provincial codes governing maintenance activities.

**Rationale #6.2:**

Code compliance and the requirements of any authority having jurisdiction (i.e., the City of Calgary) are essential in the maintenance of a safe environment. All new undertakings must be code compliant by legislation. Appropriate permits are secured, as required, and inspections by regulatory bodies are undertaken to confirm compliance.

Result: 99%, this measure was not achieved.

There were three small projects undertaken without a permit being obtained.

**Measure #6.3**

100% of all new schools and major modernizations receive an occupancy permit.

**Rationale #6.3:**

Code compliance and adherence to the requirements of any authority having jurisdiction (i.e., the City of Calgary), is integral to any new construction activity and furthers the establishment of a known safe environment. All new undertakings must be code compliant by legislation. Appropriate permits are secured and inspections by regulatory bodies are undertaken to confirm compliance. The issuance of an occupancy permit signifies that the facility has been inspected for code compliance and that the facility is suitable for occupancy for the purpose for which it was designed and that all life safety standards have been complied with.



Result: 100%, this measure was achieved.

**Measure #6.4**

100% of companies engaged in facility work comply with the CBE's Certificate of Recognition requirements.

**Rationale #6.4:**

Employers with a Certificate of Recognition have confirmed through an independent third-party certifier that the company has developed safety programs that meet established standards that embrace safe work practices. This certificate helps to assure the CBE that the engaged firm has a reputable safety program and that business will be conducted in a manner that is safe for the worker and other occupants of the facility. In the interim, the CBE has accepted confirmation that a firm is in the process of completing the requirements to obtain a Certificate of Recognition as an equivalent to having the certificate. The CBE includes itself in this requirement and has held the certificate since 2005.

Result: 100%, this measure was achieved.

**Facilities are Properly Maintained**

Chief Superintendent Interpretation: Within current funding constraints, administration must endeavour to provide for the maintenance of schools to facilitate the ongoing usefulness and availability of the facilities for educational purposes. Occupational Health and Safety requirements must be fully attended to as the highest priority.

The resources available for the day-to-day and emergent maintenance needs of the CBE's facilities are fully utilized for maintenance purposes.

Preventive maintenance is seen to be integral to the provision of maintenance services and the prevention of premature failure of facility components.

Based on Alberta Infrastructure and industry standards, many of the CBE's school facilities and the associated equipment have already exceeded their intended lifecycle. Plant Operation and Maintenance funding provided by the Province for maintenance has not kept pace with the increasing consumer costs for facility maintenance services. Resource constraints necessitate the thoughtful application of those resources to the maintenance needs of the facilities.

**Measure #6.5**

100% of all emergent work orders are registered and dispatched within the required timelines.

**Rationale #6.5:**

Maintenance work is primarily responsive to facility needs as identified through work order submission by the schools. Adherence to the CBE's internal work order processing protocol ensures that suitable resources are dispatched in a timely manner to address the identified need(s). Emergency work requests are acted upon immediately and non-emergency work requests are initiated as a work order within three business days.

Result: 100%, this measure was achieved.

**Measure #6.6**

100% of all available resources for planned maintenance are fully appropriated towards the system priorities.

**Rationale #6.6:**

Limited resources necessitate that there be a full consideration of all known system needs in order to allocate funds to the highest priorities. Various planning tools (i.e., cross-functional committees, tiered reviews) and input mechanisms (i.e., Province's facility review, field observations) are required for comprehensive planning. Planned work, such as the re-roofing of a school, the replacement of relocatable furnaces or the refinishing of a gym floor, must be prioritized based on cyclical schedules, existing conditions and lifecycle considerations.

Result: 100%, this measure was achieved.

**Measure #6.7**

100% of all required and planned preventive maintenance routines are completed.

**Rationale #6.7:**

A large portion of the CBE's preventive maintenance activities are required under various statutes. These would include such things as the annual fire alarm testing, boiler inspections, annual fire extinguisher testing, elevator inspections, elevating device (i.e., Genie lift) inspections, fire suppression testing in cafeterias, emergency lighting and generator testing and fall arrest equipment inspection.

In addition, a commonly accepted business practice is the regular inspection and servicing of facility components. In the CBE, this includes such things as monthly play structure inspections and repairs, seasonal air-conditioning servicing, heat exchanger inspections, boiler water treatment, humidification medium replacement, moving machinery lubrication and air filter changes.

Result: 100%, this measure was achieved.

**Measure #6.8**

100% of all facility renewal projects are compliant with the requirements of the Province.

**Rationale #6.8:**

The allocation of funding for Infrastructure Maintenance Renewal projects must conform to the provincial guidelines governing the use of these funds for school projects. The priorities are clearly laid out by the Province and the focus is on safety: Priority 1-Health and Safety, Priority 2-Immediate Needs, and Priority 3-General Upgrading. Priorities for the work are governed by Alberta Infrastructure criteria and must meet with the Province's approval. Infrastructure Maintenance Renewal funding levels to date have only allowed for a modest level of planned maintenance.

Result: 100%, this measure was achieved.

**Facilities are Aesthetically Appropriate and Built for Enduring Use and Respect**

Chief Superintendent Interpretation: This policy provision is interpreted to mean: that school buildings are in good taste and of pleasing appearance; and school buildings age gracefully to provide years of services without obvious signs of wear and tear. As well, school buildings are symbols of learning in the community and should appear dignified.

**Measure #6.9**

A school's appearance is aesthetically appropriate to the available budget and function of the school.

**Rationale #6.9:**

Although aesthetics is subjective in nature, schools are designed by architectural professionals to recognized industry standards.

Result: This measure was achieved.

Building appearances reflect industry standards for schools. Comments on the appearances of P3 schools are positive.

**Measure #6.10**

A review of records provides feedback as to repairs, and that schools are open and operating speaks to the durability of school buildings.

**Rationale #6.10:**

The materials used in school buildings are generally durable and records for repairs and extended life cycles of components provide verification of school buildings' durability.

Result: This measure was achieved.

Schools are durable and components are lasting beyond their typical life cycle.



#### **Measure #6.11**

A review of records provides feedback as to quantity of vandalism. This speaks to a school building's standing in the community.

#### **Rationale #6.11:**

School buildings are generally respected and records for vandalism removal provide verification of a school building's standing in the community. The graffiti removal program successfully counters the defacing of CBE schools and discourages tagging, thus maintaining the dignity and appearance of the school building.

Result: This measure was achieved.

Incidences of vandalism are down. There is community support for schools and great desire for schools in new communities.

#### **7. that facilities are located and situated to effectively accommodate public and student access;**

Chief Superintendent Interpretation: This policy provision is interpreted to mean that the location of schools within the individual communities, and the CBE Administrative Area Structure, best meet the accommodation needs of the public and students.

#### **Measure #7.1**

100% of new city communities have a school site within the community that students can attend and school reserve sites are dedicated to the CBE for this purpose.

#### **Rationale #7.1:**

The City requires a 10% municipal and school reserve dedication from developers within new and developing communities to provide for open space, parks, school sites, playfields and recreation facilities. The activities associated with reserve sites are administered by the Joint Use Co-ordinating Committee comprised of the CBE, Calgary Catholic School District, City representation and the Site Planning sub-committee.

The CBE is actively involved with the City in the selection of school sites through regional plans, community plans, area structure plans and outline plans. The CBE selects reserve sites in conjunction with the Calgary Catholic School District to be used for school and playfield purposes. In terms of the new and developing communities, depending on their size, there are normally one (1) to three (3) CBE school sites. These sites will be developed over time as the community grows and a school is approved.

Result: 100%, this measure was achieved.

### **Measure #7.2**

100% of public school students in city communities have a CBE school that they are designated to for the regular program or other program offerings.

#### **Rationale #7.2:**

The CBE incorporates a decentralized administrative system of five (5) Areas with "Area offices" for facilitating curriculum, program planning and decision-making. Each Area has a network of elementary, junior/middle and senior high schools to accommodate educational program requirements. There are 194 residential communities within Calgary.

There are over 200 CBE schools and students have a designated school depending on the community they reside in and the program being undertaken. Transportation is provided for CBE students who reside beyond elementary, junior and senior high walk limits and/or attend an alternative program. The CBE continues to build new schools to accommodate growth in the new and developing communities.

Result: 100%, this measure was achieved.

### **8. that facilities are adequate and functional for the programs offered in the facilities;**

Chief Superintendent Interpretation: Learning environments are sufficient and operational for the programs offered in new and existing schools. New schools are appropriate for the programs offered and reflect current thinking in school design. For the majority of CBE schools that are older and reflect an older, more dated learning philosophy, these schools will need to receive renovations that are specific to the school program.

### **Measure #8.1**

100% of program modernization projects are prioritized according to the best value to students.

#### **Rationale #8.1:**

Project requests to modify the building to better accommodate the school program are received from schools. These projects are scoped and the costs are estimated. The School Program Modernization Committee reviews and prioritizes the projects according to the greatest need and value to the students. Projects reviewed and prioritized provide for the renovation of school facilities to provide functional adequacy and sustainability for current and future educational programs. The number of projects approved is dependent upon internal CBE approvals and provincial funding received.

Result: 100%, this measure was achieved.

### **9. that learning environment designs are research-based;**

Chief Superintendent Interpretation: That there is on-going research into effective learning environments and school design which contribute to student learning and achievement.

**Measure #9.1**

100% of architects and engineers have an annual mandatory continuing education requirement.

**Rationale #9.1:**

The continuing education requirement mandates that all architect and engineers must read research reports and literature and attend conference seminars to maintain their professional status. Exchange of ideas about trends in education and school design with other school boards and education experts is also part of the conference experience. Conferences include Council of Educational Facility Planners and Buildex.

Courses offering accreditation include Leadership in Energy and Environmental Design, also identified as LEED, and Crime Prevention through Environmental Design (CPTED). Research literature includes High Performance School Design and the Third Teacher. Many technical courses are available that ensure learning environments are designed with the latest school facility information. All registered architects and engineers complete their annually mandatory continuing education requirements.

Result: 100%, this measure was achieved.

**Measure #9.2:**

100% of new CBE schools achieve a Leadership in Energy and Environmental Design (LEED) Silver rating.

**Rationale #9.2:**

Leadership in Energy and Environmental Design (LEED) is an evaluation tool used to provide a quantitative assessment of the building's environmental sustainability and elements that affect occupant comfort and well-being which has a direct correlation to student achievement. All six (6) P3 elementary schools achieved a Leadership in Energy and Environmental Design (LEED) Silver rating.

Result: 100%, this measure was achieved.

**Measure #9.3**

100% of CBE school designs reflect the best thinking of the time, as gathered from stakeholder collaboration.

**Rationale #9.3:**



Collaboration gathers research from multiple sources, thereby optimizing learning environment by assimilating the latest educational trends into the design of new schools.

Result: 100%, this measure was achieved.

The collaborative CBE's design process captures expertise from multiple stakeholders (educators, system specialists, operations/maintenance personnel, etc.) within the system.

- 10. that facility planning and design decisions appropriately consider:**  
**a) naturalized learning environments; and**  
**b) environments impacts, including eco-efficiency and sustainability**

**a) naturalized learning environments**

Chief Superintendent Interpretation: Naturalized learning environments are desirable as an alternative to the traditional classroom setting. This type of space facilitates some diversity in instruction and learning. These environments should be designed to offer a unique experience for the student, be supportive of the setting of the surrounding community and contribute to the overall greening of the location.

**Measure #10.1**

100% of known requests for area naturalization are reviewed and supported where appropriate.

**Rationale #10.1:**

Naturalized areas provide a further setting for the educational process. The unique setting affords schools an opportunity to expand the learning experience of the students. The CBE is advantaged by the external sponsors that provide the resources for the naturalization of exterior areas surrounding a school. All development is subject to the approval of the CBE's Grounds and Landscaping Department to ensure that design and location criteria are met.

Result: 100%, this measure was achieved.

Eight (8) new requests were supported and five (5) were completed.

**Measure #10.2**

100% of all applications for a food production area are reviewed and supported where appropriate.

**Rationale #10.2:**

There is a growing interest at schools to be involved with food production through partnering with community groups to develop and maintain small garden plots. This type of undertaking reinforces the CBE connection to the community and provides a

form of naturalization for the property. Schools can incorporate the project as a learning experience for those students that are involved.

Result: 100%, this measure was achieved.

b) **environmental impacts including eco-efficiency and sustainability**

Chief Superintendent Interpretation: The CBE mandates that new schools obtain Leadership in Energy and Environmental Design (LEED) Silver rating. Leadership in Energy and Environmental Design (LEED) is a green building performance assessment tool comprised of a range of criteria that evaluates the environmental performance of a building. The rating system consists of six (6) categories: sustainable site, water efficiency, energy and atmosphere, materials and resources, and indoor environmental quality and innovation.

**Measure #10.3**

100% of school designs are green and sustainable.

Rationale #10.3:

The new provincial standard is Leadership in Energy and Environmental Design (LEED) Silver. All new school designs balance environmental responsibility, resources efficiency, occupant comfort and well-being, and the economics of building construction and operation.

Result: 100%, this measure was achieved.

**Measure #10.4**

100% of maintenance related replacement of fixtures and equipment are replaced with products that are more efficient and better for the environment.

Rationale #10.4:

New technologies and the general evolution of product design provide many more options for building fixtures than have been previously available. Maintenance supervisors consult with the Energy and Environment Services department on a regular basis in an effort to replace damaged fixtures or fixtures that have exceeded their life-cycle parameters with replacements that make better use of natural resources; i.e., water, energy.

Result: 100%, this measure was achieved.

**11. The public's use of facilities is not unreasonably denied. School functions and CBE programs should not be compromised by the public's use of facilities;**

Chief Superintendent Interpretation: The CBE and Calgary Catholic School District are partners with the City in a Joint Use Agreement. Under the terms of the agreement, school districts are required to provide opportunities for the public to

access school facilities outside of school hours. This access is coordinated through a City of Calgary issued Rental Contract. In addition to rental arrangements, the CBE also provides access to schools through the provision of a lease agreement. Lease agreements typically pertain to use of surplus school space by an outside organization during regular school days and regular school hours.

Central Facility Services facilitates community access through public use rentals, and lease agreements are facilitated by Capital Planning and Development Services. Both Central Facility Services and Capital Planning and Development Services have established protocols and procedures which allow for community access to school buildings, while ensuring CBE programming is not adversely impacted and facility assets are appropriately protected.

### **Public Use Access through Rental Contracts**

#### **Measure #11.1**

A minimum of 80% of CBE schools with operating programs are available for public use rentals.

##### **Rationale #11.1:**

In general, all CBE schools with operating programs could be made available for public use rentals. There are, however, schools that are not suitable for public use rentals because of the type of school facility or because of the program that operates in the school. For example, Emily Follensbee School gymnasium is not conducive for public use activities as it contains specialised equipment that is integral to the students' needs. To allow public use rentals in such schools would adversely affect the school program. Schools such as Emily Follensbee School are permanently excluded from the public use inventory.

On occasion it is necessary to remove a school from the rental pool temporarily for maintenance or renovation activities; for example, Western Canada High School will not be available for public use rentals while undergoing renovation.

Result: 84%, this measure was achieved.

#### **Measure #11.2**

100% of school principals are able to block book time and space in the school prior to the release of space to the public inventory.

##### **Rationale #11.2:**

School principals retain control of time and space in their school until 6:00 p.m. Monday through Friday. In addition they are asked annually to block book the additional time they require for the school program and other school activities. Senior high schools block book three (3) evenings per week, junior high and middle schools block book two (2) evenings per week, elementary schools block book one (1) evening per week, and all schools are able to book time during the weekend. In addition to the annual block booking there are additional booking provisions for



principals to ensure that school programs and functions are not compromised by the public's use of the facility.

Result: 100%, this measure was achieved.

### **Public Use Access through Lease Agreements**

#### **Measure #11.3**

The amount of leased space is consistent over time.

##### **Rationale #11.3:**

The availability of leasable space in operating schools is influenced by the CBE's requirements for instructional space, a school's size and design, as well as other special circumstances (i.e., P3 schools). Not all schools have surplus space, and consistently changing program requirements means that the type and amount of surplus space is not generally static. Although the availability of leased space may change from school to school over time, the overall number of leases and square meters leased remains consistent each year.

Lease requests are reviewed by Leasing and Property Development Services on a case by case basis, with respect to space availability and suitability to the school environment. A lease arrangement may be rejected in circumstances where there is no available space, where a duplicate service already exists, or if an organization's activities are not suited to a school environment. Leasing and Property Development Services will also support continuation of a lease arrangement so long as there is no CBE requirement for instructional space, and the lessees are in conformance with their lease agreement.

In the 2009/2010 school year, the total number of leases increased by 1, and total square meters leased increased by ten (10) square meters over the previous year. A similar modest increase is anticipated for the 2010/2011 school year.

Result: This measure was achieved.

The amount of leased space in 2009/2010 was consistent with amount of leased space in the previous year. There is a modest increase in leased space anticipated for the 2010/2011 school year.

#### **Measure #11.4**

95% of leases are approved for consecutive terms.

##### **Rationale #11.4:**

Leasing and Property Development Services will support continuation of a lease arrangement so long as there is no CBE requirement for instructional space, and the lessees are in conformance with their lease agreement. Occasionally, leases are discontinued at the request of the lessee (i.e., change in ownership, declining

participation in a lease program), or termination by the CBE due to a breach of lease terms. In general, the number of lease arrangements remains constant or grows slightly from year to year.

Result: 99%, this measure was achieved.

#### **Measure #11.5**

100% of school principals are consulted when a new lease arrangement is contemplated.

##### **Rationale #11.5:**

Leasing and Property Development Services works with school administration in reviewing lease requests to ensure space availability and suitability to the school community. Principals are informed as to typical roles and responsibilities under a lease arrangement, such that the potential for a lease presence to interfere with school programming is limited. When a lease is approved, Leasing and Property Development Services continue to provide ongoing support to principals with respect to concerns or questions pertaining to lease arrangements.

Result: 100%, this measure was achieved.

### **12. that consistently administered detailed guidelines exist for public use of facilities;**

Chief Superintendent Interpretation: This policy element ensures that fair and transparent processes and procedures are in place to facilitate public access to CBE facilities. Such processes enable the CBE to be efficient and effective in managing public use of CBE facilities while maintaining the integrity of the CBE and appropriately protecting facility assets.

Therefore, it is necessary to find the following:

#### **Public Use Access through Rental Contracts**

##### **Measure #12.1**

100% of public use rental groups agree to the terms and conditions of the rental contract.

##### **Rationale #12.1:**

The City manages the booking process for all public use rentals that operate in CBE schools and the Calgary Catholic School District. The City, the CBE, and the Calgary Catholic School District have jointly established a detailed set of guidelines and requirements which governs public use rental booking procedures and expectations for rental groups.

The terms and conditions, including behavioural expectation, are included on every public use rental contract issued by the City. Public use rental groups that fail to

adhere to the terms and conditions of their rental contract are subject to a standard complaint procedure which includes adequate notice of concern, provisions for the cancellation of the rental permit and recovery of any damages to CBE facilities or assets.

Result: 100%, this measure was achieved.

#### **Measure #12.2**

Public use rental rates are approved annually by Superintendents' Team.

##### **Rationale #12.2:**

Administrative Regulation 8004, "Community Use of School Buildings, Grounds and Facilities" requires the recovery of all incremental costs incurred as a result of public use rentals. The Joint Use Agreement between the City, the CBE and the Calgary Catholic School District also states that "each party shall exchange or charge for the use of its facilities on an incremental cost basis".

A formula is used by the CBE, the City and the Calgary Catholic School District to establish an accepted estimate of incremental costs. The derived incremental costs are utilized in the computation of the annual adjustments for the rates the CBE utilizes to invoice the City for the public use rental of CBE facilities.

Result: This measure was achieved.

A Superintendents' Team Report concerning public use rental rates was prepared and approved.

#### **Public Use Access through Lease Agreements**

#### **Measure #12.3**

100% of lessees sign a Licence of Occupation Agreement, which details access provisions and rules of use.

##### **Rationale #12.3:**

The Licence of Occupation Agreement confirms an understanding between the CBE and outside organizations with respect to terms under which a lessee is permitted access to a school facility. Provisions typically include permitted use(s), days and hours of operation, fees, maintenance and caretaking responsibilities, supervision responsibilities, insurance requirements and other general rules of conduct. A lessee is not permitted to lease space without a signed Licence of Occupation Agreement.

Result: 100%, this measure was achieved.

#### **Measure #12.4**

100% of new lessees take part in an introductory meeting with a school principal and Leasing and Property Development Services to review roles and responsibilities.



**Rationale #12.4:**

Prior to initiation of a new lease arrangement, Leasing and Property Development Services will meet with the school principal and the new lessee to review terms of the Licence of Occupation Agreement, as well as responsibilities of both the school and the lessee. Items for discussion may include security procedures, parking, and cleaning. Both parties are provided an opportunity to ask questions to clarify expectations, with the intention that guidelines and expectations are equally understood by all involved parties.

Result: 100%, this measure was achieved.

**Measure #12.5**

Lease rates are approved annually by Superintendents' Team.

**Rationale #12.5:**

CBE policy requires that leases be provided on a minimum cost recovery basis. Each year, Corporate Financial Services calculates a system average per square foot operating cost, with includes leasing administration costs as well as caretaking, maintenance, insurance premiums and IMR expenditures. A standard lease rate is determined by applying the system average operating cost figure to a standard classroom size. A report is forwarded to Superintendents' Team each spring, with a recommendation for lease rates to be applied in the following September. Should the proposed rates be approved, lessees are provided with advance notification of any changes to the lease fee.

Result: This measure was achieved.

**Measure #12.6**

Information pertaining to lease arrangements is distributed by Leasing and Property Development Services as part of a multi-tiered communication plan.

**Rationale #12.6:**

In recognition that lease arrangements not only affect the schools they reside in, but also caretaking, maintenance and related departments which may be involved in the processing lease agreements, Leasing and Property Development Services is committed to assembling and distributing on an annual basis, summary lease information pertinent to principals, Accounts Receivable staff, as well as Area and Central Maintenance and Caretaking staff.

Leasing and Property Development Services also takes part in Area meetings, provides information as part of the School Information Package, and maintains an intranet web presence. Distribution of information ensures CBE staff is receiving consistent information regarding lease arrangements, and assists in strengthening the role of Leasing and Property Development Services as the sole source for lease information, thereby reinforcing consistency in messaging.

Result: This measure was achieved.

- 13. that the Board of Trustees is regularly updated on the status of approved new school construction and major infrastructure projects;**

Chief Superintendent Interpretation: The Board of Trustees will receive monthly construction status reports that update information on approved school construction and major infrastructure projects.

**Measure #13.1**

100% of monthly construction status reports are prepared for presentation to the Board of Trustees, as per the administrative report schedule.

**Rationale #13.1:**

Monthly reports provide the Board of Trustees timely updates of approved school construction and major infrastructure projects. The project status reports include: opening date; project activities; site photos; City permit approvals; and stages in the provincial approval process.

Result: 100%, this measure was achieved.

- 14. that the Board of Trustees is annually provided with a Facility Condition Report, as outlined in EL-13E: Facilities Exhibit;**

Chief Superintendent Interpretation: That a Facility Condition Report will be submitted to provide a "snapshot" of the condition of CBE facilities in relation to building information, building condition, deferred maintenance and other facility related issues.

**Measure #14.1**

The provision of the Facility Condition Report to the Board of Trustees in accordance with the content requirements of EL-13E.

**Rationale #14.1:**

The Facility Condition Report is a required submission to the Board of Trustees as outlined in EL-13 section 14.

Result: This measure was achieved.

The annual Facility Condition Report was tabled for the Board of Trustees on December 15, 2009.

## V. STATEMENT OF COMPLIANCE

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees that reflects the extent to which the Chief Superintendent is in compliance with Executive Limitation EL-13: Facilities.

This report contains a reasonable interpretation of EL-13 and documented results.

Accordingly, I am reporting compliance with all interpretations except the following measures:

- Measure # 6.2 - Technical provincial codes governing maintenance activities.

Compliance with this measure will be accomplished in the next school year.

A handwritten signature in black ink that reads "Naomi Johnson". The signature is written in a cursive, flowing style.

NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS



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

**December 7, 2010**

**To:** Board of Trustees

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

**Re:** **Annual Monitoring Report for Executive Limitation 7: Treatment of Staff and Volunteers**

**Originator:** John G. Johnston, Superintendent, Human Resources

**Resource Persons:** Superintendents' Team  
Service Unit Directors

**I. PURPOSE OF THE REPORT**

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Executive Limitation 7: Treatment of Staff and Volunteers. The purpose of this report is to provide evaluative information regarding the extent to which the Calgary Board of Education complies with the Chief Superintendent's Reasonable Interpretation of this Executive Limitation.

**II. EXECUTIVE LIMITATION 7: TREATMENT OF STAFF AND VOLUNTEERS**

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.

### **III. REASONABLE INTERPRETATION**

The human resources of the Calgary Board of Education, namely staff and volunteers, are instrumental to the achievement of the Ends policies of the Board of Trustees. The Chief Superintendent is accountable for taking reasonable steps to create a work environment within the Calgary Board of Education that provides the greatest opportunity for staff and volunteers to positively contribute to the attainment of the goals of the organization.

A work environment that maximizes the positive contribution of staff and volunteers is an environment that enhances factors that contribute to performance and eliminates factors that inhibit performance. Factors that contribute to performance are those elements that must be in place to achieve the desired results. Factors that inhibit performance are those elements that detract from achievement of results if they are present, but the absence of the factors does not improve performance.

The distinction between work environment factors that contribute to and inhibit performance is evident in the eleven policy provisions found in Executive Limitation 7. The factors that contribute to achievement of results are:

- selecting the right talent;
- providing clear job expectations and organizational expectations; and
- involving employees in decision making to maximize engagement.

The factors that inhibit the achievement of results are:

- unsafe working conditions;
- unclear workplace rules and procedures;
- ineffective processes for resolving workplace concerns; and
- illegal work practices.

In summary, EL-7 is reasonably interpreted as requiring:

- that the appropriate due diligence is undertaken to ensure that the right talent is selected and;
- an environment where staff and volunteers are able and willing to do what is expected to achieve the desired results.

#### **Policy Provision 1**

**Make reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers**

##### **Measure**

Percentage of new and rehired employees required to undergo a police information check by the Calgary Police Service.

Rationale

The Calgary Board of Education, as a member of the vulnerable sector, requires all new and rehired employees to successfully complete a police information check. Protecting students, staff and property is paramount to the Calgary Board of Education.

Standard

100% of new and rehired employees in the reporting period undergo a police check.

Result

100% of new and rehired employees in the 2009 / 2010 school year completed a police check.

**Policy Provision 2**

**Select the most highly qualified and best suited candidates for employment**

**Measure**

The percentage of new employees who successfully completed their probationary period.

Rationale

A main measure that validates the selection of the right candidate is how the new employee performs following their appointment to a position. An employee who has successfully passed probation is deemed to possess the knowledge, skills, and abilities required of their position as well as demonstrate cultural fit to the CBE.

Standard

95% of staff successfully complete their probationary period.

Results

98% of support staff and 96% of teaching staff in the 2009 / 2010 school year successfully completed their probationary period.

**Policy Provision 3**

**Administer clear personnel rules and procedures for staff**

**Measure**

The percentage of new CBE employees informed of their responsibilities and obligations at the point of hire.

Rationale

As part of the hiring process, new staff are required to review Administrative Regulations (AR) 4027 – Code of Conduct for Employees. New employees become aware of the regulation and their commitment to comply with the expectations identified. Further, new hires are provided with their position description as part of the offer of employment process.



Standard

100% of new staff was informed of AR 4027 and provided with their job description.

Result

100% of new staff hired in the 2009 / 2010 school year were made aware of the AR 4027 and provided with their job description.

**Policy Provision 4**

**Effectively handle complaints and concerns.**

**Measure**

The percentage of employee inquiries to the Employee Information Centre that were resolved within four business days.

Rationale

The majority of employee complaints and concerns relate to pay, benefits, pension, leaves, and staffing. These complaints within the CBE are handled by the Employee Information Centre operated by an outsourced provider. The Master Service Agreement (MSA) between the CBE and its outsourced HR provider contain Statements of Work (SOW) which are intended to meet the overall objective of an integrated HR environment. The purpose of this document is to define the major activities related to each defined business process for each service area, which party is responsible, anticipated volumes, and minimum standards for measurement of service levels. These are all based on business as usual ("BAU") and given the fact that expected performance standards are revised and reviewed on an ongoing basis, can change over time.

The current performance level standard defined within the SOW in relation to the Employee Information Centre (EIC) providing acceptable resolution for employee inquiries related to benefits, pension, pay, leave and staffing, is that all new inquiries are to be resolved within five business days, except for complex issues (which will be escalated), or issues that involve third parties for resolution. A standard of 80% resolution of inquiries within four business days reflects an improved performance standard implemented by the outsourced provider. This standard is consistent with best practice within the industry.

Standard

80% of inquiries to the EIC are resolved within four business days.

Result

94% of inquiries to the EIC from January to August 2010 were resolved within four business days.

**Policy Provision 5****Maintain job descriptions for paid staff positions****Measure**

The percentage of CBE positions that have a position description outlining roles, responsibilities and required qualifications.

Rationale

Clear expectations of the role and responsibility of each position within the CBE contributes to the effectiveness of staff.

Standard

100% of all CBE positions are governed by a position description.

Result

100% of all CBE positions are governed by a position description.

**Policy Provision 6****Protect against illegal discrimination and harassment****Measure**

The percentage of complaints under the applicable administrative regulations that are investigated and a decision is rendered.

Rationale

The CBE has three administrative regulations that are designed to protect against harassment and discrimination: AR 4027 - Code of Conduct, AR 4027.2 - Personal and Sexual Harassment, and AR 4080 - Violence in the Workplace. These regulations ensure that complaints are responded to with an appropriate resolution. The resolution of complaints assists in mitigating the risk of acceptable behaviour within the workplace.

Standard

100% of complaints are investigated and a decision is rendered.

Result

100% of complaints filed during the 2009 / 2010 school year were investigated and decisions were rendered.

**Policy Provision 7****Provide for appropriate due process****Measure**

Number of decisions issued by a third party adjudicator with respect to disputes arising out of employment legislation.

#### Rationale

Grounded in employment and labour law is the requirement to adhere to the principles of natural justice particularly when a complaint and/or a transgression is brought forward. Employment matters are subject to various forms of legislation that include processes for resolving certain disputes, in addition to the common law. In Alberta, disputes involving compliance with the *School Act*, the *Labour Relations Code*, the *Alberta Human Rights Act*, and the *Employment Standards Code* may result in statutory claims that can be heard by a third party adjudicator. Employment related disputes may also be heard by way of civil proceeding before the Alberta courts (for example, wrongful dismissal claims advanced by exempt staff).

#### Standard

Five or fewer decisions issued by a third party adjudicator with respect to employment matters.

#### Result

No decisions issued during the 2009 / 2010 school year by a third party adjudicator with respect to employment matters.

### **Policy Provision 8**

#### **Protect confidential information**

##### **Measure**

The appropriate checks and balances are in place to protect confidential employee information. The number of orders that are issued by a third party adjudicator with respect to disputes regarding employment or privacy matters.

#### Rationale

Privacy matters within the CBE are governed by the *Freedom of Information and Protection of Privacy (FOIP) Act*. The Act provides a mechanism for a third party decision where the parties involved are unable to resolve a dispute regarding adherence to the applicable legislation.

#### Standard

One or no orders issued by a third party adjudicator with respect to disputes regarding privacy matters.

#### Result

One order dated April 30, 2010 pursuant to the *FOIP Act*.

### **Policy Provision 9**

#### **Provide for safe working conditions**

##### **Measure #1**

Severity rates for lost time claims as determined by the Workers' Compensation Board were at or below the industry average for school boards.



#### Rationale

Severity rates for WCB lost time claims measures the average number of work days an employee is absent due to a work related injury. The severity of work-related injuries is a significant variable in the claims cost that is used to calculate an employer's WCB premiums. Employer efforts to seek meaningful work within the employee's medical restrictions results in a reduction in the employee's absence from work.

#### Standard

Severity rates for WCB lost time claims at or below rate for school board industry.

#### Result

The CBE rate of 12.2 days lost due to a work injury is less than the school board industry average of 15.9 days.

### **Measure #2**

Premium rate set by the Workers' Compensation Board were at or below the industry rate for school boards.

#### Rationale

Work related injuries and illnesses are not an inevitable cost of getting the work of the CBE done. An accident is an undesired event that results in harm to people, damage to property or loss affecting the delivery of services. The Workers' Compensation Board (WCB) establishes an annual premium rate per \$100 of insurable earnings based on the historical claims experience of the employer. The WCB also establishes an annual industry rate for employers with similar businesses and risk characteristics. An employer's premium rate relative to their industry rate is a factor used to determine the premiums paid by the employer. The CBE is classified by the WCB as part of the "School Boards" industry.

#### Standard

WCB premium rate for the CBE is at or below the school board industry average rate.

#### Result

The CBE rate of 0.94 cents per hundred dollars of insurable earnings is greater than the school board industry average of 0.89 cents.

### **Measure #3**

Disabling injuries per 100 workers as determined by the Workers' Compensation Board.

#### Rationale

Disabling injuries per 100 workers measures the frequency of work related injuries that result in an employee missing time from work. This measure of frequency of work-related injuries is a significant variable in the claims cost that is used to calculate an employer's WCB premiums. An employer with a desire to

enhance the safety of their workplace implements strategies designed to prevent accidents that result in disabling injuries.

Standard

The CBE rate of disabling injuries per 100 workers is less than the school board industry average.

Result

The CBE rate of 1.6 disabling injuries per 100 workers is greater than the school board average 1.3.

**Policy Provision 10**

**Appropriately involve staff in those decisions that directly impact them**

**Measure**

Employees have mechanisms for involvement in decisions that directly impact them.

Rationale

It is recognized by the CBE that individuals should have the opportunity to participate in decisions that affect them. Participation, as outlined in the International Association of Public Participation (IAP2) spectrum, can include different levels of engagement from informing to collaborating.

Standard

Mechanisms are available to staff to provide feedback and information on decisions that directly affect them.

Result

A variety of forums and mechanisms are in place to provide an opportunity for staff to be involved in decisions that affect them. These include but are not limited to staff meetings, leadership meetings, meetings with the unions/associations at the operational level, Chief Superintendent level and Board level, organizational consultations such as the working relationship commitment process, committee and task force involvement, dispute resolution processes such as a grievance procedure and surveys.

**Policy Provision 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.**

**Measure**

Processes are in place to orientate staff to the Board of Trustees' expectations as set out in the Ends policies and the boundaries as set out in the Executive Limitations.

### Rationale

In order for the organization to demonstrate progress toward the Ends policies and compliance with the Executive Limitations, staff must be aware of the specific content of the relevant Board policies. Case law also requires that in order for a policy to be enforceable, several criteria must be met including that the policy must be foreknown.

### Standard

Processes are in place to orientate staff to the Board of Trustees' expectations as set out in the Ends policies and the boundaries as set out in the Executive Limitations.

### Result

#### Ends and Executive Limitations

A variety of mechanisms are in place to orientate staff to the Board of Trustees' expectations as set out in the Ends policies and Executive Limitations. These mechanisms include but not limited to discussion at New Employee Orientation, the New Employee Orientation website, posters and other visual media, articulation at Leadership and Area meetings, managers and principals work with their staff and the recent introduction of school-based reporting on the Ends.

## **IV. STATEMENT OF COMPLIANCE**

Two measures related to the safety of the workplace. Policy Provision 9, fall below the average: WCB premium rate and disabling injuries per 100 workers.

As a result of due diligence recently undertaken by the CBE, it became readily apparent that our accident/injury rate and the reporting of same to the Workers' Compensation Board required some immediate attention. To that end, an organizational action plan to improve the CBE's results was developed and a pilot undertaken. The progress is as follows:

Based on the 2007 WCB premium rates, the CBE ranked 58<sup>th</sup> out of 65 large employers as reported in the WCB employer report card. At the end of 2009, the CBE had improved its' position to 50<sup>th</sup> out of 64, and as of July 2010, the CBE had improved to 46<sup>th</sup> out of 64. While the CBE premium rate still exceeds the school board industry rate, focused efforts by the CBE are producing significant improvements. The Early and Safe Return to Work program rolled out in 2010 within the Facilities and Environmental Services service unit is a recent example of a CBE initiative to reduce our WCB premium rate.



In 2007, the CBE had 3.4 disabling injuries per 100 workers compared to an industry average of 2.4. In 2010, the CBE had reduced this number to by over 55% to 1.6 disabling injuries per 100 workers. The CBE continues to develop action plans in response to findings in the annual Certificate of Recognition (COR) audit that will contribute to a further reduction in the rate of disabling injuries through improved hazard assessment, hazard control, and accident investigation.

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting on the extent to which the Chief Superintendent of Schools complies with Executive Limitation 7 – Treatment of Staff and Volunteers. This report includes a reasonable interpretation of this Executive Limitation and provides documented evidence of compliance. As such, I am reporting overall compliance with this Executive Limitation.

A handwritten signature in black ink that reads "Naomi Johnson". The signature is written in a cursive, flowing style.

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

## CALGARY BOARD OF EDUCATION

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

December 7, 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

Bill 44 Documentation Available Online

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

EL-6: Instructional Program

On September 1, 2010, Section 11.1 of the Alberta Human Rights Act came into effect imposing new legal obligations on school boards with respect to notification of parents and guardians in connection with courses, instructional materials and exercises dealing primarily and explicitly with religion, human sexuality or sexual orientation. This has commonly been referred to as Bill 44.

In preparing for the implementation of these provisions, Learning Innovation and Legal Affairs have worked jointly to put in place procedures, practices, policies and forms to assist principals and teachers in how to respond appropriately to this legislation. Resources for parents are available through their child's school and on the CBE website at <http://www.cbe.ab.ca/Parents/bill44.asp>

#### Citizenship Ceremony at CBE Middle School

Ends 3: Citizenship

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

On December 9 at 10:30 a.m., a Citizenship Ceremony will take place at Balmoral School. Hosting Citizenship Ceremonies at our schools is an honoured tradition in the CBE. This is a unique celebration of Canadian citizenship and an occasion for reflection on the rights, responsibilities and benefits of being Canadian. We are fortunate our students are able to take part in an authentic ceremony of shared values and participate in welcoming our new Canadians.

### **LEARNING INNOVATION**

#### Career and Technology Strategy Implementation Update

Ends 1: Mega End

Ends 4: Personal Development

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

EL-6: Instructional Program

- Preparations are underway for a K-12 Career and Technology Symposium on January 18, 2011 for elementary school principals. This event will provide principals with an opportunity to broaden their understanding of the K-12 Career and Technology Strategy and to discuss implications for Kindergarten to Grade 6.
- On November 20, the CBE, Alberta Education and Microsoft teamed together to offer an Information Technology (IT) Conference for girls in Grades 5 to 9 attending the CBE Integrated Learning Framework Pilot Schools. *DigiGirlz* is an outreach program run by Microsoft to provide girls with a better understanding of careers in technology and inspire girls to consider careers in IT. CBE, with support from Alberta Education, is the first school district in western Canada to host a *DigiGirlz* event. A second event is planned for spring 2011.
- As the first group of students to attend the Career and Technology Centre near completion of their programs at the end of January 2011, registrations are quickly filling up for the second intake of students from the six Area IV high schools involved in the prototype. The second semester at the Centre will involve a new group of students pursuing welder apprentice and hairstylist



apprentice credentials, as well as specialized pathways of pre-engineering and autobody.

- A video of the programs available at the Centre is being prepared for the Area IV middle and junior high feeder schools as students consider their program choices for September 2011. Students currently attending the Centre speak about their programs and experiences on the video, which will be shown at orientation sessions held at the feeder schools.
- The Career and Technology Strategy website has been updated with videos, discussion summaries and answers to frequently asked questions from the October Symposium with high school, junior and middle school principals. Please view these online at: <http://projects.cbe.ab.ca/sss/CT-strategy/>

#### Calgary Board of Education in China

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

In October, Global Learning Services participated in the Canadian Pavilion in Beijing to promote our International Student Program. Staff also attended marketing events in Guangzhou, Hangzhou, Ningbo and Shenzhen. Interested students will be preparing applications for attendance in CBE schools for February or September 2011.

#### SIRS Upgrading

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

The SIRS Team fielded 1606 support calls in the month of October. Included in our support calls were approximately 20 system requests for student information to support Board Reports and the School Development Planning process. The SIRS team has also been working diligently with schools to prepare and send home first term report cards for students.

#### e-learn Provides a Foundation for Online Learning

Ends 1 to 5

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

EL-6: Instructional Program

*e-learn* is the Calgary Board of Education's name for a newly-offered Alberta Education Career and Technology Studies online course called *e-learning and Learning Management Systems*. CBe-learn teachers played a significant role in shaping the curriculum for this provincial course. Through *e-learn*, students are asked to reflect on the ways in which they interact with and use technology. Students are asked to post a discussion message about how they use technology in academic and non-academic settings and to share the specific reasons they choose to take courses through CBe-learn. The final assignment asks students to create a personalized e-learning profile and an e-learning plan.

As the outcomes of this new course are considered essential understandings for online learners, all students at CBe-learn, even those who have taken prior courses online, were asked to take this new course. In September 2010, there were over 1050 students who successfully completed *e-learn*.

#### Educational Leadership in a Connected World Webinar Series

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

EL-16: Learning Environment/Treatment of Students

The Calgary Board of Education, in partnership with the College of Alberta School Superintendents (CASS) and Alberta Education, is offering a series of four “Educational Leadership in a Connected World” webinars to superintendents, principals and assistant principals within CBE and other school and non-school based leaders across Alberta. These webinars are supported by opportunities to connect in multiple ways beyond the events themselves, including face-to-face discussions, social networking and participation in online discussions. The sessions align with the CBE’s Three-Year Education Plan 2010-2013 and the 12th Dimension of the CASS Framework for School System Success as well as key curricular outcomes.

Presenters in this webinar series include:

- Don Knezek, CEO, International Society for Technology in Education;
- Steve Wozniak, Co-founder, Apple Computers Inc.;
- John Seely Brown, Author and former Director of Xerox Research Centre in Palo Alto;
- Will Richardson, Author and respected educational blogger.

The first session took place November 23 and saw over 350 participants from across the province.

## **LEARNING SUPPORT**

### Early Learning: Kindergarten

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

EL-16: Learning Environment/Treatment of Students

The Early Learning and English Language Learning Team has developed a tool entitled “Early Culturally and Linguistically Diverse Learners: Responding to Challenging Classroom Behaviours” to assist Kindergarten teachers in determining whether or not there may be cultural implications concerning student behaviour observed in the classroom. This tool will be tested in the field beginning November, 2010 through April, 2011. Once the test phase is completed, the document will be revised and a web-based version made available to schools in September, 2011.



Trauma Sensitive Schools – Attachment, Self-Regulation and Competencies (ARC) Training

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

EL-16: Learning Environment/Treatment of Students

In an effort to better support our schools in becoming Trauma-Sensitive, ARC Training is being provided to 38 CBE staff representing Early Learning, Exceptional Needs, Risk and Resiliency, Aboriginal and each Area Learning Team. Representatives from our community partners are also attending: Calgary Police Service, Calgary Child and Family Service Authority, Alberta Health Services, Mount Royal University, Calgary Catholic School District and the Boys and Girls Clubs of Calgary. All participants are enthusiastic about opportunities for cross system application of trauma-informed practices.

#### **IV. ENDS STATEMENT FOCUS**

The focus of this report is on Ends 2: Academic Success. The Board of Trustees has indicated that, “Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.”

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**

Two teachers at the George Wood Learning Centre began the school year with a professional dialogue about the possibility of collaboratively planning a unit designed to increase student engagement while providing a meaningful educational opportunity that aligned with the learning outcomes of the Programs of Study.

Students from Grades 7 to 12 presented their creations in a school-wide format with guests including residential program staff and managers, clinicians, teaching staff and administration from other settings. A teacher presentation to the teachers from four other settings prominently featured completed student projects, logistics and planning details.

Teachers and students also joined together in learning and teaching new technology, rubrics were developed with students for authentic assessment, student agency was encouraged through the choice of topics and the various representations of their understandings; peer mentorship was evident and natural. Improving learning outcomes was the result of this demonstrated understanding of



the instructional core that included the personalization of learning, differentiation and student agency.

## **AREA II**

On November 16, Louise Dean School students and staff joined together to celebrate the achievements of Term One. Fifteen students were recognized for 1<sup>st</sup> Class Honours and 20 students were awarded 2<sup>nd</sup> Class Honours. Many students at Louise Dean School struggle to maintain consistent attendance due to the demands of balancing full time parenting and school. The students' level of achievement demonstrates how hard they work to move their learning forward. When these awards were announced, the pride in achievement extended beyond the recipients. The cheering made it evident that all of the students were proud of the success of their classmates.

The ideal of graduating in three years is never a reality for Louise Dean students due to gaps in education, exceptional learning needs or leaves connected to pregnancy and parenting. This year, Louise Dean School is celebrating with 33 students who are in their fourth or fifth year of high school, and who are in a position to graduate.

## **AREA III**

At Colonel J. Fred Scott School the focus has been on improving academic achievement for the whole school population of 460 students. An in-depth plan was created, which combines effective planning processes, strong assessment strategies, excellent reading instruction across the curriculum and a strong emphasis on creating positive classroom and school environment. In particular the school has...

- begun to develop a school profile to track student information over time;
- developed a deeper understanding of the program of studies by creating spreadsheets for tracking and assessing the curriculum outcomes;
- created "I can" statements so that the curriculum outcomes are accessible to students;
- made use of a school-wide inquiry-based learning planning template (Understanding by Design);
- engaged in team planning so that all members of each grade team have time for intentional work together. This work is focused on creating inquiry-based projects which include cross-curricular connections and rich tasks;
- engaged students in the creation of criteria and rubrics, goal setting and self-assessment;
- undertaken a book study to support teacher and education assistant growth in understanding and using excellent comprehension strategies which support higher order thinking across all subject areas. As each chapter is read, teachers implement strategies, assess the resulting student work, discuss the impact and determine their next steps; and

- supported learning in classrooms through collaborative work between teachers, specialists, Education and ESL Assistants, and lunchroom supervisors.

School staff are very pleased with the results of their work. Staff have an increased understanding and enthusiasm for the curriculum, and students are becoming more articulate and knowledgeable about their own learning profiles and academic strengths. Provincial Achievement Test results from 2010 saw an increase in the number of students achieving the standard of excellence. The work continues this year with an increased focus on deepening understanding of inquiry-based learning, reading as inquiry and attention to the creation of rich learning tasks with cross-curricular connections.

#### **AREA IV**

Recently, each Grade 6 student at Olympic Heights School chose a notable person to study, either an historical figure or a person currently living. Each student determined what virtues this person possessed and how this person made a significant difference in the world. Once students decided on their notable person, they began gathering research from a variety of sources and this information was incorporated into a report.

As a culminating activity, each student celebrated their notable person by dressing up as the person for a celebration called Night of the Notables. Students could not tell others who they represented; parents and guests posed questions to each student to determine who their important person might be.

The children learned many academic skills in this process. They learned the importance of gathering data to inform a report and how to research. They learned the skills required to write a report. They learned about the virtues of a notable person and the lasting contributions this person made to the world. Students learned the skill of listening to questions and drawing from their research in responding to questions posed by adults.

In the end, it was not only students who gained new knowledge but also the adults. Everyone's learning was heightened.

#### **AREA V**

At Willow Park School, staff recognize that improving the literacy skills of students is a shared responsibility. The literacies in the different subject areas are carefully addressed by all teachers. A Literacy Leader is in place to support staff and students in the literacy focus. The Literacy Leader has attended the Stepping Out training workshops for Literacy Leaders and Literacy Coaching, and shares literacy strategies with staff during large group meetings, professional learning community time, individual discussions, online forums and classroom visits. All



Grade 7 students attend one 42 minute Literacy class per week where they enhance their literacy skills by learning literacy strategies. The strategies taught are intended to provide clear and accessible ways to better understand information as it is read or viewed. The goal is for reading comprehension in all areas to be improved for all students.

Grade 8 students at Willow Park School are presently working with an Artist in Residence to build their understanding of the Renaissance worldview. In preparation for this work, students researched one 'big question' on a topic specific to this period: trade, religion, philosophy, exploration or art. The purpose of this work is to develop an understanding of the life and times of the Renaissance and to discover how this time period has influenced our present. The artist working with students is an experienced theatre artist who has introduced the students to Commedia dell'arte. This theatre form was the precursor to the standard comedy characters seen today in pop culture. Students have learned about the movement from improvisational theatre to scripted theatre, as well as how to plan and craft a plausible scenario that reflects the life and times of the Renaissance. They are also connecting this theatre style as a precursor to the type of political satire that is so prevalent in today's society.

Students are excited and engaged by the work in this project. They come into class daily with the question, "Is this an Artist in Residence day?" As the year progresses, students will be given opportunities to apply the skills they have learned in this project to new situations.

In the Fresh and Salt Water Systems Unit, students develop an understanding of the critical importance of water to our planet, of developing and maintaining healthy water systems and of the varied ecosystems of fresh and salt water. During the Unit, all Grade 8 students worked with another Artist in Residence to create water colour paintings depicting a variety of water scenes. Their paintings present a different perspective of water and the life forms it supports. Students learned a variety of techniques and the proper use of water colours. As one student stated, "It was a brilliant source of patience and persistence for the students, as we had to sometimes wait for the painting to dry before continuing on. Even though it was hard, we had fun." Another student said, "It was an awesome way to show some of the things we learned in our unit." Students will utilize the water colour skills and techniques they learned as the Artist in Residence program enhances other units of study throughout the year.



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



## Facility Condition Report Summary by Area/Sector

Legend	
E	Elementary
J	Junior
S	Senior
O	Other
Fin1	Finish 1
Fin2	Finish 2
Struct	Structural
Oper&Maint Funding	Plant Operations & Maintenance Funding

Note:

Rating Guide	
Condition Rating	Performance
1- Critical	Unsafe, high risk of injury or critical system failure
2- Poor	Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs
3- Marginal	Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
4- Acceptable	Meets present requirements, minor deficiencies. Average operating/maintenance costs
5- Good	Meets all present requirements. No deficiencies.
6- Excellent	As new/state of the art, meets present and foreseeable requirements.

													Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)		Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	(1,000)	(1000)	Cost/M2	(1000)	(1,000)	Rating	Rating	Rating	Rating	Rating	Rating
Belvedere Parkway School	E				1957	Original	1	1	Bri	Stu	WF	Str	\$391	\$275	\$ 58.10	\$2,417		3	4	4	4	4	4
Belvedere Parkway School	E				1964	Addition	1	1	Blk	Stu	WF												
Belvedere Parkway School	E				1974	Addition	1	1	Bri	Stu	WF												
Belvedere Parkway School	E				1999	Modernization	1	1															
Bowcroft School	E				1952	Original	1	1	Stu		WF	Str	\$250	\$257	\$ 63.57	\$2,023		4	3	4	3		4
Bowcroft School	E				1953	Addition	1	1	Stu		WF	Str											
Bowcroft School	E				1967	Addition	1	1	Bri		WF	Str											
Bowness High School			S		1956	Original	1	1	Stu		WF	Str	\$943	\$840	\$ 50.69	\$8,018	\$29,000	4	4	3	3	3	3
Bowness High School			S		1959	Addition	1	1	Stu	Bri	WF	PC											
Bowness High School			S		1964	Addition	1	1	Stu	Bri	WF	PC											
Bowness High School			S		1972	Addition	1	1	Stu	Bri	Ste	PC											
Bowness High School			S		1986	Addition	1	1	MS		Ste	Conc											
F. E. Osborne School		J			1967	Original	1	1	Bri		Ste	Conc	\$485	\$423	\$ 60.30	\$1,822	\$660	4	4	4	4	5	4
F. E. Osborne School		J			1984	Portable(s)	1	1															
Marion Carson School	E				1969	Original	1	1	Bri		Ste	Conc	\$372	\$265	\$ 64.83	\$972		4	5	4	4	5	4
Montgomery School		J			1952	Original	1	1	Stu		WF	Str											
Montgomery School		J			1960	Addition	1	1	Stu		WF	Str											
Montgomery School		J			1966	Addition	1	1	Stu		WF	Str											
Montgomery School		J			1955	Original	1	1	Stu		WF	Str	\$264	\$356	\$ 55.34	\$1,959		4	3	3	4	4	4
Montgomery School		J			1956	Addition	1	1	Stu		WF	Str											
Montgomery School		J			1982	Addition	1	1	Blk	Stu	Ste	Str											
Scenic Acres School	E				2005	Original	1	1	MS	Stu	WF		\$143	\$137	\$ 98.48	\$373		n/a	n/a	n/a	n/a	n/a	n/a
Silver Springs School	E				1976	Original	1	1	Bri	MS	Ste	Str	\$144	\$181	\$ 64.44	\$529		4	4	4	4	4	4
Sir William Van Horne HS			S		1966	Original	1	1	Bri	PC	Ste	Conc	\$318	\$511	\$ 52.82	\$1,818		4	3	4	3	4	4
Sir William Van Horne HS			S		1975	Addition	1	1	Bri	PC	Ste	Conc											
Sir William Van Horne HS			S		1983	Addition	1	1	Bri	PC	Ste	Conc											
Terrace Road School	E				1952	Original	1	1	Stu		WF	Str	\$105	\$132	\$ 52.30	\$1,181		4	3	4	3	4	4
Terrace Road School	E				1958	Addition	1	1	Stu	Bri	WF	Str											
Terrace Road School	E				1966	Addition	1	1	Stu	Bri	WF	Str											
Thomas B. Riley School		J			1967	Original	1	1	Bri	Stu	Ste	Str	\$275	\$312	\$ 50.35	\$1,571	\$14,000	4	4	4	4	4	4
Thomas B. Riley School		J			1885	Addition	1	1	Bri	Stu	Ste	Str											
Tuscany	E				2008	Original	1	1	Blk	MS	Ste	Str	\$483	\$253	\$ 52.35	\$799		n/a	n/a	n/a	n/a	n/a	n/a
University School	E				1967	Original	1	1	Bri		Ste	Str	\$264	\$305	\$ 51.19	\$1,795	\$780	5	4	4	4	5	4
Varsity Acres School	E				1965	Original	1	1	Bri	Stu	Ste	Str	\$393	\$284	\$ 63.14	\$1,776		4	4	4	4	4	4
Varsity Acres School	E				1969	Addition	1	1	Bri	Stu	Ste	Str											
W. O. Mitchell School	E				1977	Original	1	1	Bri		Ste	Str	\$203	\$241	\$ 58.79	\$631		5	5	5	5	5	5
W. O. Mitchell School	E					Portable(s)	1	1	MS		WF												
											TOTALS:		\$5,032	\$4,772		\$27,684	\$44,440						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Arbour Lake Middle	E	J			2007	Original	1	2 MS	Bri	Ste	Str		\$598	\$344	\$ 44.60	\$761		n/a	n/a	n/a	n/a	n/a	n/a
Brentwood School	E				1963	Original	1	2 Bri		WF	Conc		\$552	\$322	\$ 60.63	\$1,312		4	5	4	4	4	4
Brentwood School	E				1960	Addition	1	2 Bri		Ste	Conc												
Captain John Palliser School	E				1964	Original	1	2 Bri	Stu	Ste	Str		\$304	\$240	\$ 51.71	\$1,182		4	4	4	4	4	4
Captain John Palliser School	E				1967	Addition	1	2 Bri	Stu	Ste	Str												
Citadel Park	E				2006	Original	1	2 Blk	MS	Ste	Str		\$344	\$243	\$ 63.30	\$709		n/a	n/a	n/a	n/a	n/a	n/a
Dalhousie School	E				1971	Original	1	2 Bri	MS	Ste	Str		\$374	\$247	\$ 58.22	\$1,092		4	5	4	4	4	4
Dr. E. W. Coffin School	E				1975	Original	1	2 Bri	MS	Ste	Conc		\$131	\$146	\$ 76.26	\$524		4	4	4	4	4	4
Edgemont School	E				1990	Original	1	2 Stu	MS	Ste	Str		\$490	\$381	\$ 73.27	\$1,160		5	5	5	4	5	5
Edgemont School	E				1991	Portable(s)	1	2 MS		WF													
H. D. Cartwright School		J			1971	Original	1	2 Bri	Stu	Ste	Str		\$306	\$311	\$ 63.68	\$1,799		4	4	4	4	4	4
H. D. Cartwright School		J			1995	Addition	1	2 Bri	Stu	Ste	Str												
Hawkwood School	E				1992	Original	1	2 Blk	Stu	Ste	Str		\$400	\$354	\$ 72.96	\$947		5	4	5	5	5	5
Hawkwood School	E				1994	Addition	1	2 Blk	Stu	Ste	Str												
Ranchlands School	E				1966	Portable(s)	1	2 MS		WF													
Ranchlands School	E				1970	Portable(s)	1	2 MS		WF													
Ranchlands School	E				1980	Original	1	2 Bri		Ste	Str		\$290	\$303	\$ 66.73	\$1,636		4	5	4	4	5	4
Ranchlands School	E				1981	Portable(s)	1	2 MS		WF													
Simon Fraser School		J			1964	Original	1	2 Bri	PC	Ste	Conc		\$513	\$317	\$ 52.37	\$388		4	4	4	4	4	4
Simon Fraser School		J			1982	Addition	1	2 Bri	PC	Ste	Conc												
Simon Fraser School		J			1984	Addition	1	2 Bri	PC	Ste	Conc												
Simon Fraser School		J			1992	Portable(s)	1	2 MS		WF													
Sir Winston Churchill High School			S		1970	Original	1	2 Bri	PC	Ste	Conc		\$1,403	\$1,500	\$ 75.22	\$5,432		4	5	4	4	4	4
Sir Winston Churchill High School			S		1983	Addition	1	2 Bri	PC	Ste	Conc												
Sir Winston Churchill High School			S		1999	Addition	1	2 MS		Ste	Conc												
The Hamptons School	E				1999	Original	1	2 Stu		WF			\$133	\$123	\$ 62.84	\$217		5	5	5	4	4	5
Tom Baines School		J			1996	Original	1	2 Blk	Stu	Ste	Str		\$611	\$354	\$ 55.61	\$799		4	5	4	4	4	4
West Dalhousie School	E				1976	Original	1	2 Bri	MS	Ste	Str		\$259	\$238	\$ 74.14	\$578		4	5	5	5	4	5
West Dalhousie School	E				1979	Portable(s)	1	2 MS		WF													
											TOTALS:		\$6,708	\$5,420		\$18,538							



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Balmoral School	J				1913	Original	2	3	Stone	Blk	WF		\$448	\$367	\$ 57.26	\$2,293		4	4	4	4	5	4
Balmoral School	J				1955	Addition	2	3	Blk	Stu	Ste	Str											
Balmoral Bungalow				O	1913	Original	2	3	Stu		WF					-		n/a	n/a	n/a	n/a	n/a	n/a
Banff Trail School	E				1959	Original	2	3	WS	Stu	WF	Str	\$239	\$175	\$ 50.84	\$580		4	4	4	4	4	4
Banff Trail School	E				1966	Addition	2	3	WS	Stu	WF	Str											
Banff Trail School	E				1984	Modernization	2	3	n/a														
Belfast School	E				1960	Original	2	3	Stu	WS	WF	Str	\$166	\$145	\$ 64.37	\$593		4	4	4	4	4	4
Branton School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$530	\$362	\$ 54.01	\$1,053		4	4	4	4	5	4
Branton School	J				1964	Addition	2	3	Bri	Stu	Ste	Str											
Briar Hill School	E				1954	Original	2	3	Stu		WF	Str	\$149	\$223	\$ 81.48	\$1,246	\$650	4	5	4	4	4	4
Briar Hill School	E				1956	Addition	2	3	Stu		WF	Str											
Buchanan School	E		O		1951	Original	2	3	Stu	WS	WF	Str	\$124	\$140	\$ 50.79	\$1,773	\$130	3	4	5	3	4	4
Buchanan School	E		O		1960	Addition	2	3	Stu	WS	WF	Str											
Cambrian Heights School	E				1957	Original	2	3	Stu	WS	WF	Str	\$301	\$213	\$ 64.54	\$1,963	\$2,470	3	5	4	4	5	4
Cambrian Heights School	E				1961	Addition	2	3	Stu	WS	WF	Str											
Cambrian Heights School	E				1967	Addition	2	3	Stu	WS	WF	Str											
Capitol Hill School	E				1953	Original	2	3	Stu	Bri	WF	Str	\$152	\$122	\$ 44.36	\$558		3	4	4	4	4	4
Capitol Hill School	E				1954	Addition	2	3	Stu	WS	WF	Str											
Christine Meikle School			O		1957	Original	2	3	Bri		WF	Str	\$176	\$274	\$ 111.19	\$780	\$7,500	4	4	4	4	4	4
Christine Meikle School			O		1959	Addition	2	3	Bri		WF	Str											
Christine Meikle School			O		1962	Addition	2	3	Bri		WF	Str											
Collingwood School	E				1959	Original	2	3	Stu	WS	WF	Str	\$281	\$222	\$ 51.02	\$1,626		4	4	4	4	4	4
Collingwood School	E				1963	Addition	2	3	Stu	WS	WF	Str											
Collingwood School	E				1969	Addition	2	3	Stu	MS	WF	Str											
Colonel Irvine School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$474	\$383	\$ 50.91	\$2,196		4	4	4	4	4	4
Colonel Irvine School	J				1959	Addition	2	3	Bri	Stu	WF	Str											
Colonel Irvine School	J				1967	Addition	2	3	Bri	Stu	WF	Str											
Colonel Macleod School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$348	\$388	\$ 67.40	\$2,700		4	5	5	4	5	5
Colonel Macleod School	J				1998	Addition	2	3	Bri		Ste	Str											
Crescent Heights High School		S			1928	Original	2	3	Bri	Sto	WF	Str	\$1,106	\$1,268	\$ 48.05	\$10,540		4	4	4	3	4	4
Crescent Heights High School		S			1950	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1951	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1956	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1959	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1966	Addition	2	3	Bri	Sto	Ste	Str											
Crescent Heights High School		S			1968	Addition	2	3	Bri	Sto	Ste	Conc											
Crescent Heights High School		S			1985	Addition	2	3	Bri	Sto	Ste	Conc											
Georges P. Vanier School	J				1960	Original	2	3	Bri	PC	Ste	Conc	\$296	\$391	\$ 61.03	\$1,877		4	3	4	3	4	4
Georges P. Vanier School	J				1967	Addition	2	3	Bri	PC	Ste	Conc											
Greenview School	E		O		1961	Original	2	3	Stu		WF	Str		\$44		\$1,107	\$1,820	4	5	4	3	4	4
Greenview School	E		O		1966	Addition	2	3	Bri		Ste	Str											
Highwood School	E				1966	Original	2	3	Bri	PC	Ste	Conc	\$246	\$183	\$ 59.39	\$1,231		3	4	4	4	4	4
Hillhurst School	E				1912	Original	2	3	Sto		WF	Str	\$148	\$154	\$ 45.13	\$2,091		4	3	4	4	4	4

	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating	
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating	
Hillhurst School	E				1962	Addition	2	3	Stu		WF	Str												
James Fowler High School			S		1962	Original	2	3	Bri		Ste	Conc	\$1,051	\$1,192	\$ 49.33	\$7,238	\$29,000	4	4	4	4	4	4	
James Fowler High School			S		1979	Addition	2	3	Bri		Ste	Conc						4						
King George School	E				1912	Original	2	3	Sto		WF		\$370	\$251	\$ 43.43	\$338		4	5	5	4	4	4	
King George School	E				1960	Addition	2	3	Bri		Ste	Str												
Langevin School	E	J			1955	Original	2	3	Bri	PC	WF	Conc	\$439	\$347	\$ 58.79	\$1,458		4	5	4	4	4	4	
Langevin School	E	J			1967	Addition	2	3	Bri	PC	Ste	Str												
Louise Dean School				O	1954	Original	2	3	Stu		WF	Str	\$159	\$168	\$ 53.17	\$1,621		4	4	4	4	4	4	
Louise Dean School				O	1957	Addition	2	3	Stu		WF	Str												
Mayland Heights School	E				1967	Original	2	3	Conc		Ste	Conc	\$320	\$292	\$ 70.82	\$1,179		4	4	4	4		4	
Mount View School	E			O	1946	Original	2	3	Stu		WF	Str	\$109	\$147	\$ 75.46	\$888	\$1,300	4	4		5	5	4	4
Mount View School	E			O	1955	Addition	2	3	Stu		WF	Str												
Queen Elizabeth School	E				1958	Original	2	3	Bri	Blk	WF	Str	\$165	\$153	\$ 47.74	\$1,653	\$910	4	3	4	4	4	4	
Queen Elizabeth High School		J	S		1930	Original	2	3	Bri	Sto	WF	Str	\$791	\$736	\$ 57.00	\$1,538		4	4	4	4	4	4	
Queen Elizabeth High School		J	S		1946	Addition	2	3	Bri	Sto	WF	Str												
Queen Elizabeth High School		J	S		1952	Addition	2	3	Bri	Sto	WF	Str												
Queen Elizabeth High School		J	S		1963	Addition	2	3	Bri	Sto	Ste	Conc												
Queen Elizabeth High School		J	S		1963	Addition	2	3	Bri	Sto	Ste	Conc												
Queen Elizabeth High School		J	S		1968	Addition	2	3	Bri	Conc	Ste	Conc												
Rosedale School	E				1955	Original	2	3	Stu	WS	WF	Str	\$188	\$141	\$ 61.75	\$2,028		4	5	5	4	5	5	
Rosemont School	E				1959	Original	2	3	Stu		WF	Str	\$99	\$144	\$ 61.70	\$967	\$1,170	4	4	4	3	4	4	
Rosemont School	E				1966	Addition	2	3	Stu		WF	Str												
Senator Patrick Burns School		J			1961	Original	2	3	Bri		Ste	Str	\$377	\$381	\$ 47.68	\$2,736	\$14,000	4	4	3	3	5	4	
Senator Patrick Burns School		J			1966	Addition	2	3	Bri		Ste	Str												
Sir John Franklin School		J			1965	Original	2	3	Bri	PC	Ste	Conc	\$258	\$232	\$ 43.25	\$1,302		n/a	n/a	4	n/a	n/a	4	
Sir John Franklin School		J			1982	Addition	2	3	Bri	PC	Ste	Conc												
Stanley Jones School	E				1914	Original	2	3	Sto		WF	Str	\$336	\$248	\$ 49.18	\$2,247		4	5	4	4	4	4	
Stanley Jones School	E				1957	Addition	2	3	Bri		Ste	Str												
Sunnyside School	E				1919	Original	2	3	Bri	Sto	WF		\$99	\$121	\$ 52.51	\$1,218		4	4	4	3	4	4	
Sunnyside School	E				1956	Addition	2	3	Bri	Stu	WF	Str												
Vista Heights School	E				1964	Original	2	3	Bri	Stu	Ste	Str	\$108	\$142	\$ 70.80	\$792		4	4	4	4	4	4	
Vista Heights School	E				1975	Addition	2	3	Bri	Stu	Ste	Str												
William Aberhart High School			S		1957	Original	2	3	Bri	PC	WF	Conc	\$1,003	\$904	\$ 51.13	\$5,370		4	5	4	4	4	4	
William Aberhart High School			S		1965	Addition	2	3	Bri	PC	Ste	Conc												
											TOTALS:		\$11,056	\$10,653		\$66,781	\$58,950							

	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Alex Munro School	E				1971	Original	2	4 Bri	Stu	Ste	Conc		\$234	\$186	\$ 52.83	\$834		5	4	4	4	5	4
Beddington Heights School	E				1980	Original	2	4 Bri	MS	Ste	Str		\$280	\$254	\$ 59.29	\$976		5	5	4	4	4	4
Beddington Heights School	E				1981	Relocatable(s)	2	4 MS	WF														
Beddington Heights School	E				1999	Modernization	2	4															
Catherine Nichols Gunn School	E				1974	Original	2	4 Bri	MS	Ste	Conc		\$289	\$203	\$ 57.13	\$695		5	4	4	4	4	4
Colonel Sanders School	E				1955	Original	2	4 Stu	WS	WF	Str		\$303	\$156	\$ 56.90	\$1,716		4	3	4	4	4	4
Coventry Hills School	E				2003	Portable(s)	2	4 Stu	MS	WF													
Coventry Hills School	E				2005	Original	2	4 Bri	MS	Ste	Str		\$409	\$302	\$ 60.18	\$1,347		n/a	n/a	n/a	n/a	n/a	n/a
Dr. J. K. Mulloy School	E				1969	Original	2	4 PC		Ste	Conc		\$232	\$214	\$ 52.64	\$1,157	\$7,500	4	4	4	4	4	4
Hidden Valley School	E				2000	Portable(s)	2	4															
Hidden Valley School	E				2003	Original	2	4 Bri	MS	Ste	Str		\$356	\$257	\$ 78.21	\$1,235	\$142	n/a	n/a	n/a	n/a	n/a	n/a
Huntington Hills School	E				1967	Original	2	4 Bri	MS	Ste	Str		\$160	\$247	\$ 92.34	\$688		4	4	4	4	4	4
John G. Diefenbaker HS			S		1971	Original	2	4 Bri	Stu	Ste	Str		\$1,032	\$971	\$ 69.98	\$3,278		5	4	5	4	4	4
John G. Diefenbaker HS			S		1990	Addition	2	4 Bri	Stu	Ste	Str												
North Haven School	E				1964	Original	2	4 Bri	MS	Ste	Str		\$232	\$177	\$ 50.09	\$795		4	4	4	4	4	4
North Haven School	E				1968	Addition	2	4 Bri	MS	Ste	Str												
Panorama Hills School	E				2009	Original	2	4 Bri	Stu	Ste	Str					\$192		n/a	n/a	n/a	n/a	n/a	n/a
Simons Valley School	E				1991	Original	2	4 Blk		Ste	Str		\$398	\$328	\$ 68.09	\$3,555		4	5	4	4	5	4
Sir John A. Macdonald School		J			1966	Original	2	4 Bri	PC	Ste	Conc		\$590	\$439	\$ 56.64	\$1,883	\$14,000	4	5	4	4	4	4
Sir John A. Macdonald School		J			1970	Addition	2	4 Bri	PC	Ste	Conc												
Thorncliffe School	E				1957	Original	2	4 Stu	WS	WF	Str		\$165	\$133	\$ 60.89	\$1,973	\$1,040	2	4	4	4	5	4
Valley Creek School	E	J			2003	Original	2	4 Blk	Stu	Ste	Str		\$608	\$421	\$ 55.41	\$2,701		n/a	n/a	n/a	n/a	n/a	n/a
											TOTALS:		\$5,288	\$4,288		\$23,024	\$22,682						



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Abbeydale School	E				1980	Original	3	5	Bri	Blk	Ste	Conc	\$287	\$273	\$ 71.99	\$1,048		5	4	4	3	5	4
Annie Foote School		J			1980	Original	3	5	Bri		Ste	Str	\$253	\$226	\$ 57.82	\$1,588		5	4	4	4	5	4
Annie Gale School		J			1983	Original	3	5	Bri		Ste	Str	\$468	\$389	\$ 57.27	\$2,110		5	4	4	3	4	4
Bob Edwards School		J			1971	Original	3	5	Bri	Stu	Ste	Str	\$374	\$404	\$ 50.69	\$1,401		5	4	4	4	4	4
Bob Edwards School		J			1991	Addition	3	5	Bri	Stu	Ste	Str											
Cappy Smart School	E				1979	Original	3	5	Bri	Stu	Ste	Str	\$188	\$205	\$ 60.19	\$1,283		5	4	4	4	5	4
Cappy Smart School	E				1979	Addition	3	5	Bri	Stu	Ste	Str											
Cappy Smart School	E				19??	Addition	3	5	Bri	Stu	Ste	Str											
Cecil Swanson School	E				1981	Original	3	5	Bri	MS	Ste	Conc	\$246	\$237	\$ 65.31	\$996		5	4	4	3	5	4
Chief Justice Milvain	E				1981	Original	3	5	Bri		Ste	Str	\$306	\$264	\$ 66.18	\$875		5	4	4	4	5	4
Chris Akkerman School	E				1964	Original	3	5	Bri	MS	Ste	Str	\$430	\$251	\$ 70.65	\$840		4	4	4	4	5	4
Chris Akkerman School	E				1966	Addition	3	5	Bri	MS	Ste	Str											
Chris Akkerman School	E				1967	Addition	3	5	Bri	MS	Ste	Str											
Chris Akkerman School	E				1973	Addition	3	5	Bri	MS	Ste	Str											
Clarence Sansom School	J				1982	Original	3	5	Bri	MS	Ste	Str	\$442	\$425	\$ 62.63	\$1,846		4	5	4	4	4	4
Colonel J. Fred Scott	E				1976	Original	3	5	Bri	MS	Ste	Str	\$340	\$237	\$ 63.00	\$1,082		5	4	4	4	4	4
Colonel J. Fred Scott	E				1977	Portable(s)	3	5	MS		WF	Str											
Crossing Park School	E				2005	Portable(s)	3	5	Blk	MS	Ste	Conc											
Crossing Park School	E				2002	Original	3	5	Blk	Stu	Ste	Conc	\$847	\$503	\$ 58.93	\$3,678		n/a	n/a	n/a	n/a	n/a	n/a
Douglas Harkness School	E				1976	Original	3	5	Bri		Ste	Str	\$175	\$162	\$ 52.27	\$901		4	4	4	4	4	4
Douglas Harkness School	E				1977	Portable(s)	3	5															
Dr. Gladys McKelvie School	J				1976	Original	3	5	Bri	Stu	Ste	Str	\$324	\$317	\$ 53.50	\$1,922		4	4	4	4	4	4
Dr. Gladys McKelvie School	J				1981	Addition	3	5	Bri	Stu	Ste	Str											
Dr. Gordon Higgins School	J				1976	Original	3	5	Bri	MS	Ste	Str	\$358	\$315	\$ 59.58	\$1,415		4	4	4	4	4	4
Dr. Gordon Higgins School	J				1981	Addition	3	5	Bri	MS	Ste	Str											
Erin Woods School	E				1982	Original	3	5	Bri	MS	Ste	Str	\$317	\$256	\$ 64.72	\$986		5	4	4	4	5	4
Erin Woods School	E				1984	Relocatable(s)	3	5	MS		WF												
Ernest Morrow School	J				1964	Original	3	5	Bri		Ste	Glu	\$472	\$630	\$ 77.54	\$3,163	\$14,000	4	4	4	4	4	4
Ernest Morrow School	J				1976	Addition	3	5	Bri		Ste	Glu											
Falconridge School	E				1980	Original	3	5	Bri	MS	Ste	Str	\$384	\$216	\$ 50.36	\$2,036		4	4	4	4	4	4
Falconridge School	E				1981	Portable(s)	3	5	MS		WF												
Falconridge School	E				1983	Portable(s)	3	5	MS		WF												
Forest Lawn High School		S	O		1968	Original	3	5	Bri	PC	Ste	Conc	\$1,173	\$1,202	\$ 54.49	\$7,140		4	4	4	3	4	4
Forest Lawn High School		S	O		1984	Addition	3	5	Bri	PC	Ste	Conc											
G. W. Skene School	E				1978	Original	3	5	Bri	MS	Ste	Str	\$197	\$216	\$ 60.57	\$709		4	4	4	4	4	4
G. W. Skene School	E				1979	Relocatable(s)	3	5	MS	MS	WF	Str											
Grant MacEwan School	E				1985	Relocatable(s)	3	5	MS		WF												
Grant MacEwan School	E				1987	Original	3	5	Bri	MS	Ste	Str	\$372	\$328	\$ 73.46	\$1,530		4	4	4	4	4	4
Guy Weadick School	E				1979	Original	3	5	Bri	MS	Ste	Str	\$232	\$280	\$ 78.03	\$1,270		4	4	4	4	4	4
Guy Weadick School	E				1980	Addition	3	5	Bri	MS	Ste	Str											
Ian Bazalgette School	J				1960	Original	3	5	Bri		Ste	Str	\$303	\$376	\$ 65.99	\$1,792	\$2,300	4	5	3	3	4	4

													Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)			Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct			Cost/M2	Total Deferred Maint (\$1000)							
Ian Bazalgette School		J			1978	Addition	3	5 Bri	Blk		Ste	Conc											
Jack James High School			S		1980	Original	3	5 Bri			Ste	Str	\$569	\$591	\$ 58.44	\$2,305	\$29,000	5	4	4	4	4	4
James Short Memorial School	E				1973	Original	3	5 Bri	MS		Ste	Str	\$263	\$255	\$ 70.16	\$731		4	4	4	4	4	4
Keeler School	E				1962	Original	3	5 Bri	Blk		Ste	Str	\$225	\$227	\$ 74.97	\$719		5	5	4	4	4	4
Keeler School	E				1965	Addition	3	5 Bri	Blk		Ste	Str											
Keeler School	E				1971	Addition	3	5 Blk			Ste	Str											
Lester B. Pearson High School		J	S		1989	Original	3	5 Bri	Blk		Ste	Str	\$1,094	\$1,134	\$ 64.89	\$3,455		4	4	4	4	4	4
Marlborough School	E				1965	Portable(s)	3	5															
Marlborough School	E				1967	Portable(s)	3	5															
Marlborough School	E				1968	Original	3	5 Bri	PC		Ste	Conc	\$353	\$316	\$ 78.88	\$1,261		4	4	4	4	4	4
Monterey Park School	E				2003	Original	3	5 Stu	MS		WF	Str	\$479	\$330	\$ 64.02	\$1,945		n/a	n/a	n/a	n/a	n/a	n/a
Monterey Park School	E				2004	Portable(s)	3	5															
O. S. Geiger School	E				1983	Original	3	5 Bri			Ste	Str	\$351	\$246	\$61.79	\$778		4	4	4	4	4	4
Patrick Airlie School	E				1957	Original	3	5 Stu			WF	Str	\$166	\$147	\$ 66.73	\$1,568		4	4	4	3	4	4
Patrick Airlie School	E				1960	Addition	3	5 Stu			WF	Str											
Patrick Airlie School	E				1968	Addition	3	5 Stu			WF	Str											
Patrick Airlie School	E				1986	Addition	3	5 MS			Ste	Str											
Penbrooke Meadows	E				1971	Original	3	5 Bri			Ste	Str	\$173	\$242	\$ 74.97	\$806		4	4	4	4	4	4
Penbrooke Meadows	E				1985	Portable(s)	3	5 MS			WF												
Pineridge School	E				1978	Original	3	5 Bri			Ste	Str	\$220	\$290	\$ 78.26	\$1,023		4	4	4	4	4	4
Pineridge School	E				1979	Portable(s)	3	5 MS			WF												
Pineridge School	E				1980	Portable(s)	3	5 MS			WF												
Radisson Park	E				2006	Original	3	5 Blk			Ste	Str	\$217	\$165	\$ 48.62	\$824		4	4	4	4	4	4
Roland Michener School	E				1976	Original	3	5 Bri			Ste	Str	\$179	\$175	\$ 54.80	\$711		4	4	4	4	4	4
Roland Michener School	E				1977	Addition	3	5 Bri			Ste	Str											
Rundle School	E				1979	Original	3	5 Bri			Ste	Str	\$314	\$235	\$ 59.18	\$513		4	5	4	4	5	4
Sir Wilfrid Laurier School		J			1966	Original	3	5 Bri	PC		Ste	Conc	\$307	\$289	\$ 54.88	\$1,190	\$14,000	4	4	4	4	4	4
Taradale School	E				2009	Original	3	5 Bri	Stu		Ste	Str	\$547	\$276	\$ 53.01	\$226		n/a	n/a	n/a	n/a	n/a	n/a
Terry Fox School		J			1994	Original	3	5 Blk	Stu		Ste	Str	\$572	\$430	\$ 66.06	\$1,364		5	5	5	5	5	5
Valley View School	E				1959	Original	3	5 Stu			WF	Str	\$251	\$227	\$ 45.45	\$3,979	\$1,690	4	4	3	3	4	4
Valley View School	E				1964	Addition	3	5 Stu			WF	Str											
Valley View School	E				1966	Addition	3	5 Stu			WF	Str											
West Dover School	E				1971	Original	3	5 Bri			Ste	Str	\$235	\$210	\$ 59.56	\$656	\$1,690	5	5	4	4	5	5
											TOTALS:		\$15,003	\$13,498		\$63,661	\$62,680						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating
A. E. Cross School		J			1964	Original	4	6 Bri	PC	Ste	Conc		\$454	\$446	\$ 49.20	\$1,937	\$14,000	4	4	4	4	5	4
A. E. Cross School		J			1966	Addition	4	6 Bri	PC	Ste	Conc												
A. E. Cross School		J			1983	Modernization	4	6 Bri	PC	Ste	Conc												
Alex Ferguson School	E				1956	Original	4	6 Bri	Stu	WF	Str		\$161	\$122	\$ 57.01	\$210		4	4	4	5	5	4
Battalion Park School	E				2007	Original	4	6 Stu	MS	WF			\$497	\$281	\$ 53.90	\$839		n/a	n/a	n/a	n/a	n/a	n/a
Bishop Pinkham School		J			1964	Original	4	6 Bri		Ste	Str		\$352	\$426	\$ 62.16	\$625		4	4	4	4	5	4
Bishop Pinkham School		J			1969	Addition	4	6 Bri		Ste	Str												
Ernest Manning High School	School		S	O	1964	Original	4	6 Bri	PC	Ste	Conc		\$809	\$971	\$ 51.21	\$8,255	\$192	5	4	3	2	4	3
Ernest Manning High School	School		S		1967	Addition	4	6 Bri	PC	Ste	Conc												
Glamorgan School	E				1958	Original	4	6 Stu	MS	WF	Str		\$250	\$296	\$ 54.96	\$3,111	\$1,690	2	5	5	4	5	4
Glamorgan School	E				1959	Addition	4	6 Stu	MS	WF	Str												
Glamorgan School	E				1964	Addition	4	6 Stu	MS	WF	Str												
Glamorgan School	E				1968	Addition	4	6 Bri		Ste	Str												
Glenbrook School	E				1959	Original	4	6 Stu	WS	WF	Str		\$195	\$213	\$ 52.48	\$1,242	\$1,170	5	5	4	4	4	4
Glenbrook School	E				1963	Addition	4	6 Stu	WS	WF	Str												
Glenbrook School	E				1967	Addition	4	6 Bri		Ste	Str												
Glendale School	E				1956	Original	4	6 Stu	WS	WF	Str		\$204	\$235	\$ 84.94	\$1,034	\$780	4	5	4	4	4	4
Glendale School	E				1959	Addition	4	6 Stu	WS	WF	Str												
Jennie Elliott School	E				1962	Original	4	6 Bri		Ste	Str		\$391	\$386	\$ 75.35	\$1,496		4	4	4	4	4	4
Jennie Elliott School	E				1967	Addition	4	6 PC		Ste	Str												
Killarney School	E				1954	Original	4	6 Stu	WS	WF	Str		\$136	\$146	\$ 53.49	\$2,568	\$1,040	4	4	4	4	4	4
Olympic Heights School	E				1993	Original	4	6 Bri	Stu	Ste	Str		\$535	\$362	\$ 71.88	\$779		4	5	4	4	5	4
Rosscarrock School	E				1960	Original	4	6 Stu		WF	Str		\$119	\$173	\$ 51.88	\$955	\$910	4	4	4	4	4	4
Sir James Lougheed School	E				1957	Original	4	6 Stu	WS	WF	Str		\$73	\$153	\$ 71.55	\$2,088		2	3	5	4	5	4
Vincent Massey School		J			1955	Original	4	6 Bri	Stu	WF	Str		\$479	\$385	\$ 48.90	\$1,433		4	4	4	4	4	4
Vincent Massey School		J			1959	Addition	4	6 Bri	Stu	WF	Str												
Vincent Massey School		J			1965	Addition	4	6 Bri	Stu	WF	Str												
Vincent Massey School		J			1971	Addition	4	6 Bri	Stu	WF	Str												
Westgate School	E				1960	Original	4	6 Stu	WS	WF	Str		\$437	\$274	\$ 49.90	\$3,350	\$1,430	2	4	5	4	5	4
Westgate School	E				1964	Addition	4	6 Bri		Ste	Str												
Westgate School	E				1968	Addition	4	6 Bri		Ste	Str												
Wildwood School	E				1956	Original	4	6 Stu	WS	WF	Str		\$396	\$263	\$ 60.70	\$362	\$1,300	4	4	4	5	4	4
Wildwood School	E				1957	Addition	4	6 Stu	WS	WF	Str												
Wildwood School	E				1959	Addition	4	6 Stu	WS	WF	Str												
Wildwood School	E					Addition	4	6 Bri		Ste	Str												
											TOTALS:		\$5,487	\$5,130		\$30,283	\$22,512						



													Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating
Altadore School	E				1952	Original	4	7 Bri	Stu	WF	Str		\$207	\$ 185	\$ 67.78	\$1,768	\$14,000	4	4	4	5	4	4
Altadore School	E				1954	Addition	4	7 Bri	Stu	WF	Str												
Alternative High School			S		1956	Original	4	7 Blk	Stu	WF	Str		\$121	\$140	\$ 64.72	\$1,397		2	5	4	5	5	4
Banting And Best School	E				1980	Original	4	7 Bri	MS	Ste	Str		\$189	\$148	\$ 58.21	\$470		5	5	5	5	5	5
Central Memorial High School			S		1968	Original	4	7 PC		Ste	Conc		\$1,206	\$1,308	\$ 66.24	\$4,915		4	4	4	4	4	4
Colonel Walker School	E				1912	Original	4	7 Sto		WF			\$183	\$495	\$ 81.31	\$2,159	\$1,690	4	4	4	4	4	4
Colonel Walker School	E				1952	Addition	4	7 Blk		WF	Conc												
Colonel Walker School	E				1965	Addition	4	7 Bri	Stu	Ste	Str												
Colonel Walker School	E				1982	Addition	4	7 Bri		Ste	Str												
Connaught School	E				1911	Original	4	7 Sto		WF			\$133	\$235	\$ 51.44	\$1,469	\$2,600	2	4	3	4	5	4
Connaught School	E				1952	Addition	4	7 Blk		WF	Str												
Dr. Oakley School	E	J			1960	Original	4	7 Stu	WS	WF	Str		\$103	\$277	\$ 47.04	\$2,253		4	5	4	4	4	4
Dr. Oakley School	E	J			1969	Addition	4	7 Stu	WS	WF	Str												
Dr. Oakley School	E	J			1991	Modernization	4	7															
Earl Grey School	E				1953	Original	4	7 MS		Ste	Str		\$143	\$139	\$ 58.65	\$1,227		4	4	5	4	5	4
Earl Grey School	E				1969	Addition	4	7 Bri	MS	Ste	Str												
Elbow Park School	E				1919	Original	4	7 Bri		WF	Conc		\$167	\$186	\$ 83.36	\$1,064		4	4	4	4	4	4
Elbow Park School	E				1964	Portable(s)	4	7															
Elbow Park School	E				1966	Portable(s)	4	7															
Elbow Park School	E				1971	Addition	4	7 Bri	MS		Str												
Elbow Park School	E				1978	Portable(s)	4	7 MS		WF	Str												
Elboya School	E	J			1953	Original	4	7 Stu	WS	WF	Str		\$386	\$276	\$ 70.67	\$4,009	\$800	3	3	4	3	4	3
Elboya School	E	J			1956	Addition	4	7 Stu	WS	WF	Str												
Elboya School	E	J			1958	Addition	4	7 Stu	WS	WF	Str												
Emily Follensbee School				O	1964	Original	4	7 Bri	MS	WF	Str		\$149	\$410	\$ 113.08	\$1,097		5	5	4	4	4	4
Emily Follensbee School				O	1982	Addition	4	7 Bri	MS	Ste	Str												
Lord Shaughnessy High School			S	O	1966	Original	4	7 Bri	PC	Ste	Conc		\$145	\$262	\$ 26.47	\$2,790	\$6,000	4	4	4	4	4	4
Lord Shaughnessy High School			S	O	1975	Addition	4	7 Bri	PC	Ste	Conc												
Lord Shaughnessy High School			S	O	1983	Addition	4	7 Bri	PC	Ste	Conc												
Mount Royal School		J			1952	Original	4	7 Bri	PC	Ste	Conc		\$212	\$228	\$ 53.85	\$2,277		4	4	4	4	5	4
Mount Royal School		J			1966	Addition	4	7 Bri	PC	Ste	Conc												
Ramsay School	E				1913	Original	4	7 Sto		WF			\$68	\$147	\$ 58.00	\$1,560	\$1,040	3	5	4	4	4	4
Richmond School	E				1950	Original	4	7 Stu		WF	Str		\$115	\$138	\$ 50.07	\$384		3	3	4	4	4	4
Richmond School	E				1954	Addition	4	7 Stu		WF	Str												
Rideau Park School	E				1930	Original	4	7 Bri	Sto	WF			\$404	\$228	\$ 56.88	\$1,739	\$2,730	4	4	4	3	4	4
Rideau Park School	E				1962	Addition	4	7 Bri	PC	Ste	Str												
Riverbend School	E				1995	Original	4	7 Blk	Stu	Ste	Str		\$296	\$229	\$ 53.19	\$489		5	5	4	4	4	4
Riverbend School	E				1999	Portable(s)	4	7 MS		WF													
Sherwood School		J			1956	Original	4	7 Stu	MS	WF	Str		\$403	\$462	\$ 56.35	\$6,609	\$14,000	3	4	4	3	4	4
Sherwood School		J			1958	Addition	4	7 Stu	MS	WF	Str												
Sherwood School		J			1965	Addition	4	7 Stu	MS	Ste	Str												
Sherwood School		J			1980	Addition	4	7 Bri	MS	Ste	Str												

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Area 4 Sector 7

**ATTACHMENT I**

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Sunalta School	E				1912	Original	4	7	Sto		WF	Str	\$280	\$259	\$ 56.19	\$2,288		3	4	4	4	4	4
Sunalta School	E				1957	Addition	4	7	Blk		WF	Str											
W. H. Cushing Workplace Sch	E				1996	Original	4	7	Bri		Ste	Conc				\$293		n/a	n/a	5	n/a	n/a	5
Western Canada High School			S		1928	Original	4	7	Bri	Sto	WF	Str	\$1,515	\$1,171	\$ 49.41	\$7,995	\$29,500	4	4	4	2	4	4
Western Canada High School			S		1929	Addition	4	7	Bri	Sto	WF	Str											
Western Canada High School			S		1959	Addition	4	7	Bri	Sto	WF	Str											
Western Canada High School			S		1966	Addition	4	7	Bri	Sto	Ste	Str											
Western Canada High School			S		1966	Addition	4	7	Bri	Sto	Ste	Str											
Western Canada High School			S		1968	Addition	4	7	Bri	PC	Ste	Str											
Western Canada High School			S		1982	Addition	4	7	Bri	PC	Ste	Str											
Western Canada High School			S		1982	Addition	4	7	Bri	PC	Ste	Str											
William Reid School	E				1954	Original	4	7	Stu		WF	Str	\$161	\$172	\$ 81.81	\$610		4	5	5	5	4	5
											<b>TOTALS:</b>		<b>\$6,588</b>	<b>\$7,097</b>		<b>\$48,864</b>	<b>\$72,360</b>						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Andrew Sibbald School	E				1971	Original	5	8 Bri	Stu	Ste	Conc		\$324	\$211	\$ 59.95	\$655		5	5	5	5	5	5
Braeside School	E				1968	Original	5	8 Bri	MS	Ste	Str		\$179	\$234	\$ 54.72	\$1,324		4	4	4	4	4	4
Canyon Meadows School	E				1971	Original	5	8 Bri	Stu	Ste	Str		\$301	\$252	\$ 63.66	\$962		5	4	5	5	5	5
Cedarbrae School	E				1976	Original	5	8 Bri	MS	Ste	Str		\$138	\$194	\$ 67.90	\$675		5	4	4	4	5	4
Chinook Park School	E				1960	Original	5	8 Stu		WF	Str		\$359	\$304	\$ 58.61	\$2,862		4	5	5	4	5	5
Chinook Park School	E				1963	Addition	5	8 Stu		WF	Str												
Chinook Park School	E				1965	Addition	5	8 Stu		WF	Str												
Chinook Park School	E				1968	Addition	5	8 Bri	Stu	Ste	Str												
David Thompson School		J			1962	Original	5	8 Bri		Ste	Str		\$515	\$413	\$ 52.16	\$831	\$46	4	5	4	5	4	4
David Thompson School		J			1967	Addition	5	8 Bri		Ste	Str												
David Thompson School		J			1982	Relocatable(s)	5	8 MS		WF													
Deer Run School	E				1981	Original	5	8 Bri		Ste	Str		\$196	\$275	\$ 72.36	\$964		5	5	5	5	5	5
Dr. E. P. Scarlett High School			S		1971	Original	5	8 Bri		Ste	Conc		\$1,160	\$1,241	\$ 74.84	\$5,535		3	4	4	4	4	4
Dr. E. P. Scarlett High School			S		1978	Addition	5	8 Bri		Ste	Conc												
Dr. E. P. Scarlett High School			S		1983	Addition	5	8 Bri		Ste	Conc												
Dr. Norman Bethune	E				1971	Original	5	8 MS	Bri	Ste	Str		\$	\$131		\$860		4	4	4	4	4	4
Ethel M. Johnson School	E				1966	Original	5	8 Bri	Blk	Ste	Conc		\$312	\$208	\$ 55.52	\$890	\$650	4	4	4	4	4	4
Ethel M. Johnson School	E				1991	Portable(s)	5	8 MS		WF													
Fairview School		J			1961	Original	5	8 Bri		Ste	Str		\$522	\$449	\$ 46.78	\$964	\$14,000	4	4	4	4	5	4
Fairview School		J			1967	Addition	5	8 PC		Ste													
Harold Panabaker School		J			1964	Original	5	8 Bri	PC	Ste	Str		\$331	\$386	\$ 75.36	\$1,124		4	3	5	5	5	4
Harold Panabaker School		J			1982	Addition	5	8 Bri	PC	Ste	Str												
Haultain Memorial School	E				1980	Original	5	8 Bri		Ste	Str		\$251	\$195	\$ 64.82	\$1,064		4	4	4	4	4	4
Haultain Memorial School	E				1981	Portable(s)	5	8 MS	WS														
Haysboro School	E			O	1959	Original	5	8 Stu	WS	WF	Str		\$95	\$251	\$ 86.36	\$1,839		2	5		5	5	5
Henry Wise Wood High School			S		1961	Original	5	8 Bri	PC	Ste	Conc		\$1,032	\$918	\$ 58.11	\$3,167	\$29,000	4	3	4	3	4	4
Henry Wise Wood High School			S		1964	Addition	5	8 Bri	PC	Ste	Conc												
John Ware School		J			1968	Original	5	8 Bri		Ste	Str		\$296	\$280	\$ 57.85	\$1,171		4	4	4	4	4	4
Lake Bonavista School	E				1969	Original	5	8 Bri	Stu	Ste	Str		\$208	\$175	\$ 62.57	\$681		4	4	4	4	4	4
Le Roi Daniels School	E				1963	Original	5	8 Bri	Stu	WF	Str		\$261	\$223	\$ 69.70	\$732		4	4	4	4	4	4
Le Roi Daniels School	E				1965	Addition	5	8 Bri	Stu	WF	Str												
Le Roi Daniels School	E				1980	Addition	5	8 MS		Ste	Str												
Lord Beaverbrook High School			S		1966	Original	5	8 PC	Bri	Ste	Conc		\$1,473	\$1,547	\$ 56.25	\$8,039	\$29,000	4	4	4	4	4	4
Lord Beaverbrook High School			S		1979	Addition	5	8 PC	Bri	Ste	Conc												
Lord Beaverbrook High School			S		1985	Addition	5	8 PC	Bri	Ste	Conc												
Louis Riel School	E	J			1971	Original	5	8 Bri	MS	Ste	Str		\$419	\$406	\$ 53.17	\$2,239	\$14,000	4	4	4	4	4	4
Louis Riel School	E	J			1976	Addition	5	8 Bri	MS	Ste	Str												
Louis Riel School	E	J			1979	Portable(s)	5	8 MS		WF													
Louis Riel School	E	J			1993	Addition	5	8 Bri	MS	Ste	Str												
Maple Ridge School	E				1967	Original	5	8 Bri	MS	Ste	Str		\$179	\$177	\$ 52.46	\$1,063		5	5	4	4	4	4
Nellie McClung School	E				1969	Original	5	8 Bri	Stu	Ste	Str		\$298	\$219	\$ 57.55	\$1,000		4	4	4	4	4	4
Nickle School		J			1971	Original	5	8 Bri	Stu	Ste	Str		\$468	\$370	\$ 53.21	\$2,244	\$14,000	4	4	4	4	4	4



	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Nickle School		J			1976	Addition	5	8 Bri	Stu	Ste	Str												
Nickle School		J			1976	Portable(s)	5	8 MS		WF													
Nickle School		J			1985	Addition	5	8 Bri	Stu	Ste	Str												
Prince of Wales School	E				1976	Original	5	8 Bri		Ste	Str		\$274	\$252	\$ 76.46	\$785		4	4	4	4	4	4
Prince of Wales School	E				1976	Portable(s)	5	8 MS		WF													
Prince of Wales School	E				1978	Portable(s)	5	8 MS		WF													
R. T. Alderman School		J			1966	Original	5	8 Bri	Stu	Ste	Conc		\$436	\$384	\$ 52.18	\$1,711	\$950	3	4	4	4	4	4
R. T. Alderman School		J			1970	Addition	5	8 Bri	Stu	Ste	Conc												
Robert Warren School		J			1963	Portable(s)	5	8 MS		WF													
Robert Warren School		J			1964	Portable(s)	5	8 MS		WF													
Robert Warren School		J			1965	Portable(s)	5	8 MS		WF													
Robert Warren School		J			1974	Original	5	8 Bri		Ste	Str		\$253	\$312	\$ 68.22	\$1,015	\$4,500	4	4	4	4	4	4
Robert Warren School		J			1991	Addition	5	8 Bri		Ste	Str												
Robert Warren School		J			1998	Portable(s)	5	8 MS		WF													
Sam Livingston School	E				1972	Original	5	8 Bri		Ste	Str		\$379	\$251	\$ 59.48	\$1,251		5	5	5	5	4	5
Willow Park School	E			O	1965	Original	5	8 Bri	Conc	Ste	Conc		\$466	\$565	\$ 88.77	\$1,384		4	5	4	4	4	4
Willow Park School	E			O	1967	Addition	5	8 Bri	Conc	Ste	Conc												
Wilma Hansen School		J			1983	Original	5	8 Bri	Stu	Ste	Str		\$363	\$355	\$ 52.35	\$986		4	5	5	5	5	5
Wilma Hansen School		J			1985	Portable(s)	5	8 MS		WF													
Woodbine School	E				1981	Original	5	8 Bri	MS	Ste	Str		\$260	\$286	\$ 74.69	\$1,010		4	5	5	5	5	5
Woodlands School	E				1981	Original	5	8 Bri	MS	Ste	Str		\$227	\$195	\$ 56.32	\$161		5	5	5	5	5	5
Woodman School		J			1960	Original	5	8 Bri	Stu	Ste	Str		\$499	\$448	\$ 51.29	\$2,183	\$14,000	3	5	5	5	5	5
Woodman School		J			1968	Addition	5	8 Bri	Conc	Ste	Conc												
											TOTALS:		\$12,473	\$12,106		\$51,370	\$120,146						

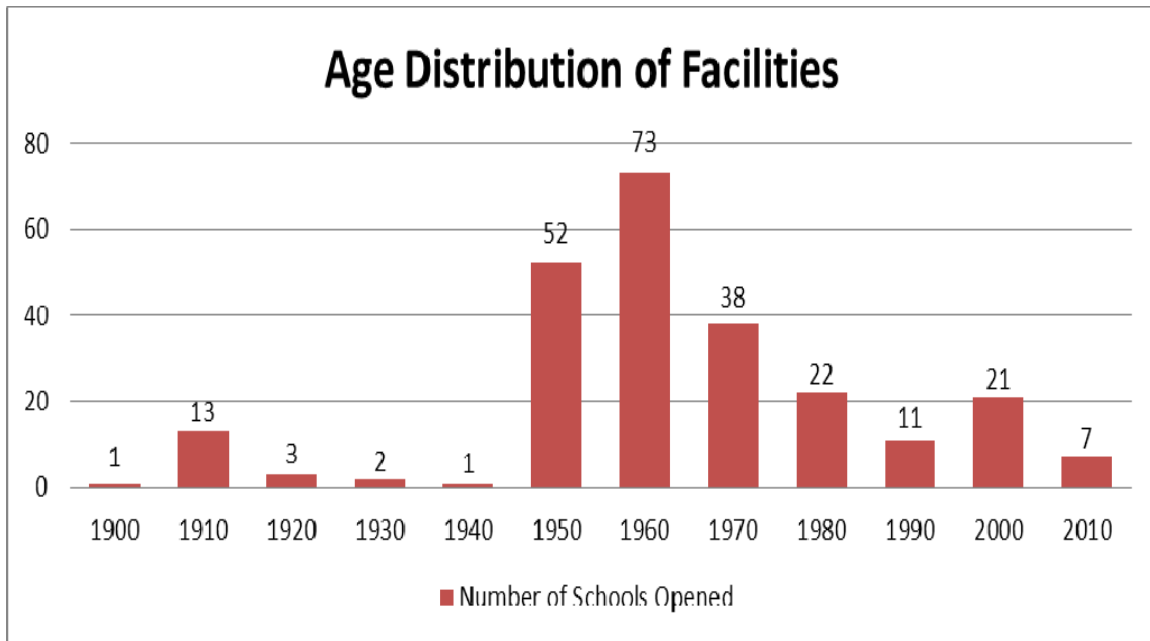
	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating
Centennial High School			S		2004	Original	5	9 Blk			Ste	Str	\$1,243	\$907	\$ 59.25	\$5,310		n/a	n/a	n/a	n/a	n/a	n/a
Chapparal	E				2006	Original	5	9 MS	Blk		Ste	Str	\$361	\$328	\$ 68.09	\$709		n/a	n/a	n/a	n/a	n/a	n/a
Douglasdale School	E				2006	Original	5	9 Stu	MS	WF			\$287	\$245	\$ 58.62	\$898		n/a	n/a	n/a	n/a	n/a	n/a
Fish Creek School	E				1992	Original	5	9 Blk	Stu	Ste	Conc		\$470	\$259	\$ 56.19	\$339		5	5	4	4	4	4
Fish Creek School	E				1994	Addition	5	9 Blk	Stu	Ste	Conc												
Janet Johnstone School	E				1982	Original	5	9 Bri		Ste	Str		\$292	\$430	\$ 66.06	\$1,031		4	4	4	4	4	4
McKenzie Lake School	E				1995	Original	5	9 Blk	Stu	Ste	Str		\$438	\$421	\$ 55.41	\$537		5	5	4	4	4	4
McKenzie Towne School	E				2009	Original	5	9 Bri	Stu	Ste	Str							n/a	n/a	n/a	n/a	n/a	n/a
Midnapore School	E				1963	Portable(s)	5	9 MS		WF													
Midnapore School	E				1964	Portable(s)	5	9 MS		WF													
Midnapore School	E				1967	Portable(s)	5	9 MS		WF													
Midnapore School	E				1978	Original	5	9 Bri	MS	Ste	Str		\$434	\$284	\$ 63.14	\$797		4	4	4	4	4	4
Midnapore School	E				1980	Addition	5	9 Bri	MS	Ste	Str												
MidSun School		J			1998	Original	5	9 Blk	Stu	Ste	Str		\$599	\$385	\$ 48.90	\$829		5	5	5	5	5	5
Mountain Park		J			2006	Original	5	9 MS	Blk	Ste	Str		\$644	\$1,247	\$ 63.39	\$1,412		n/a	n/a	n/a	n/a	n/a	n/a
Samuel W. Shaw School		J			2009	Original	5	9 Bri	MS	Ste	Str		\$423	\$304	\$ 40.83	\$399		n/a	n/a	n/a	n/a	n/a	n/a
Somerset School	E				2003	Original	5	9 Blk	MS	Ste	Str		\$244	\$172	\$ 81.81	\$1,253		n/a	n/a	n/a	n/a	n/a	n/a
Sundance School	E				1982	Original	5	9 Bri	MS	Ste	Str		\$390	\$565	\$ 88.77	\$639		5	5	5	5	5	5
											TOTALS:		\$5,826	\$5,547		\$14,153							

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating		
LEASED:																									
Acadia (new Andrew Davison)	E				1961	Original			Bri	Stu	WF	Str	\$	\$129		\$720		5	5	4	4	5	3		
Acadia (new Andrew Davison)	E				1968	Addition			Bri	Stu	WF	Str													
Acadia (new Andrew Davison)	E				1991	Portable(s)																			
Alice M. Curtis	E				1964	Original			Bri	Blk	Ste	Str	\$	\$13		\$765		3	4	5	5	5	4		
Alice M. Curtis	E				1967	Addition			Bri	Blk	Ste	Str													
Andrew Davison School				O	1961	Original							\$339	\$215	\$ 49.42	\$2,657		4	5	4	4	4	4		
Bel-Aire (Calgary Girls School)	E				1965	Original			Bri	Blk	WF		\$	\$23		\$224		5	5	5	5	5	5		
Belvedere Parkway Bungalow				O	1932	Original			WS		WF							n/a	n/a	n/a	n/a	n/a	n/a		
Clem Gardner	E				1965	Original			Bri		Ste	Conc	\$	\$23		\$711		4	5	5	5	5	5		
Clem Gardner	E				1967	Addition			Bri		Ste	Conc													
Fred Seymour	E				1969	Original	5	8	Bri		Ste	Str	\$	\$3		\$1,115		4	4	4	4	4	5		
Glenmeadows	E				1959	Original			Stu	WS	WF	Str	\$	\$56		\$1,133		3	4	4	4	4	4		
Jerry Potts	E				1971	Original	1	1	Bri	MS	Ste	Str	\$	-\$6		\$384		4	4	4	4	4	4		
Knob Hill	E				1959	Original			Stu	Bri	WF	Str		\$1		\$1,478		3	3	4	4	4	4		
Lakeview (All Girls School)				O	1961	Original			Stu	WS	WF	Str	\$	\$60		\$193		n/a	n/a	n/a	n/a	n/a	n/a		
Lakeview (All Girls School)				O	1966	Addition			Bri	PC	Ste	Str													
Lakeview (All Girls School)				O	198?	Portable(s)			MS		WF														
Mountain View	E				1958	Original			Stu		WF	Str	\$	\$10		\$3,578	\$1,560	3	4	4	4	5	4		
Mountain View	E				1962	Portable(s)			MS		WF														
Ogden	E				1960	Original			Stu	Bri	WF	Str		\$11		\$2,468		2	3	5	5	5	4		
Ogden	E				1972	Addition			Blk	Stu	Ste	Str													
Renfrew	E				1954	Original			Stu		WF	Str	\$	\$12		\$0		n/a	n/a	n/a	n/a	n/a	n/a		
Renfrew	E				1999	Portable(s)																			
Southwood	E				1962	Original	5		Bri	Blk	Ste	Str	\$	\$25		\$2,473	\$1,300	4	n/a	n/a	5	n/a	5		
Southwood	E				1971	Addition			Bri		Ste	Str													
Spruce Cliff	E				1963	Original			Bri		Ste	Str	\$	\$123		\$1,202	\$1,560	2	n/a	5	2	n/a	3		
Spruce Cliff	E				1971	Addition			Bri		Ste	Str													
											TOTAL:		\$339	\$697		\$19,100	\$4,420								
					For CBE leased sites, the lessee is responsible for the operational and maintenance costs for the facility.																				
					The CBE does not incur any direct facility operating expenses for these sites.																				



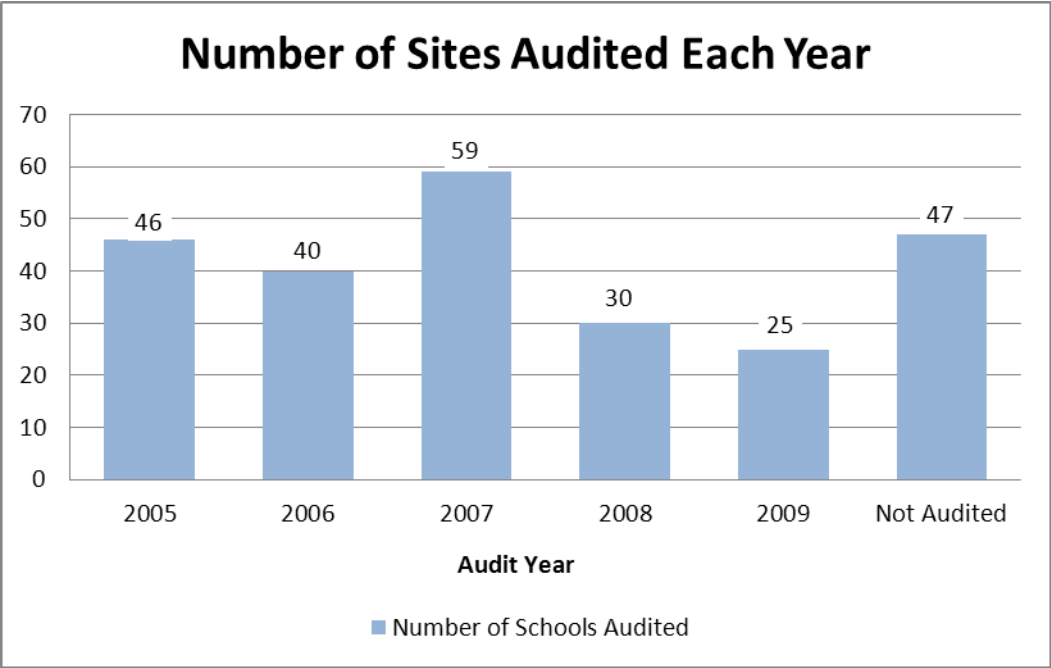
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
ADMINISTRATIVE SITES:				O																			
Education Centre				O					PC	Conc	Ste	Conc	\$ 938	\$ 111.23	\$2,260			4	2	4	5	5	4
Highfield Building				O					Bri	Conc	WF	Conc	\$ 891	\$ 63.05	\$5,218			4	4		4	4	4
Bowness Depot				O									\$ 52	\$ 92.93				n/a	n/a	n/a	n/a	n/a	n/a
Dr. Carl Safran Center				O	1908	Original			Sto		WF	Str	\$ 28	\$ 5.88				n/a	n/a	n/a	n/a	n/a	n/a
Dr. Carl Safran Center				O	1911	Addition			Sto	Bri	WF	Str											
Dr. Carl Safran Center				O	1940	Addition																	
Erlton (Unique)				O	1961	Original			Stu	WS	WF		\$ 47	\$ 71.23				n/a	n/a	n/a	n/a	n/a	n/a
Glenmeadows Depot				O					MS		Ste	Str	\$ 9	\$ 94.17				n/a	n/a	n/a	n/a	n/a	n/a
Kingsland School	E				1958	Original	5	8	Stu	WS	WF	Str		\$147	\$ 30.52	\$2,593		4	4	4	3	4	4
Kingsland School	E				1963	Addition	5	8	Bri		Ste	Str											
Kingsland School	E				1968	Addition	5	8	Bri		Ste	Str											
Kingsland School	E				198?	Portable(s)	5	8	MS		WF												
Midnapore Depot				O					MS		Ste	Str	\$ 35	\$ 126.04				n/a	n/a	n/a	n/a	n/a	n/a
N.E. Depot				O					MS		Ste	Str	\$ 36	\$ 97.10				n/a	n/a	n/a	n/a	n/a	n/a
Parkdale				O	1952	Original			Stu		WF	Str	\$ 271	\$ 46.65			\$1,300	n/a	n/a	n/a	n/a	n/a	n/a
Parkdale				O	1960	Addition			Stu		WF	Str											
Riverside Bungalow				O	1913	Original			Bri		WF		\$ 128	\$ 246.10				n/a	n/a	n/a	n/a	n/a	n/a
Tuxedo Park (Chinook Learning)	E				1912	Original			Bri		WF		\$ 14		\$2,125	\$1,820	n/a	n/a	n/a	n/a	n/a	n/a	
Tuxedo Park (Chinook Learning)	E				1956	Addition			Bri	Stu	WF	Str											
Viscount Bennett				O	1954	Original			Stu	Bri	WF	Str	\$636	\$175	\$ 54.80	\$5,086	\$548	4	4	4	3	4	4
Viscount Bennett				O	1957	Addition			Stu	Bri	WF	Str											
Viscount Bennett				O	1965	Addition			Stu	Bri	WF	Str											
Viscount Bennett				O	1973	Addition			Bri		Ste	Str											
Windsor Park School	E				1956	Original	4	7	Stu		WF	Str	\$69	\$ 37.38	\$891		4	2	5	5	5	4	
Balmoral Bungalow					1913	Original										\$55		n/a	n/a	n/a	n/a	n/a	n/a
Harold W. Riley School					1972	Original								\$176	\$ 62.43	\$538	1,170	4	4	4	4	5	4
											TOTAL:		\$ 2,582			\$10,071	\$1,300						

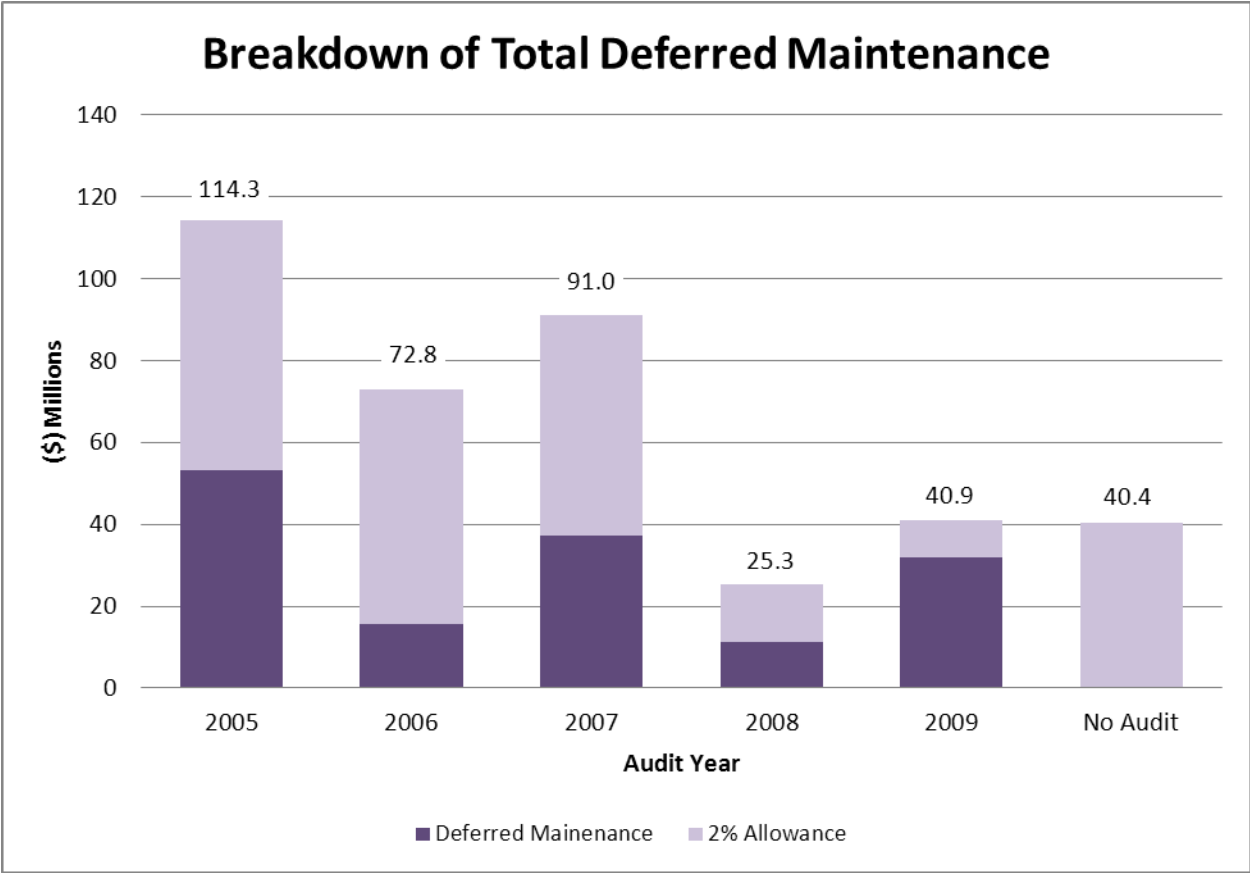
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
<b>UNIQUE / CLOSED SITES:</b>																							
Eugene Coste School	E				1959	Original	5	8	Stu	MS	WF	Str	\$284	\$265	\$ 51.89	\$922		3	5	5	4	5	4
Eugene Coste School	E				1967	Relocatable(s)	5	8															
King Edward				O	1912	Original			Sto		WF			\$73		\$3,753		n/a	n/a	n/a	n/a	n/a	n/a
King Edward				O	1956	Addition			Bri		WF												
King Edward				O	1968	Addition			Bri		Ste	Str											
Queensland Downs				O					Bri	MS	WF	Conc	\$134	\$192	\$ 63.29	\$1,052		5	4	4	4	4	4
											<b>TOTAL:</b>		<b>\$418</b>	<b>\$530</b>		<b>\$5,727</b>	<b>\$</b>						
											<b>GRAND:</b>		<b>\$757</b>	<b>\$3,809</b>		<b>\$34,898</b>	<b>\$5,720</b>						





Note: Some facilities have not been audited.

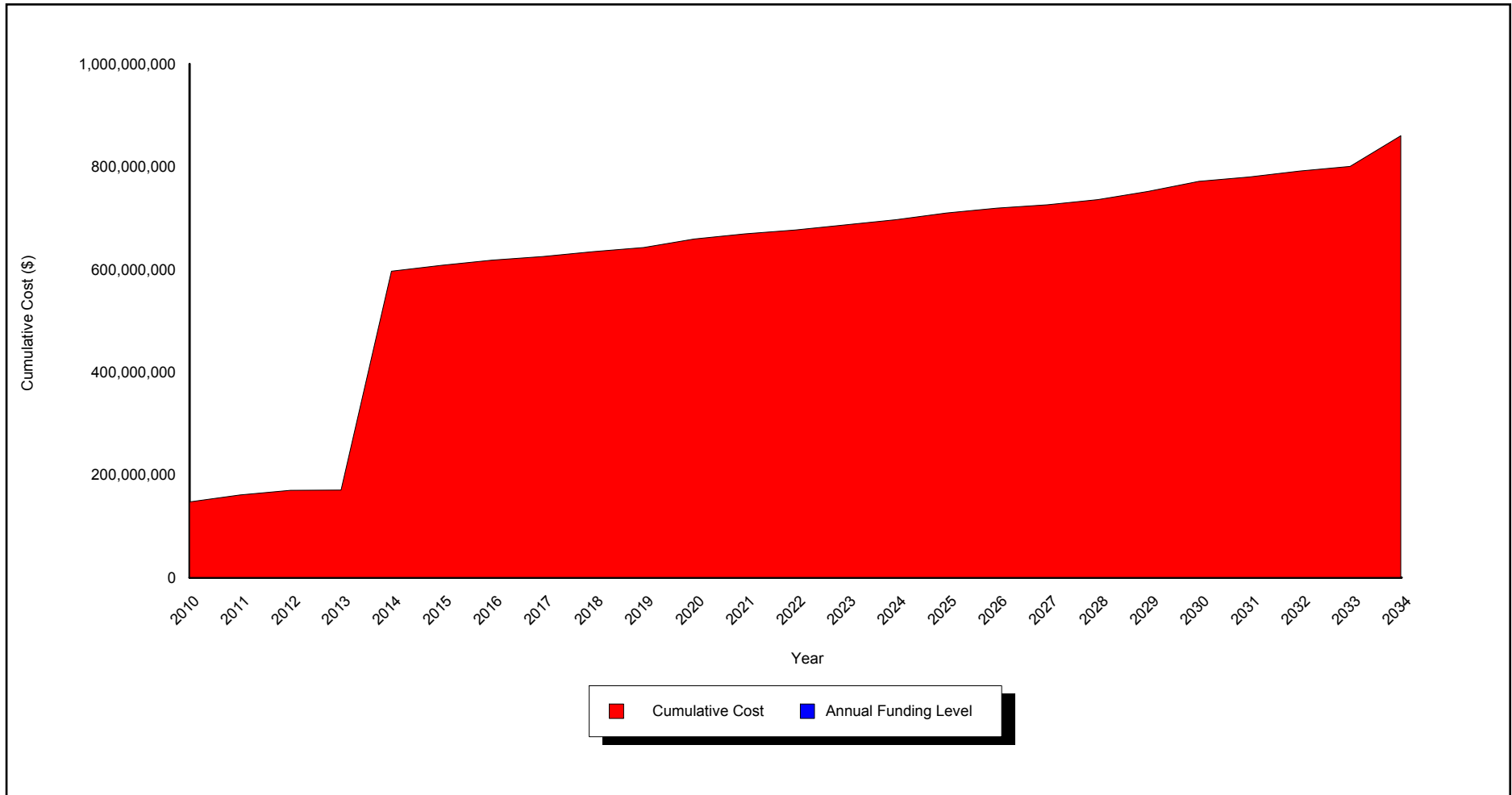




## BLIMS Evaluation Module

### Cumulative Event Costs

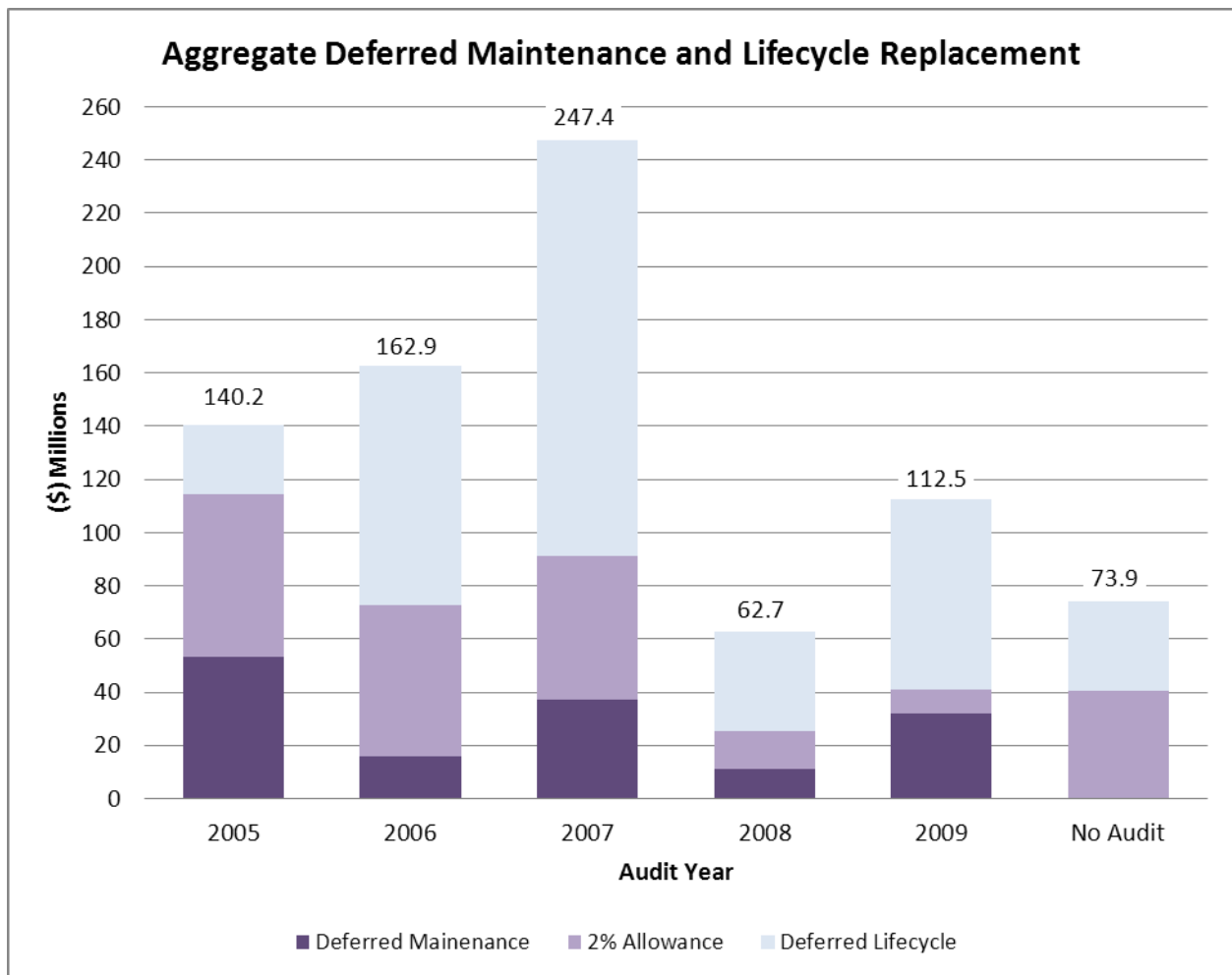
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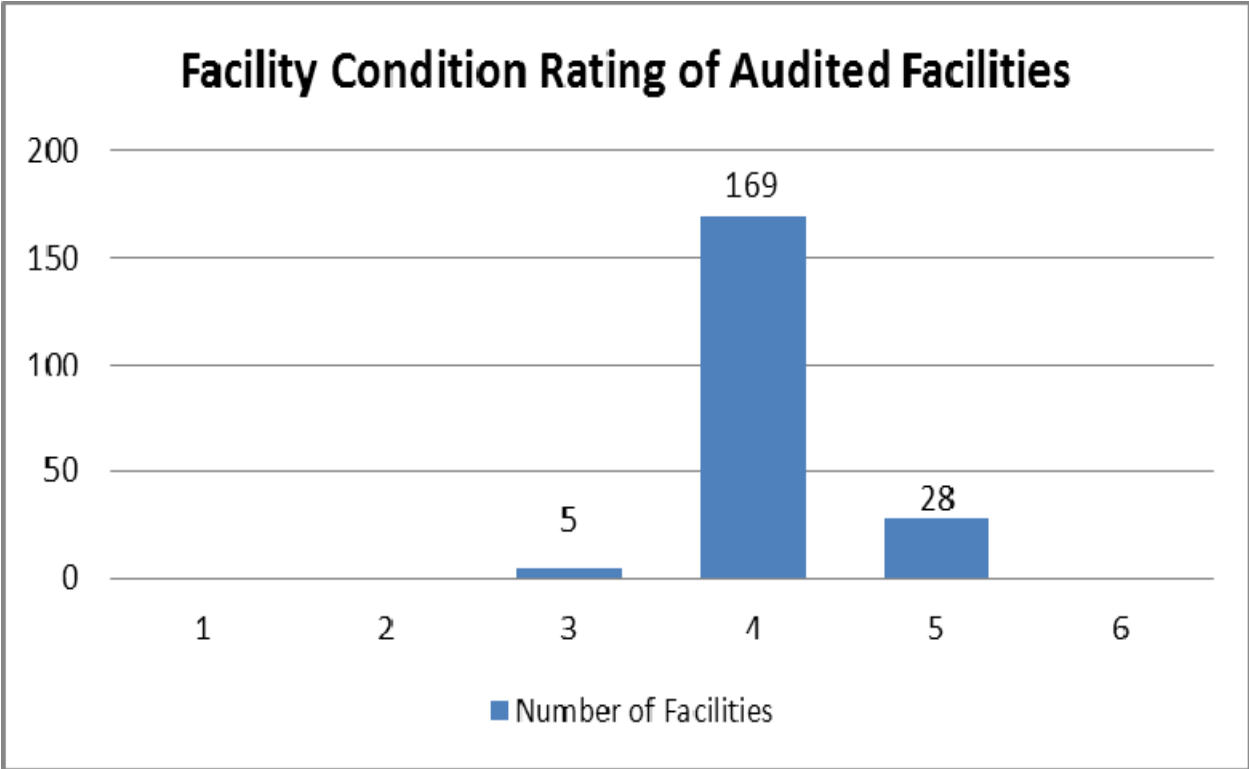
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Cumulative Event Costs / Cumulative Annual Funding / Calgary School District #19 [Filtered]





ATTACHEMENT VII



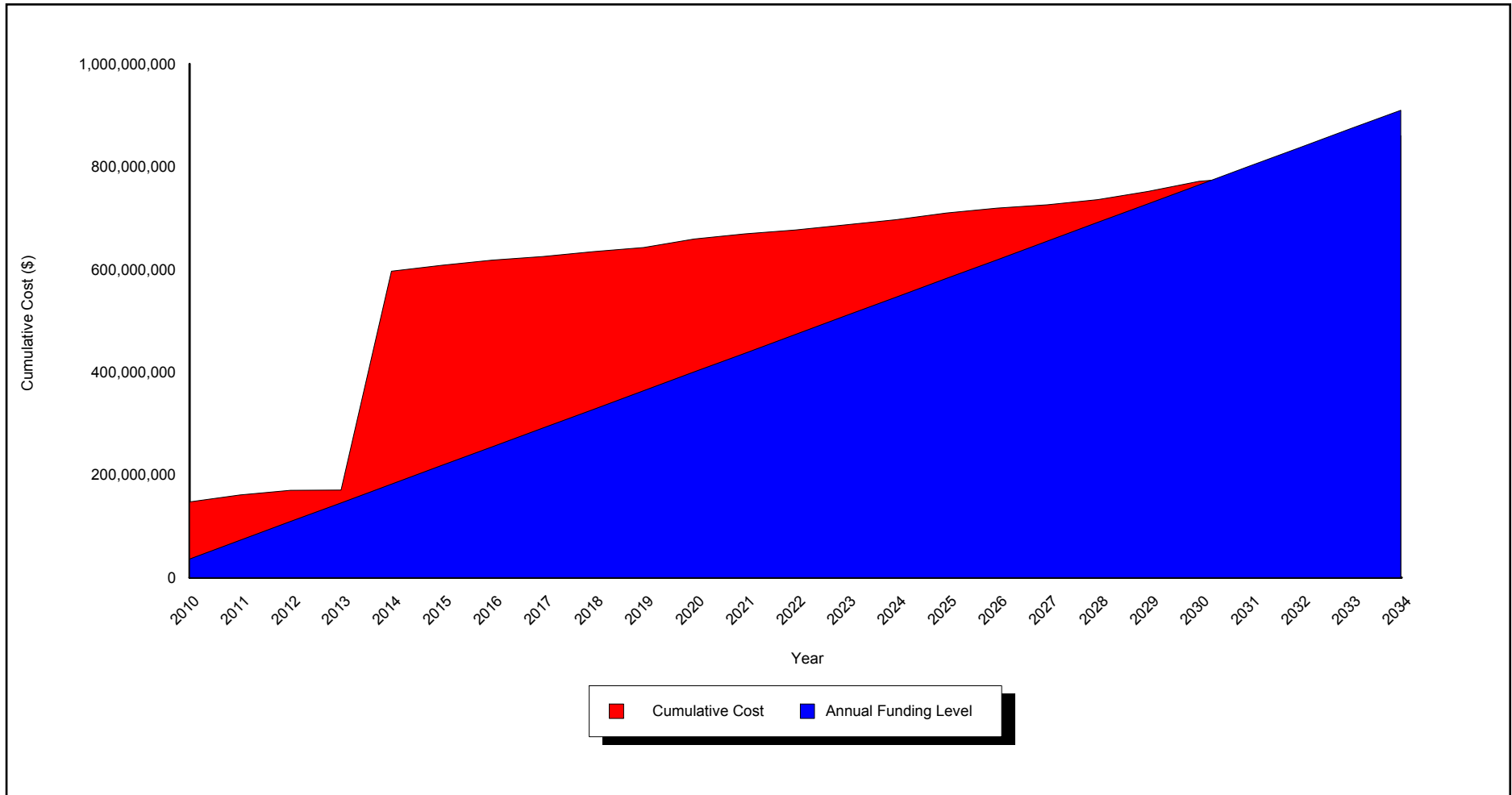
Rating Guide	
Condition Rating	Performance
1- Critical	Unsafe, high risk of injury or critical system failure
2- Poor	Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs
3- Marginal	Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
4- Acceptable	Meets present requirements, minor deficiencies. Average operating/maintenance costs
5- Good	Meets all present requirements. No deficiencies.
6- Excellent	As new/state of the art, meets present and foreseeable requirements.

▪

## BLIMS Evaluation Module

### Cumulative Event Costs vs Cumulative Base Funding - \$36.4 million

Printed On: 2010/10/26



This report was generated using Virtual Events.

Cumulative Event Costs / Cumulative Annual Funding / Calgary School District #19 [Filtered]



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

**December 7, 2010**

**To:** Board of Trustees

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

**Re:** **Annual Facility Condition Report**

**Purpose:** Information and for the record

**Governance Policy References:** EL-12: Asset Protection  
EL-13: Facilities  
EL-13E: Facility Condition Report Information Requirements

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

**Resource Persons:** Dieter Hoerz, Director, Central Facility Services  
Mike Dann, Manager, Central Maintenance Services  
Pauline Wong, Manager, Service Unit Financial Support  
Earl Badger, Environmental Projects Coordinator, Energy and  
Environmental Services  
Robert Ashley, Manager, Architectural and Engineering Services  
Brent Hughes, Manager, Capital and Urban Planning

**I. RECOMMENDATION**

It is recommended:

THAT this report be received for information and for the record.

**II. ISSUE**

Executive Limitation EL-13: Facilities, section 14, requires that a Facility Condition Report, as outlined in EL-13E: Facility Condition Report Information Requirements, be submitted to the Board on an annual basis.

**III. BACKGROUND**

Executive Limitation EL-13: Facilities, section 14, states that the Chief Superintendent shall not fail to ensure that the Board of Trustees is annually provided with a Facility Condition Report which, as required by Executive Limitation EL-13E, shall contain information that includes:

1. Information regarding the functional building standards required for program delivery;
2. The mean and median of facility operating costs, by square metre, for the Calgary Board of Education; and
3. Information provided on each Calgary Board of Education facility grouped by sector, within Areas, and including:
  - (a) Age of the building;
  - (b) Type of construction used;
  - (c) Estimated lifespan;
  - (d) Projected capital costs, including deferred maintenance requirements;
  - (e) Status of major operating systems;
  - (f) Facility operating costs by facility and per square metre for each facility;
  - (g) Plant operations and maintenance funding level;
  - (h) Identification of issues that may affect the future viability of the facility;
  - (i) Environmental issues that may affect the operation of the facility; and
  - (j) Any other information that, in the opinion of the Chief Superintendent, should be provided to the Board of Trustees.

In accordance with Executive Limitation EL-13, Facilities and Environmental Services herein provides the Annual Facility Condition Report for the Calgary Board of Education (CBE) schools.

#### **IV. ANALYSIS**

As a first priority, Administration ensures that sufficient resourcing is provided for a safe learning environment for students and staff in all facilities. In all cases safety related matters are addressed.

##### **1. Building Standards**

Functional building standards for new school facilities are established in the Alberta Infrastructure (School Facilities) School Infrastructure Manual. Appendices 7 and 8 of the manual outline the area allowances for a facility and the instructional and non-instructional spaces. In addition, the Capital Planning and Development department has prepared comprehensive design guidelines which include parameters for new schools.

Preferences for such things as a specific telephone system, information technology support network or building management system may influence the preferred corporate building standards. Combined, the provincial and CBE documents provide significant guidance in providing facilities that are most suitable for the delivery of the contemplated education program.

The design of the last eleven new schools approved by the Province for the CBE was managed by Alberta Infrastructure, on behalf of Alberta Education. The first six of these schools opened for the 2010/11 school year and four more will be delivered for 2012/13. These ten facilities are being delivered through the new Public/Private Partnership (P-3) model. The approach provides for input into the final design from the recipient school district, although ultimately the Province maintains full control over the design of the facility and the District's opportunity to influence changes is limited. Since the private partner is contractually required to maintain the new facility over an extended period of time (30 years), the delivery mechanism allows the private sector partner to determine the facility components and finishes in order to meet the performance criteria set out by the Province.

A school building must also meet the statutory requirements such as the building, electrical and plumbing codes established by the Province. In addition, any authority having jurisdiction, such as the City of Calgary or the Fire Marshall, can require further action of the facility owner in support of codes, bylaws or local requirements.

The building requirements for a new school are a standard against which one can measure the adequacy of existing facilities.

## **2. MEAN and MEDIAN OPERATING COSTS**

In 2009/10 the CBE mean, direct facility operating cost was \$58.83 per square metre and the median, direct facility operating cost was \$58.79 per square metre.

For the purpose of this report, operating costs have been considered to include the direct cost of utilities, caretaking and maintenance. Overhead costs, such as supervisory costs, are considered to be fixed costs and are not included.

## **3. BUILDING INFORMATION**

A significant amount of information that is required under Executive Limitation EL-13E has been compiled into the chart contained in **Attachment I**. The facilities have been grouped by area and by sector. Closed facilities, leased sites and administrative or unique settings are shown in their respective grouping within an 'other' category.

### **a) Age of the building**

A single date of construction often does not suitably represent the age of the CBE's buildings. In many instances the original structure has had one or more additions over time. In order to better reflect the age of any one facility, the

construction dates of the original building, and all subsequent additions or major modernizations are included in Attachment I. Attachment II provides information on the number of schools built in each decade (based on the year of original construction).

**b) Type of construction used**

**Sandstone (1908 to 1920)**

There are nine sandstone type buildings with stone masonry walls, wood floor joists and lath and plaster interior finishes.

**Branton Style Buildings (1950 to late 1960's)**

There are numerous Branton style buildings, which have a wooden frame, stucco exterior and drywall and/or plaster interior. Some of the junior high school facilities of this type of structure have a brick exterior. Remaining original windows are of wood frame construction and are generally in poor condition.

**Newer Construction (late 1960's to present)**

Most of the newer buildings have a structural steel frame, steel stud walls, a brick or metal exterior and drywall interior. The windows have an aluminum or fiberglass frame.

Individual building construction types are described in Attachment I using the abbreviations noted below. Up to two exterior finishes may be listed under 'Fin1' and 'Fin 2' (finish 1, finish 2). The construction of the outside wall is identified under 'Framing'. The construction of the supporting structure, or skeleton of the building, is noted under 'Struct'.

Blk	concrete block
Bri	brick
Conc	concrete
Glu	glue-laminated wooden structural members
MS	metal siding
PC	pre-cast concrete
Ste	steel studs
Sto	sandstone masonry
Str	structural steel
Stu	stucco
WF	wood framing
WS	wooden siding

**c) Estimated lifespan**

In general, the design life of the CBE facilities has been in the range of 50 years. However the components that make up a building have different life expectancies. For example: roof 25 years; wood frame windows 35 years; wood door and frame 30 years; lockers 30 years; heating plants 35 years; resilient flooring 20 years;



washroom fixtures 35 years; air handling units 30 years; fire alarms 25 years; asphalt pavement 25 years; larger electrical installations 40 years. (based on the theoretical design life values used by Alberta Infrastructure) To achieve the design life of a facility ongoing capital investments are required to replace the various building components (i.e. windows, boilers, ventilation system components, finishes). With continued investment in component repair and replacement it is possible to utilize a facility beyond the original design life.

Establishing the remaining life of any one building is difficult and costly. The process would involve a review of each building component by a knowledgeable individual to provide a professional opinion. Such an assessment must be made with some knowledge of the potential for future investment and in consideration of Executive Limitation EL-13, section 6 and Executive Limitation EL-12 section 2. On a 'do nothing, go forward' basis the remaining life of a facility is equal to the shortest remaining life of any one major component, failure of which would render the facility unusable.

Sandstone and Branton style buildings pose more substantial concern because a number of these facilities have components that are currently beyond their design life.

Although a building may be in a good state of repair, it can be rendered functionally unfit as a result of a change in use. As the curriculum changes older facilities may become unsuitable in their configuration and renovations to upgrade the building can become cost prohibitive. At that point the facility has reached the end of its useful life.

**d) Projected capital costs, including deferred maintenance requirements**

Shown against the CBE schools listed in **Attachment I** are updated values for deferred facility maintenance, including the replacement/upgrading of major building components, and projected capital costs to address curriculum needs.

The projected capital costs for a number of schools have been extracted from multi-year capital plans and previous viability reports. A field review of the remaining schools would be required to complete a comprehensive data base for all schools.

Alberta Infrastructure has conducted their new facility audit program from 2004 to 2009, to replace the information of the 1999/2000 Alberta Infrastructure Facility Evaluation Project audit.

**Attachment III** indicates the number of facilities audited by the Province each year. The new audit establishes the value of the identified, necessary maintenance in school buildings. The value of deferred maintenance in this report has been derived from the new audit information, which became fully available in 2009. The value of any completed work has been removed from the record.

The Province's data base does not provide any allowance for the passage of time between the date of the audit of the school and the date of this report. In lieu of an annual audit to update the list of deferred maintenance projects at schools that were audited more than a year ago, a per year aging allowance of 2% of replacement cost has been added to the costs put forward in the audit. The reference replacement costs are taken from the Province's data base.

The graph in **Attachment IV** represents the aggregating of the audit information on deferred maintenance costs with the aging allowance.

Lifecycle costs are now incorporated into the five year tactical window of the audit information. However, lifecycle replacement costs continually remain in the fifth year of the report and do not advance in the annual updating process. Only by reclassifying the lifecycle replacement as a 'failure replacement' would the work shift from the fifth year of the report. The net effect of deferring the identified lifecycle replacements and accumulating the work in the fifth year is demonstrated in **Attachment V**.

The estimated total value of deferred maintenance is **\$149 million**, as at September 1, 2010. This represents the work that was proposed by the consultants to be scheduled and completed for each audited facility between the time of the audit and August 31, 2010. Allowing for the aging of the facilities since the completion of the field audits adds a further **\$235 million** to the deferred maintenance.

Lifecycle replacement costs are valued at **\$414 million** and would also need to be added to the deferred maintenance, for a final total of **\$798 million** to provide for a reasonable comparison to the value of \$742 million reported to the Board of Trustees on December 15, 2009.

The graph in **Attachment VI** represents the accumulation of the three factors on an audit year basis.

**e) Status of major operating systems**

Care should be taken when interpreting the 'Overall Condition Rating' contained in Attachment I. The rating represents a measure of a facility's overall condition and program functionality of the space is not considered in the assessment.

The evaluations shown in Attachment I are based on those provided in the 2005/10 provincial audit. The reported ratings quantify a building's major operating systems condition.

Few audit reports indicated an overall condition rating for the facility and where it was lacking, an average of the five categories was used. Based on the overall condition rating, Attachment VII graphically represents the number of audited CBE facilities in each of the ratings.

**f) Facility operating costs by facility and per square metre for each facility**

The 2009/10 operating cost for each site is provided in Attachment I.

**g) Plant Operations and Maintenance (PO&M) Funding level**

For the fiscal year 2009/10, the Plant Operations and Maintenance funding was based on the formula as applied by the Province to the aggregate of school enrolment within the CBE's jurisdiction (K-6 funded enrolment X \$779, plus grades 7-9 funded enrolment X \$736 plus grades 10-12 funded enrolment X \$740 and adjusted by adding a travel time allowance and Small Schools by Need allowance).

The utilization rate is no longer a factor in the provincial allocation of Plant Operations and Maintenance funding to school Districts. Facilities that do not have students receive no Plant Operations and Maintenance allocation under the current funding model.

The Province's general formula was used to approximate the level of Plant Operations and Maintenance funding for each building reported upon in Attachment I. The calculation yields a total Plant Operations and Maintenance funding value of \$72.5 million for CBE facilities for 2009/10.

Administration buildings do not receive this funding. They are supported by the 4% Administrative funding available through Alberta Education.

**h) Identification of issues that may affect the future viability of the facility**

Administration is unaware of any issue that would affect the utilization of a CBE school for its intended purpose.

**i) Environmental issues that may affect the operation of the facility**

Administration is unaware of any environmental issues which would prevent the utilization of any of the CBE's school facilities for their intended purpose.

**j) Other Information**

No other information is being reported at this time.

**V. FINANCIAL IMPLICATIONS**

The CBE budgets \$22.2 million annually for ongoing building maintenance and \$35.3 million in caretaking operations. In addition, it is estimated that the CBE requires a minimum overall investment of approximately \$40 million annually to adequately maintain its facilities and attend to deferred maintenance.

The graph in **Attachment VIII** demonstrates the impact of doubling the CBE's annual Infrastructure Maintenance and Renewal investment.

The recent levels of investment in the facilities, through available Infrastructure Maintenance and Renewal program funding, were \$8.7 million in 2005/06, \$38.0 million in 2006/07, \$18.0 million in 2007/08, \$18.1 million in 2008/09, \$18.2 million in 2009/10 and \$18.2 million for 2010/11.

The one-time funding rate in 2006/07 offered an opportunity for the CBE to address some deferred maintenance

It should be noted that the Modernization Block Funding that addressed major functional upgrades to buildings to meet curriculum or code requirements was last received in 2001/02. A one-time modernization grant of \$35.0 million was provided for repairs to the Western Canada High School. In addition, to a limited degree, some minor functional needs are being addressed through the assignment of a portion of the annual Infrastructure Maintenance and Renewal program funding for such purposes.

The Board has established a separate capital reserve to attend to the future replacement of major systems and components for leased buildings.

Some options in dealing with the CBE's deferred maintenance are:

- a) Increase the level of funding for maintenance and restoration work through Alberta Education.
- b) A reintroduction of modernization type funding to address deferred maintenance along with program upgrades.
- c) The closure and demolition (or disposal) of identified school facilities that have a high level of deferred maintenance in order to eliminate the future expenditure on maintenance at those sites. Under the current per-pupil PO&M funding model this strategy would not release operational funding for redistribution to the CBE's remaining sites.
- d) Long term financing of deferred maintenance combined with savings in operating costs such as utilities through public/private partnerships or performance contracts.
- e) Utilization of capital reserves to provide needed replacement of major building system components or modernizations.

Combinations of the above options could enable Facility and Environmental Services to reduce the deferred maintenance in the CBE's schools.



## **VI. IMPLEMENTATION CONSEQUENCES**

The individual detailed analysis of building components provided by the Province will continue to be used to plan and allocate future Infrastructure Maintenance and Renewal and other maintenance funding. The Infrastructure Maintenance and Renewal priorities are clearly established in the School Infrastructure Manual, as issued by Alberta Infrastructure.

The CBE needs to continue to be creative in working with Alberta Education, Alberta Infrastructure and other partners, if the current levels of deferred maintenance are to be reduced in the future.

## **VII. CONCLUSION**

The Province's facility audit process has undergone significant change. However, few of the new reports provide an overall rating of the facility.

Under the current provincial funding model the number of students within a facility directly establishes the level of Plant Operations and Maintenance funding that the facility attracts. Empty facilities receive no funding, although there are ongoing costs associated with their retention.

This report is provided in compliance with Executive Limitation EL-13: Facilities and is forwarded to the Board for information and for the record.



NAOMI E. JOHNSON  
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I	Facility Condition Report Summary by Area/Sector
Attachment II	Age Distribution of Audited Facilities
Attachment III	Sites Audited Each Year
Attachment IV	Breakdown of Total Deferred Maintenance
Attachment V	Cumulative Event Costs
Attachment VI	Aggregate Deferred Maintenance and Lifecycle Replacement
Attachment VII	Facility Condition Rating of Schools
Attachment VIII	Cumulative Event Costs vs. Cumulative Base Funding - \$36.4 million

## Facility Condition Report Summary by Area/Sector

Legend	
E	Elementary
J	Junior
S	Senior
O	Other
Fin1	Finish 1
Fin2	Finish 2
Struct	Structural
Oper&Maint Funding	Plant Operations & Maintenance Funding

Note:

Rating Guide	
Condition Rating	Performance
1- Critical	Unsafe, high risk of injury or critical system failure
2- Poor	Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs
3- Marginal	Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
4- Acceptable	Meets present requirements, minor deficiencies. Average operating/maintenance costs
5- Good	Meets all present requirements. No deficiencies.
6- Excellent	As new/state of the art, meets present and foreseeable requirements.



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/142	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating	
Arbour Lake Middle	E	J			2007	Original	1	2 MS	Bri	Ste	Ste	Str	\$598	\$344	\$ 44.60	\$761		n/a	n/a	n/a	n/a	n/a	n/a	
Brentwood School	E				1983	Original	1	2 Bri		WF	Conc	Conc	\$552	\$322	\$ 60.63	\$1,312		4	5	4	4	4	4	
Brentwood School	E				1990	Addition	1	2 Bri		Ste	Conc	Conc												
Captain John Palliser School	E				1984	Original	1	2 Bri	Stu	Ste	Ste	Str	\$304	\$240	\$ 51.71	\$1,182		4	4	4	4	4	4	
Captain John Palliser School	E				1987	Addition	1	2 Bri	Stu	Ste	Ste	Str												
Citadel Park	E				2008	Original	1	2 Blk	MS	Ste	Ste	Str	\$344	\$243	\$ 63.30	\$709		n/a	n/a	n/a	n/a	n/a	n/a	
Dalhousie School	E				1971	Original	1	2 Bri	MS	Ste	Ste	Str	\$374	\$247	\$ 58.22	\$1,092		4	5	4	4	4	4	
Dr. E. W. Coffin School	E				1975	Original	1	2 Bri	MS	Ste	Conc	Conc	\$131	\$146	\$ 76.26	\$524		4	4	4	4	4	4	
Edgemont School	E				1990	Original	1	2 Stu	MS	Ste	Ste	Str	\$490	\$381	\$ 73.27	\$1,160		5	5	5	4	5	5	
Edgemont School	E				1991	Portable(s)	1	2 MS		WF														
H. D. Cartwright School		J			1971	Original	1	2 Bri	Stu	Ste	Ste	Str	\$306	\$311	\$ 63.68	\$1,799		4	4	4	4	4	4	
H. D. Cartwright School		J			1995	Addition	1	2 Bri	Stu	Ste	Ste	Str												
Hawkwood School	E				1992	Original	1	2 Blk	Stu	Ste	Ste	Str	\$400	\$354	\$ 72.96	\$947		5	4	5	5	5	5	
Hawkwood School	E				1994	Addition	1	2 Blk	Stu	Ste	Ste	Str												
Ranchlands School	E				1998	Portable(s)	1	2 MS		WF														
Ranchlands School	E				1970	Portable(s)	1	2 MS		WF														
Ranchlands School	E				1980	Original	1	2 Bri		Ste	Ste	Str	\$290	\$303	\$ 66.73	\$1,636		4	5	4	4	5	4	
Ranchlands School	E				1981	Portable(s)	1	2 MS		WF														
Simon Fraser School		J			1964	Original	1	2 Bri	PC	Ste	Conc	Conc	\$513	\$317	\$ 52.37	\$388		4	4	4	4	4	4	
Simon Fraser School		J			1982	Addition	1	2 Bri	PC	Ste	Conc	Conc												
Simon Fraser School		J			1984	Addition	1	2 Bri	PC	Ste	Conc	Conc												
Simon Fraser School		J			1992	Portable(s)	1	2 MS		WF														
Sir Winston Churchill High School			S		1970	Original	1	2 Bri	PC	Ste	Conc	Conc	\$1,403	\$1,500	\$ 75.22	\$5,432		4	5	4	4	4	4	
Sir Winston Churchill High School			S		1983	Addition	1	2 Bri	PC	Ste	Conc	Conc												
Sir Winston Churchill High School			S		1999	Addition	1	2 MS		Ste	Conc	Conc												
The Hamptons School	E				1999	Original	1	2 Stu		WF			\$133	\$123	\$ 62.84	\$217		5	5	5	4	4	5	
Tom Baines School		J			1998	Original	1	2 Blk	Stu	Ste	Ste	Str	\$611	\$354	\$ 55.61	\$799		4	5	4	4	4	4	
West Dalhousie School	E				1978	Original	1	2 Bri	MS	Ste	Ste	Str	\$259	\$238	\$ 74.14	\$578		4	5	5	5	4	5	
West Dalhousie School	E				1979	Portable(s)	1	2 MS		WF														
TOTALS:													\$6,708	\$5,420		\$18,538								



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1,000)	Cost/M2	Total Deferred Maint (\$1,000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Balmoral School	J				1913	Original	2	3	Stone	Blk	WF		\$448	\$367	\$ 57.25	\$2,293		4	4	4	4	5	4
Balmoral School	J				1955	Addition	2	3	Blk	Stu	Ste	Str											
Balmoral Bungalow			O		1913	Original	2	3	Stu		WF						-	n/a	n/a	n/a	n/a	n/a	n/a
Barff Trail School	E				1959	Original	2	3	WS	Stu	WF	Str	\$239	\$175	\$ 50.84	\$580		4	4	4	4	4	4
Barff Trail School	E				1966	Addition	2	3	WS	Stu	WF	Str											
Barff Trail School	E				1984	Modernization	2	3	n/a														
Belfast School	E				1960	Original	2	3	Stu	WS	WF	Str	\$166	\$145	\$ 64.37	\$593		4	4	4	4	4	4
Branton School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$530	\$362	\$ 54.01	\$1,053		4	4	4	4	5	4
Branton School	J				1964	Addition	2	3	Bri	Stu	Ste	Str											
Briar Hill School	E				1954	Original	2	3	Stu		WF	Str	\$149	\$223	\$ 81.48	\$1,246	\$650	4	5	4	4	4	4
Briar Hill School	E				1956	Addition	2	3	Stu		WF	Str											
Buchanan School	E		O		1951	Original	2	3	Stu	WS	WF	Str	\$124	\$140	\$ 50.79	\$1,773	\$130	3	4	5	3	4	4
Buchanan School	E		O		1950	Addition	2	3	Stu	WS	WF	Str											
Cambrian Heights School	E				1957	Original	2	3	Stu	WS	WF	Str	\$301	\$213	\$ 64.54	\$1,963	\$2,470	3	5	4	4	5	4
Cambrian Heights School	E				1961	Addition	2	3	Stu	WS	WF	Str											
Cambrian Heights School	E				1967	Addition	2	3	Stu	WS	WF	Str											
Capitol Hill School	E				1953	Original	2	3	Stu	Bri	WF	Str	\$152	\$122	\$ 44.36	\$558		3	4	4	4	4	4
Capitol Hill School	E				1954	Addition	2	3	Stu	WS	WF	Str											
Christine Meikle School			O		1957	Original	2	3	Bri		WF	Str	\$176	\$274	\$ 111.19	\$780	\$7,500	4	4	4	4	4	4
Christine Meikle School			O		1959	Addition	2	3	Bri		WF	Str											
Christine Meikle School			O		1962	Addition	2	3	Bri		WF	Str											
Collingwood School	E				1959	Original	2	3	Stu	WS	WF	Str	\$281	\$222	\$ 51.02	\$1,526		4	4	4	4	4	4
Collingwood School	E				1963	Addition	2	3	Stu	WS	WF	Str											
Collingwood School	E				1969	Addition	2	3	Stu	MS	WF	Str											
Colonel Irvine School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$474	\$383	\$ 50.91	\$2,196		4	4	4	4	4	4
Colonel Irvine School	J				1959	Addition	2	3	Bri	Stu	WF	Str											
Colonel Irvine School	J				1967	Addition	2	3	Bri	Stu	WF	Str											
Colonel Macleod School	J				1956	Original	2	3	Bri	Stu	WF	Str	\$348	\$388	\$ 67.40	\$2,700		4	5	5	4	5	5
Colonel Macleod School	J				1998	Addition	2	3	Bri		Ste	Str											
Crescent Heights High School		S			1928	Original	2	3	Bri	Sto	WF	Str	\$1,106	\$1,268	\$ 48.05	\$10,540		4	4	4	3	4	4
Crescent Heights High School		S			1950	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1951	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1956	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1959	Addition	2	3	Bri	Sto	WF	Str											
Crescent Heights High School		S			1966	Addition	2	3	Bri	Sto	Ste	Str											
Crescent Heights High School		S			1968	Addition	2	3	Bri	Sto	Ste	Conc											
Crescent Heights High School		S			1985	Addition	2	3	Bri	Sto	Ste	Conc											
Georges P. Vanier School	J				1960	Original	2	3	Bri	PC	Ste	Conc	\$296	\$391	\$ 61.03	\$1,877		4	3	4	3	4	4
Georges P. Vanier School	J				1967	Addition	2	3	Bri	PC	Ste	Conc											
Greenview School	E		O		1961	Original	2	3	Stu		WF	Str		\$44		\$1,107	\$1,820	4	5	4	3	4	4
Greenview School	E		O		1966	Addition	2	3	Bri		Ste	Str											
Highwood School	E				1966	Original	2	3	Bri	PC	Ste	Conc	\$246	\$183	\$ 59.39	\$1,231		3	4	4	4	4	4
Hillhurst School	E				1912	Original	2	3	Sto		WF	Str	\$148	\$154	\$ 45.13	\$2,091		4	3	4	4	4	4

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelop e Cond Rating	Struct Rating	Overall Cond Rating	
Hillhurst School	E				1982	Addition	2	3	Stu		WF	Str												
James Fowler High School			S		1992	Original	2	3	Bri		Ste	Conc	\$1,951	\$1,192	\$ 49.33	\$7,238	\$29,000	4	4	4	4	4	4	
James Fowler High School			S		1979	Addition	2	3	Bri		Ste	Conc												
King George School	E				1912	Original	2	3	Sto		WF		\$370	\$251	\$ 43.43	\$338		4	5	5	4	4	4	
King George School	E				1950	Addition	2	3	Bri		Ste	Str												
Langevin School	E	J			1955	Original	2	3	Bri	PC	WF	Conc	\$439	\$347	\$ 58.79	\$1,458		4	5	4	4	4	4	
Langevin School	E	J			1957	Addition	2	3	Bri	PC	Ste	Str												
Louise Dean School				O	1954	Original	2	3	Stu		WF	Str	\$159	\$168	\$ 53.17	\$1,621		4	4	4	4	4	4	
Louise Dean School				O	1957	Addition	2	3	Stu		WF	Str												
Mayland Heights School	E				1957	Original	2	3	Conc		Ste	Conc	\$320	\$292	\$ 70.82	\$1,179		4	4	4	4		4	
Mount View School	E			O	1946	Original	2	3	Stu		WF	Str	\$109	\$147	\$ 75.48	\$888	\$1,300	4	4	5	5	4	4	
Mount View School	E			O	1955	Addition	2	3	Stu		WF	Str												
Queen Elizabeth School	E				1958	Original	2	3	Bri	Blk	WF	Str	\$165	\$153	\$ 47.74	\$1,553	\$910	4	3	4	4	4	4	
Queen Elizabeth High School	J	S			1930	Original	2	3	Bri	Sto	WF	Str	\$791	\$736	\$ 57.00	\$1,538		4	4	4	4	4	4	
Queen Elizabeth High School	J	S			1946	Addition	2	3	Bri	Sto	WF	Str												
Queen Elizabeth High School	J	S			1952	Addition	2	3	Bri	Sto	WF	Str												
Queen Elizabeth High School	J	S			1953	Addition	2	3	Bri	Sto	Ste	Conc												
Queen Elizabeth High School	J	S			1953	Addition	2	3	Bri	Sto	Ste	Conc												
Queen Elizabeth High School	J	S			1958	Addition	2	3	Bri	Conc	Ste	Conc												
Rosedale School	E				1955	Original	2	3	Stu	W/S	WF	Str	\$188	\$141	\$ 61.75	\$2,028		4	5	5	4	5	5	
Rosemont School	E				1959	Original	2	3	Stu		WF	Str	\$99	\$144	\$ 61.70	\$967	\$1,170	4	4	4	3	4	4	
Rosemont School	E				1956	Addition	2	3	Stu		WF	Str												
Senator Patrick Burns School	J				1961	Original	2	3	Bri		Ste	Str	\$377	\$381	\$ 47.68	\$2,736	\$14,000	4	4	3	3	5	4	
Senator Patrick Burns School	J				1966	Addition	2	3	Bri		Ste	Str												
Sir John Franklin School	J				1965	Original	2	3	Bri	PC	Ste	Conc	\$258	\$232	\$ 43.25	\$1,302		n/a	n/a	4	n/a	n/a	4	
Sir John Franklin School	J				1982	Addition	2	3	Bri	PC	Ste	Conc												
Stanley Jones School	E				1914	Original	2	3	Sto		WF	Str	\$336	\$248	\$ 49.18	\$2,247		4	5	4	4	4	4	
Stanley Jones School	E				1957	Addition	2	3	Bri		Ste	Str												
Sunnyside School	E				1919	Original	2	3	Bri	Sto	WF		\$99	\$121	\$ 52.51	\$1,218		4	4	4	3	4	4	
Sunnyside School	E				1956	Addition	2	3	Bri	Stu	WF	Str												
Vista Heights School	E				1984	Original	2	3	Bri	Stu	Ste	Str	\$108	\$142	\$ 70.80	\$792		4	4	4	4	4	4	
Vista Heights School	E				1975	Addition	2	3	Bri	Stu	Ste	Str												
William Aberhart High School			S		1957	Original	2	3	Bri	PC	WF	Conc	\$1,003	\$904	\$ 51.13	\$5,370		4	5	4	4	4	4	
William Aberhart High School			S		1985	Addition		2	3	Bri	PC	Ste												
TOTALS:													\$11,056	\$10,653			\$66,781	\$58,950						



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Abbeystead School	E				1980	Original	3	5 Bri	Blk	Ste	Conc		\$287	\$273	\$ 71.99	\$1,048		5	4	4	3	5	4
Annie Foote School	J				1980	Original	3	5 Bri		Ste	Str		\$253	\$226	\$ 57.82	\$1,588		5	4	4	4	5	4
Annie Gale School	J				1983	Original	3	5 Bri		Ste	Str		\$488	\$389	\$ 57.27	\$2,110		5	4	4	3	4	4
Bob Edwards School	J				1971	Original	3	5 Bri	Stu	Ste	Str		\$374	\$404	\$ 50.69	\$1,401		5	4	4	4	4	4
Bob Edwards School	J				1991	Addition	3	5 Bri	Stu	Ste	Str												
Cappy Smart School	E				1979	Original	3	5 Bri	Stu	Ste	Str		\$188	\$205	\$ 60.19	\$1,283		5	4	4	4	5	4
Cappy Smart School	E				1979	Addition	3	5 Bri	Stu	Ste	Str												
Cappy Smart School	E				1977	Addition	3	5 Bri	Stu	Ste	Str												
Cecil Swanson School	E				1981	Original	3	5 Bri	MS	Ste	Conc		\$248	\$237	\$ 65.31	\$996		5	4	4	3	5	4
Chief Justice Milvain	E				1981	Original	3	5 Bri		Ste	Str		\$306	\$264	\$ 66.18	\$875		5	4	4	4	5	4
Chris Akkerman School	E				1964	Original	3	5 Bri	MS	Ste	Str		\$430	\$251	\$ 70.65	\$840		4	4	4	4	5	4
Chris Akkerman School	E				1986	Addition	3	5 Bri	MS	Ste	Str												
Chris Akkerman School	E				1987	Addition	3	5 Bri	MS	Ste	Str												
Chris Akkerman School	E				1973	Addition	3	5 Bri	MS	Ste	Str												
Clarence Sanson School	J				1982	Original	3	5 Bri	MS	Ste	Str		\$442	\$425	\$ 62.63	\$1,846		4	5	4	4	4	4
Colonel J. Fred Scott	E				1976	Original	3	5 Bri	MS	Ste	Str		\$340	\$237	\$ 63.00	\$1,082		5	4	4	4	4	4
Colonel J. Fred Scott	E				1977	Portable(s)	3	5 MS		WF	Str												
Crossing Park School	E				2005	Portable(s)	3	5 Blk	MS	Ste	Conc												
Crossing Park School	E				2002	Original	3	5 Blk	Stu	Ste	Conc		\$847	\$503	\$ 58.93	\$3,678		n/a	n/a	n/a	n/a	n/a	n/a
Douglas Harkness School	E				1976	Original	3	5 Bri		Ste	Str		\$175	\$162	\$ 52.27	\$901		4	4	4	4	4	4
Douglas Harkness School	E				1977	Portable(s)	3	5															
Dr. Gladys McKelvie School	J				1976	Original	3	5 Bri	Stu	Ste	Str		\$324	\$317	\$ 53.50	\$1,922		4	4	4	4	4	4
Dr. Gladys McKelvie School	J				1981	Addition	3	5 Bri	Stu	Ste	Str												
Dr. Gordon Higgins School	J				1976	Original	3	5 Bri	MS	Ste	Str		\$358	\$315	\$ 59.58	\$1,415		4	4	4	4	4	4
Dr. Gordon Higgins School	J				1981	Addition	3	5 Bri	MS	Ste	Str												
Erin Woods School	E				1982	Original	3	5 Bri	MS	Ste	Str		\$317	\$256	\$ 64.72	\$986		5	4	4	4	5	4
Erin Woods School	E				1984	Relocatable(s)	3	5 MS		WF													
Ernest Morrow School	J				1954	Original	3	5 Bri		Ste	Glu		\$472	\$630	\$ 77.54	\$3,163	\$14,000	4	4	4	4	4	4
Ernest Morrow School	J				1976	Addition	3	5 Bri		Ste	Glu												
Falconridge School	E				1980	Original	3	5 Bri	MS	Ste	Str		\$384	\$216	\$ 50.36	\$2,036		4	4	4	4	4	4
Falconridge School	E				1981	Portable(s)	3	5 MS		WF													
Falconridge School	E				1983	Portable(s)	3	5 MS		WF													
Forest Lawn High School	S	O			1958	Original	3	5 Bri	PC	Ste	Conc		\$1,173	\$1,202	\$ 64.49	\$7,140		4	4	4	3	4	4
Forest Lawn High School	S	O			1984	Addition	3	5 Bri	PC	Ste	Conc												
G. W. Skene School	E				1978	Original	3	5 Bri	MS	Ste	Str		\$197	\$216	\$ 60.57	\$709		4	4	4	4	4	4
G. W. Skene School	E				1979	Relocatable(s)	3	5 MS	MS	WF	Str												
Grant MacEwan School	E				1985	Relocatable(s)	3	5 MS		WF													
Grant MacEwan School	E				1987	Original	3	5 Bri	MS	Ste	Str		\$372	\$328	\$ 73.46	\$1,530		4	4	4	4	4	4
Guy Weadick School	E				1979	Original	3	5 Bri	MS	Ste	Str		\$232	\$280	\$ 78.03	\$1,270		4	4	4	4	4	4
Guy Weadick School	E				1980	Addition	3	5 Bri	MS	Ste	Str												
Ian Bazelgette School	J				1960	Original	3	5 Bri		Ste	Str		\$303	\$376	\$ 65.99	\$1,792	\$2,300	4	5	3	3	4	4



School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating	
Ian Bazalgette School	J				1978	Addition	3	5	Bri	Blk	Ste	Conc												
Jack James High School		S			1980	Original	3	5	Bri		Ste	Str	\$569	\$591	\$ 58.44	\$2,305	\$29,000	5	4	4	4	4	4	
James Short Memorial	E				1973	Original	3	5	Bri	MS	Ste	Str	\$263	\$255	\$ 70.16	\$731		4	4	4	4	4	4	
Keeler School	E				1952	Original	3	5	Bri	Blk	Ste	Str	\$225	\$227	\$ 74.97	\$719		5	5	4	4	4	4	
Keeler School	E				1955	Addition	3	5	Bri	Blk	Ste	Str												
Keeler School	E				1971	Addition	3	5	Blk		Ste	Str												
Lester B. Pearson High Sch	S				1989	Original	3	5	Bri	Blk	Ste	Str	\$1,094	\$1,134	\$ 64.80	\$3,455		4	4	4	4	4	4	
Marlborough School	E				1965	Portable(s)	3	5																
Marlborough School	E				1967	Portable(s)	3	5																
Marlborough School	E				1968	Original	3	5	Bri	PC	Ste	Conc	\$353	\$316	\$ 78.88	\$1,261		4	4	4	4	4	4	
Monterey Park School	E				2003	Original	3	5	Stu	MS	WF	Str	\$479	\$330	\$ 64.02	\$1,945		n/a	n/a	n/a	n/a	n/a	n/a	
Monterey Park School	E				2004	Portable(s)	3	5																
O. S. Geiger School	E				1983	Original	3	5	Bri		Ste	Str	\$351	\$246	\$61.79	\$778		4	4	4	4	4	4	
Patrick Airlie School	E				1957	Original	3	5	Stu		WF	Str	\$166	\$147	\$ 66.73	\$1,568		4	4	4	3	4	4	
Patrick Airlie School	E				1960	Addition	3	5	Stu		WF	Str												
Patrick Airlie School	E				1968	Addition	3	5	Stu		WF	Str												
Patrick Airlie School	E				1986	Addition	3	5	MS		Ste	Str												
Penbrooke Meadows	E				1971	Original	3	5	Bri		Ste	Str	\$173	\$242	\$ 74.97	\$805		4	4	4	4	4	4	
Penbrooke Meadows	E				1985	Portable(s)	3	5	MS		WF													
Pineridge School	E				1978	Original	3	5	Bri		Ste	Str	\$220	\$290	\$ 78.26	\$1,023		4	4	4	4	4	4	
Pineridge School	E				1979	Portable(s)	3	5	MS		WF													
Pineridge School	E				1980	Portable(s)	3	5	MS		WF													
Radisson Park	E				2006	Original	3	5	Blk		Ste	Str	\$217	\$165	\$ 48.62	\$824		4	4	4	4	4	4	
Roland Michener Sch	E				1976	Original	3	5	Bri		Ste	Str	\$179	\$176	\$ 54.80	\$711		4	4	4	4	4	4	
Roland Michener Sch	E				1977	Addition	3	5	Bri		Ste	Str												
Rundle School	E				1979	Original	3	5	Bri		Ste	Str	\$314	\$235	\$ 59.18	\$513		4	5	4	4	5	4	
Sir Wilfrid Laurier School	J				1966	Original	3	5	Bri	PC	Ste	Conc	\$307	\$289	\$ 54.66	\$1,190	\$14,000	4	4	4	4	4	4	
Taradale School	E				2009	Original	3	5	Bri	Stu	Ste	Str	\$547	\$276	\$ 53.01	\$226		n/a	n/a	n/a	n/a	n/a	n/a	
Terry Fox School		J			1994	Original	3	5	Blk	Stu	Ste	Str	\$572	\$430	\$ 66.06	\$1,364		5	5	5	5	5	5	
Valley View School	E				1959	Original	3	5	Stu		WF	Str	\$251	\$227	\$ 45.45	\$3,979	\$1,690	4	4	3	3	4	4	
Valley View School	E				1964	Addition	3	5	Stu		WF	Str												
Valley View School	E				1966	Addition	3	5	Stu		WF	Str												
West Dover School	E				1971	Original	3	5	Bri		Ste	Str	\$235	\$210	\$ 59.66	\$656	\$1,690	5	5	4	4	5	5	
TOTALS:													\$15,003	\$13,496		\$63,661	\$62,680							

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
A. E. Cross School	J				1964	Original	4	6	Bri	PC	Ste	Conc	\$454	\$446	\$ 49.20	\$1,937	\$14,000	4	4	4	4	5	4
A. E. Cross School	J				1966	Addition	4	6	Bri	PC	Ste	Conc											
A. E. Cross School	J				1983	Modernization	4	6	Bri	PC	Ste	Conc											
Alex Ferguson School	E				1956	Original	4	6	Bri	Stu	WF	Str	\$161	\$122	\$ 57.01	\$210		4	4	4	5	5	4
Battalion Park School	E				2007	Original	4	6	Stu	MS	WF		\$497	\$281	\$ 53.90	\$839		n/a	n/a	n/a	n/a	n/a	n/a
Bishop Pinkham School	J				1954	Original	4	6	Bri		Ste	Str	\$352	\$426	\$ 62.16	\$625		4	4	4	4	5	4
Bishop Pinkham School	J				1969	Addition	4	6	Bri		Ste	Str											
Ernest Manning High School	S	O			1964	Original	4	6	Bri	PC	Ste	Conc	\$809	\$971	\$ 51.21	\$8,255	\$192	5	4	3	2	4	3
Ernest Manning High School	S				1967	Addition	4	6	Bri	PC	Ste	Conc											
Glamorgan School	E				1958	Original	4	6	Stu	MS	WF	Str	\$250	\$296	\$ 54.96	\$3,111	\$1,690	2	5	5	4	5	4
Glamorgan School	E				1959	Addition	4	6	Stu	MS	WF	Str											
Glamorgan School	E				1964	Addition	4	6	Stu	MS	WF	Str											
Glamorgan School	E				1968	Addition	4	6	Bri		Ste	Str											
Glenbrook School	E				1959	Original	4	6	Stu	WS	WF	Str	\$195	\$213	\$ 52.48	\$1,242	\$1,170	5	5	4	4	4	4
Glenbrook School	E				1963	Addition	4	6	Stu	WS	WF	Str											
Glenbrook School	E				1967	Addition	4	6	Bri		Ste	Str											
Glendale School	E				1956	Original	4	6	Stu	WS	WF	Str	\$204	\$235	\$ 84.94	\$1,034	\$780	4	5	4	4	4	4
Glendale School	E				1959	Addition	4	6	Stu	WS	WF	Str											
Jennie Elliott School	E				1962	Original	4	6	Bri		Ste	Str	\$391	\$386	\$ 75.35	\$1,496		4	4	4	4	4	4
Jennie Elliott School	E				1967	Addition	4	6	PC		Ste	Str											
Killarney School	E				1954	Original	4	6	Stu	WS	WF	Str	\$136	\$146	\$ 53.49	\$2,568	\$1,040	4	4	4	4	4	4
Olympic Heights School	E				1993	Original	4	6	Bri	Stu	Ste	Str	\$535	\$362	\$ 71.88	\$779		4	5	4	4	5	4
Rosscarrock School	E				1960	Original	4	6	Stu		WF	Str	\$119	\$173	\$ 51.88	\$955	\$910	4	4	4	4	4	4
Sir James Loughheed School	E				1957	Original	4	6	Stu	WS	WF	Str	\$73	\$153	\$ 71.55	\$2,088		2	3	5	4	5	4
Vincent Massey School	J				1955	Original	4	6	Bri	Stu	WF	Str	\$479	\$385	\$ 48.90	\$1,433		4	4	4	4	4	4
Vincent Massey School	J				1959	Addition	4	6	Bri	Stu	WF	Str											
Vincent Massey School	J				1965	Addition	4	6	Bri	Stu	WF	Str											
Vincent Massey School	J				1971	Addition	4	6	Bri	Stu	WF	Str											
Westgate School	E				1960	Original	4	6	Stu	WS	WF	Str	\$437	\$274	\$ 49.90	\$3,350	\$1,430	2	4	5	4	5	4
Westgate School	E				1964	Addition	4	6	Bri		Ste	Str											
Westgate School	E				1968	Addition	4	6	Bri		Ste	Str											
Wildwood School	E				1956	Original	4	6	Stu	WS	WF	Str	\$396	\$263	\$ 60.70	\$362	\$1,300	4	4	4	5	4	4
Wildwood School	E				1957	Addition	4	6	Stu	WS	WF	Str											
Wildwood School	E				1959	Addition	4	6	Stu	WS	WF	Str											
Wildwood School	E					Addition	4	6	Bri		Ste	Str											
TOTALS:													\$5,487	\$5,130		\$30,283	\$22,512						

School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Op & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Altadore School	E				1952	Original	4	7	Bri	Stu	WF	Str	\$207	\$185	\$ 67.78	\$1,788	\$14,000	4	4	4	5	4	4
Altadore School	E				1954	Addition	4	7	Bri	Stu	WF	Str											
Alternative High School			S		1958	Original	4	7	Blk	Stu	WF	Str	\$121	\$140	\$ 64.72	\$1,397		2	5	4	5	5	4
Bantling And Best School	E				1980	Original	4	7	Bri	MS	Ste	Str	\$189	\$148	\$ 58.21	\$470		5	5	5	5	5	5
Central Memorial High School			S		1968	Original	4	7	PC		Ste	Conc	\$1,206	\$1,308	\$ 66.24	\$4,915		4	4	4	4	4	4
Colonel Walker School	E				1912	Original	4	7	Sto		WF		\$183	\$495	\$ 81.31	\$2,159	\$1,690	4	4	4	4	4	4
Colonel Walker School	E				1952	Addition	4	7	Blk		WF	Conc											
Colonel Walker School	E				1965	Addition	4	7	Bri	Stu	Ste	Str											
Colonel Walker School	E				1982	Addition	4	7	Bri		Ste	Str											
Connaught School	E				1911	Original	4	7	Sto		WF		\$133	\$235	\$ 51.44	\$1,469	\$2,900	2	4	3	4	5	4
Connaught School	E				1952	Addition	4	7	Blk		WF	Str											
Dr. Oakley School	E	J			1960	Original	4	7	Stu	WS	WF	Str	\$103	\$277	\$ 47.04	\$2,253		4	5	4	4	4	4
Dr. Oakley School	E	J			1969	Addition	4	7	Stu	WS	WF	Str											
Dr. Oakley School	E	J			1991	Modernization	4	7															
Earl Grey School	E				1953	Original	4	7	MS		Ste	Str	\$143	\$139	\$ 58.55	\$1,227		4	4	5	4	5	4
Earl Grey School	E				1969	Addition	4	7	Bri	MS	Ste	Str											
Elbow Park School	E				1919	Original	4	7	Bri		WF	Conc	\$167	\$186	\$ 83.36	\$1,064		4	4	4	4	4	4
Elbow Park School	E				1964	Portable(s)	4	7															
Elbow Park School	E				1966	Portable(s)	4	7															
Elbow Park School	E				1971	Addition	4	7	Bri	MS		Str											
Elbow Park School	E				1978	Portable(s)	4	7	MS		WF	Str											
Elbaya School	E	J			1953	Original	4	7	Stu	WS	WF	Str	\$386	\$276	\$ 70.67	\$4,009	\$800	3	3	4	3	4	3
Elbaya School	E	J			1956	Addition	4	7	Stu	WS	WF	Str											
Elbaya School	E	J			1958	Addition	4	7	Stu	WS	WF	Str											
Emily Follensbee School				O	1964	Original	4	7	Bri	MS	WF	Str	\$149	\$410	\$ 113.08	\$1,097		5	5	4	4	4	4
Emily Follensbee School				O	1982	Addition	4	7	Bri	MS	Ste	Str											
Lord Shaughnessy High School			S	O	1966	Original	4	7	Bri	PC	Ste	Conc	\$145	\$282	\$ 26.47	\$2,790	\$8,000	4	4	4	4	4	4
Lord Shaughnessy High School			S	O	1975	Addition	4	7	Bri	PC	Ste	Conc											
Lord Shaughnessy High School			S	O	1983	Addition	4	7	Bri	PC	Ste	Conc											
Mount Royal School		J			1952	Original	4	7	Bri	PC	Ste	Conc	\$212	\$228	\$ 53.85	\$2,277		4	4	4	4	5	4
Mount Royal School		J			1966	Addition	4	7	Bri	PC	Ste	Conc											
Ramsay School	E				1913	Original	4	7	Sto		WF		\$68	\$147	\$ 58.00	\$1,560	\$1,040	3	5	4	4	4	4
Richmond School	E				1950	Original	4	7	Stu		WF	Str	\$115	\$138	\$ 50.07	\$384		3	3	4	4	4	4
Richmond School	E				1954	Addition	4	7	Stu		WF	Str											
Rideau Park School	E				1930	Original	4	7	Bri	Sto	WF		\$404	\$228	\$ 56.88	\$1,739	\$2,730	4	4	4	3	4	4
Rideau Park School	E				1962	Addition	4	7	Bri	PC	Ste	Str											
Riverbend School	E				1995	Original	4	7	Blk	Stu	Ste	Str	\$296	\$229	\$ 53.19	\$489		5	5	4	4	4	4
Riverbend School	E				1999	Portable(s)	4	7	MS		WF												
Sherwood School		J			1956	Original	4	7	Stu	MS	WF	Str	\$403	\$462	\$ 58.35	\$6,609	\$14,000	3	4	4	3	4	4
Sherwood School		J			1958	Addition	4	7	Stu	MS	WF	Str											
Sherwood School		J			1965	Addition	4	7	Stu	MS	Ste	Str											
Sherwood School		J			1980	Addition	4	7	Bri	MS	Ste	Str											





School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1,000)	Cost/M2	Total Deferred Maint (\$1,000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
Andrew Sibbald School	E				1971	Original	5	8	Bri	Stu	Ste	Conc	\$324	\$211	\$ 59.85	\$655		5	5	5	5	5	5
Braeside School	E				1968	Original	5	8	Bri	MS	Ste	Str	\$179	\$234	\$ 54.72	\$1,324		4	4	4	4	4	4
Canyon Meadows School	E				1971	Original	5	8	Bri	Stu	Ste	Str	\$301	\$252	\$ 63.88	\$982		5	4	5	5	5	5
Cedarbrae School	E				1976	Original	5	8	Bri	MS	Ste	Str	\$138	\$194	\$ 67.90	\$675		5	4	4	4	5	4
Chinook Park School	E				1980	Original	5	8	Stu		WF	Str	\$359	\$304	\$ 58.61	\$2,862		4	5	5	4	5	5
Chinook Park School	E				1983	Addition	5	8	Stu		WF	Str											
Chinook Park School	E				1985	Addition	5	8	Stu		WF	Str											
Chinook Park School	E				1988	Addition	5	8	Bri	Stu	Ste	Str											
David Thompson School		J			1962	Original	5	8	Bri		Ste	Str	\$515	\$413	\$ 52.16	\$831	\$48	4	5	4	5	4	4
David Thompson School		J			1967	Addition	5	8	Bri		Ste	Str											
David Thompson School		J			1982	Relocatable(s)	5	8	MS		WF												
Deer Run School	E				1981	Original	5	8	Bri		Ste	Str	\$196	\$275	\$ 72.36	\$964		5	5	5	5	5	5
Dr. E. P. Scarlett High School			S		1971	Original	5	8	Bri		Ste	Conc	\$1,160	\$1,241	\$ 74.84	\$5,535		3	4	4	4	4	4
Dr. E. P. Scarlett High School			S		1978	Addition	5	8	Bri		Ste	Conc											
Dr. E. P. Scarlett High School			S		1983	Addition	5	8	Bri		Ste	Conc											
Dr. Norman Bethune	E				1971	Original	5	8	MS	Bri	Ste	Str	\$	\$131		\$880		4	4	4	4	4	4
Ethel M. Johnson School	E				1988	Original	5	8	Bri	Blk	Ste	Conc	\$312	\$208	\$ 55.52	\$890	\$650	4	4	4	4	4	4
Ethel M. Johnson School	E				1991	Portable(s)	5	8	MS		WF												
Fairview School		J			1961	Original	5	8	Bri		Ste	Str	\$522	\$449	\$ 46.78	\$964	\$14,000	4	4	4	4	5	4
Fairview School		J			1987	Addition	5	8	PC		Ste												
Harold Panabaker School		J			1964	Original	5	8	Bri	PC	Ste	Str	\$331	\$386	\$ 75.36	\$1,124		4	3	5	5	5	4
Harold Panabaker School		J			1982	Addition	5	8	Bri	PC	Ste	Str											
Haultain Memorial School	E				1980	Original	5	8	Bri		Ste	Str	\$251	\$195	\$ 64.82	\$1,064		4	4	4	4	4	4
Haultain Memorial School	E				1981	Portable(s)	5	8	MS	WS													
Hayboro School	E			O	1959	Original	5	8	Stu	WS	WF	Str	\$95	\$251	\$ 86.36	\$1,839		2	5		5	5	5
Henry Wise Wood High School		S			1961	Original	5	8	Bri	PC	Ste	Conc	\$1,032	\$918	\$ 58.11	\$3,167	\$29,000	4	3	4	3	4	4
Henry Wise Wood High School		S			1964	Addition	5	8	Bri	PC	Ste	Conc											
John Ware School		J			1968	Original	5	8	Bri		Ste	Str	\$296	\$280	\$ 57.85	\$1,171		4	4	4	4	4	4
Lake Bonavista School	E				1969	Original	5	8	Bri	Stu	Ste	Str	\$208	\$175	\$ 62.57	\$681		4	4	4	4	4	4
Le Roi Daniels School	E				1963	Original	5	8	Bri	Stu	WF	Str	\$281	\$223	\$ 69.70	\$732		4	4	4	4	4	4
Le Roi Daniels School	E				1965	Addition	5	8	Bri	Stu	WF	Str											
Le Roi Daniels School	E				1980	Addition	5	8	MS		Ste	Str											
Lord Beaverbrook High School		S			1966	Original	5	8	PC	Bri	Ste	Conc	\$1,473	\$1,547	\$ 56.25	\$8,039	\$29,000	4	4	4	4	4	4
Lord Beaverbrook High School		S			1979	Addition	5	8	PC	Bri	Ste	Conc											
Lord Beaverbrook High School		S			1985	Addition	5	8	PC	Bri	Ste	Conc											
Louis Riel School	E	J			1971	Original	5	8	Bri	MS	Ste	Str	\$419	\$406	\$ 53.17	\$2,239	\$14,000	4	4	4	4	4	4
Louis Riel School	E	J			1978	Addition	5	8	Bri	MS	Ste	Str											
Louis Riel School	E	J			1979	Portable(s)	5	8	MS		WF												
Louis Riel School	E	J			1993	Addition	5	8	Bri	MS	Ste	Str											
Maple Ridge School	E				1967	Original	5	8	Bri	MS	Ste	Str	\$179	\$177	\$ 52.46	\$1,063		5	5	4	4	4	4
Nellie McClung School	E				1959	Original	5	8	Bri	Stu	Ste	Str	\$298	\$219	\$ 57.55	\$1,000		4	4	4	4	4	4
Nickle School		J			1971	Original	5	8	Bri	Stu	Ste	Str	\$468	\$370	\$ 53.21	\$2,244	\$14,000	4	4	4	4	4	4



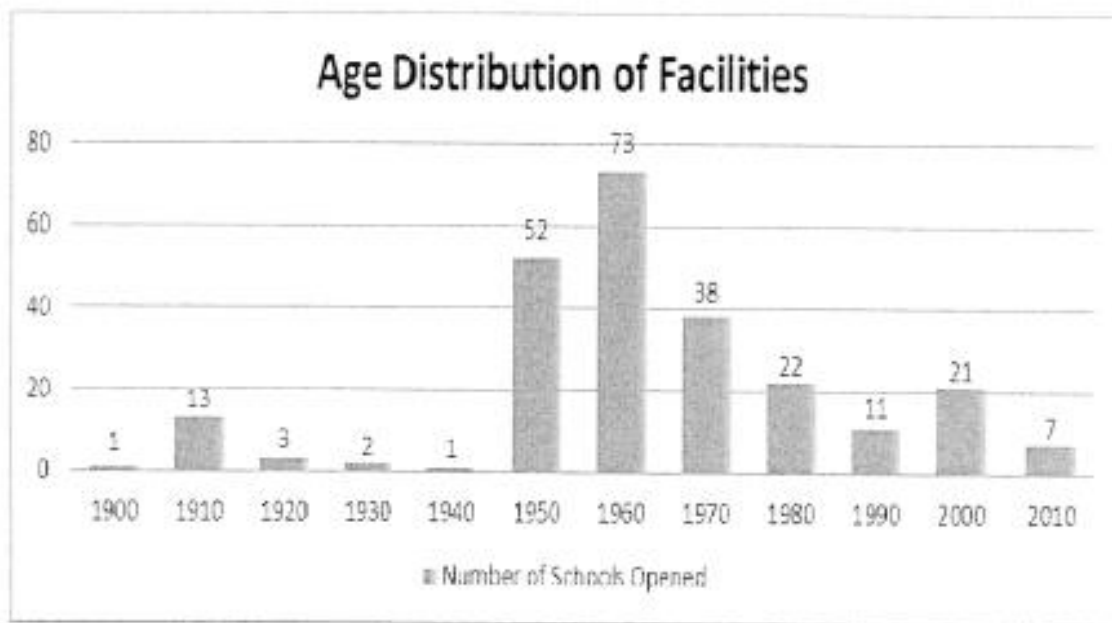


School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating	
LEASED:																								
Acadia (new Andrew Davison)	E				1961	Original			Bri	Stu	WF	Str	\$	\$129		\$720		5	5	4	4	5	3	
Acadia (new Andrew Davison)	E				1968	Addition			Bri	Stu	WF	Str												
Acadia (new Andrew Davison)	E				1991	Portable(s)																		
Alice M. Curtis	E				1964	Original			Bri	Blk	Ste	Str	\$	\$13		\$765		3	4	5	5	5	4	
Alice M. Curtis	E				1967	Addition			Bri	Blk	Ste	Str												
Andrew Davison School				O	1961	Original							\$339	\$215	\$ 49.42	\$2,657		4	5	4	4	4	4	
Bel-Aire (Calgary Girls School)	E				1965	Original			Bri	Blk	WF		\$	\$23		\$224		5	5	5	5	5	5	
Belvedere Parkway Bungalow				O	1932	Original			WS		WF							n/a	n/a	n/a	n/a	n/a	n/a	
Clem Gardner	E				1965	Original			Bri		Ste	Conc	\$	\$23		\$711		4	5	5	5	5	5	
Clem Gardner	E				1967	Addition			Bri		Ste	Conc												
Fred Seymour	E				1969	Original	5		8	Bri		Ste	Str	\$	\$3		\$1,115		4	4	4	4	4	5
Glenmeadows	E				1959	Original				Stu	WS	WF	Str	\$	\$56		\$1,133		3	4	4	4	4	4
Jerry Potts	E				1971	Original	1		1	Bri	MS	Ste	Str	\$	\$6		\$384		4	4	4	4	4	4
Knob Hill	E				1959	Original				Stu	Bri	WF	Str	\$	\$1		\$1,478		3	3	4	4	4	4
Lakeview (All Girls School)				O	1961	Original				Stu	WS	WF	Str	\$	\$60		\$193		n/a	n/a	n/a	n/a	n/a	n/a
Lakeview (All Girls School)				O	1966	Addition				Bri	PC	Ste	Str											
Lakeview (All Girls School)				O	1987	Portable(s)				MS		WF												
Mountain View	E				1958	Original				Stu		WF	Str	\$	\$10		\$3,578	\$1,560	3	4	4	4	5	4
Mountain View	E				1962	Portable(s)				MS		WF												
Ogden	E				1960	Original				Stu	Bri	WF	Str		\$11		\$2,468		2	3	5	5	5	4
Ogden	E				1972	Addition				Blk	Stu	Ste	Str											
Renfrew	E				1954	Original				Stu		WF	Str	\$	\$12		\$0		n/a	n/a	n/a	n/a	n/a	n/a
Renfrew	E				1999	Portable(s)																		
Southwood	E				1962	Original	5			Bri	Blk	Ste	Str	\$	\$25		\$2,473	\$1,300	4	n/a	n/a	5	n/a	5
Southwood	E				1971	Addition				Bri		Ste	Str											
Spruce Cliff	E				1963	Original				Bri		Ste	Str	\$	\$123		\$1,202	\$1,560	2	n/a	5	2	n/a	3
Spruce Cliff	E				1971	Addition				Bri		Ste	Str											
TOTAL:													\$339	\$697		\$19,100	\$4,420							
For CBE leased sites, the lessee is responsible for the operational and maintenance costs for the facility.																								
The CBE does not incur any direct facility operating expenses for these sites.																								

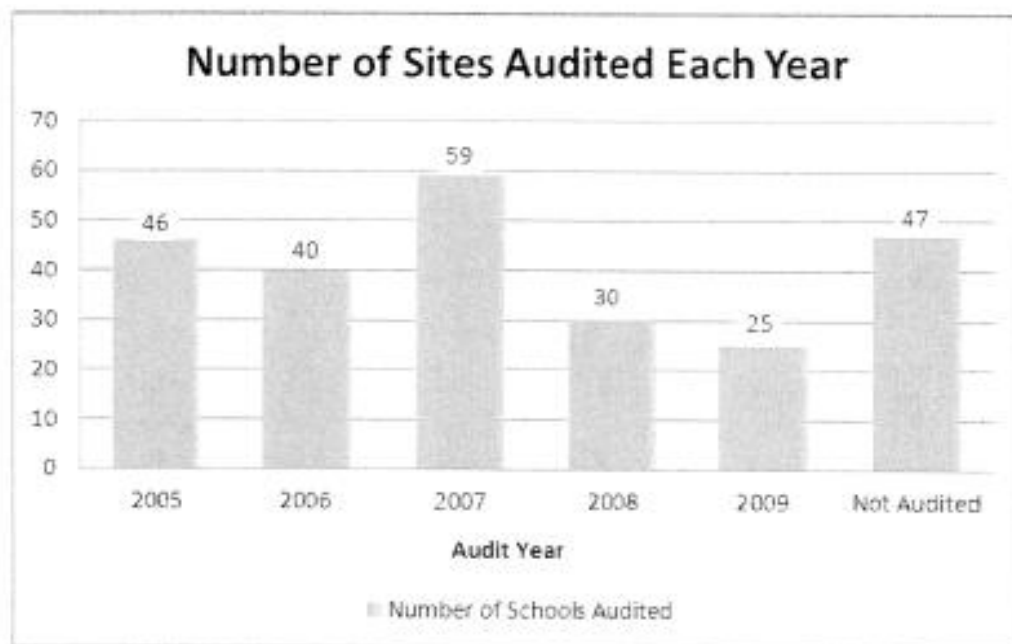


School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating	
ADMINISTRATIVE SITES:				O																				
Education Centre				O					PC	Conc	Ste	Conc	\$	\$938	\$ 111.23	\$2,260		4	2	4	5	5		
Highfield Building				O					Bri	Conc	WF	Conc	\$	\$891	\$ 83.05	\$5,218		4	4		4	4		
Bowness Depot				O									\$	\$52	\$ 92.93			n/a	n/a	n/a	n/a	n/a	n/a	
Dr. Carl Safran Center				O	1908	Original			Sto		WF	Str	\$	\$28	\$ 5.88			n/a	n/a	n/a	n/a	n/a	n/a	
Dr. Carl Safran Center				O	1911	Addition			Sto	Bri	WF	Str												
Dr. Carl Safran Center				O	1940	Addition																		
Erlton (Unique)				O	1961	Original			Stu	WS	WF		\$	\$47	\$ 71.23			n/a	n/a	n/a	n/a	n/a	n/a	
Glenmeadows Depot				O					MS		Ste	Str	\$	\$9	\$ 94.17			n/a	n/a	n/a	n/a	n/a	n/a	
Kingsland School	E				1958	Original	5	8	Stu	WS	WF	Str		\$147	\$ 30.52	\$2,593		4	4	4	3	4		
Kingsland School	E				1963	Addition	5	8	Bri		Ste	Str												
Kingsland School	E				1968	Addition	5	8	Bri		Ste	Str												
Kingsland School	E				1987	Portable(s)	5	8	MS		WF													
Midnapore Depot				O					MS		Ste	Str	\$	\$35	\$ 126.04			n/a	n/a	n/a	n/a	n/a	n/a	
N.E. Depot				O					MS		Ste	Str	\$	\$30	\$ 97.10			n/a	n/a	n/a	n/a	n/a	n/a	
Parkdale				O	1952	Original			Stu		WF	Str	\$	\$271	\$ 48.85		\$1,300	n/a	n/a	n/a	n/a	n/a	n/a	
Parkdale				O	1960	Addition			Stu		WF	Str												
Riverside Bungalow				O	1913	Original			Bri		WF		\$	\$128	\$ 248.10			n/a	n/a	n/a	n/a	n/a	n/a	
Tuxedo Park (Chinook Learning)	E				1912	Original			Bri		WF			\$14		\$2,125	\$1,820	n/a	n/a	n/a	n/a	n/a	n/a	
Tuxedo Park (Chinook Learning)	E				1956	Addition			Bri	Stu	WF	Str												
Viscount Bennett				O	1954	Original			Stu	Bri	WF	Str	\$636	\$175	\$ 54.80	\$5,086	\$548	4	4	4	3	4		
Viscount Bennett				O	1957	Addition			Stu	Bri	WF	Str												
Viscount Bennett				O	1965	Addition			Stu	Bri	WF	Str												
Viscount Bennett				O	1973	Addition			Bri		Ste	Str												
Windsor Park School	E				1956	Original	4	7	Stu		WF	Str		\$69	\$ 37.38	\$891		4	2	5	5	5	4	
Balmoral Bungalow					1913	Original										\$55		n/a	n/a	n/a	n/a	n/a	n/a	
Harold W. Riley School					1972	Original								\$176	\$ 62.43	\$538	1,170	4	4	4	4	5	4	
TOTAL:													\$	\$2,582		\$10,071	\$1,300							

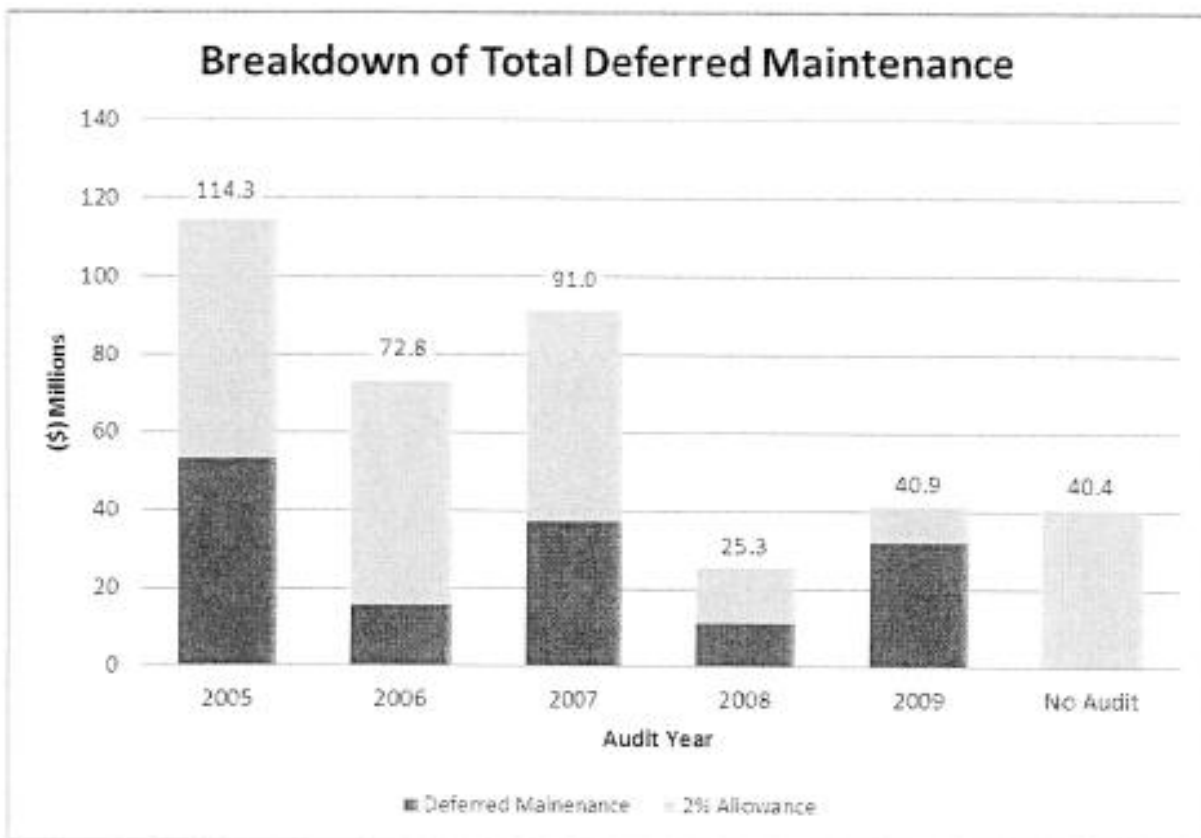
School	E	J	S	O	Year	Building	Area	Sector	Fin1	Fin2	Frame	Struct	Oper & Maint Funding (\$1,000)	Total Direct Facility Cost (\$1000)	Cost/M2	Total Deferred Maint (\$1000)	Projected Capital Cost (\$1,000)	Mech Cond Rating	Elect Cond Rating	Interior Cond Rating	Envelope Cond Rating	Struct Rating	Overall Cond Rating
UNIQUE / CLOSED SITES:																							
Eugene Coste School	E				1959	Original	5	8	Sou	MS	WF	Str	\$284	\$265	\$ 51.89	\$922		3	5	5	4	5	4
Eugene Coste School	E				1967	Relocatable(s)	5	8															
King Edward				O	1912	Original					Sto	WF		\$73		\$3,753		n/a	n/a	n/a	n/a	n/a	n/a
King Edward				O	1956	Addition					Bri	WF											
King Edward				O	1968	Addition					Bri	Stl	Str										
Queensland Downs				O							Bri	MS	WF	\$134	\$192	\$ 63.29	\$1,052		5	4	4	4	4
TOTAL:													\$418	\$530		\$5,727	\$						
GRAND:													\$757	\$3,009		\$34,898	\$5,720						



Note: Some facilities have not been audited.



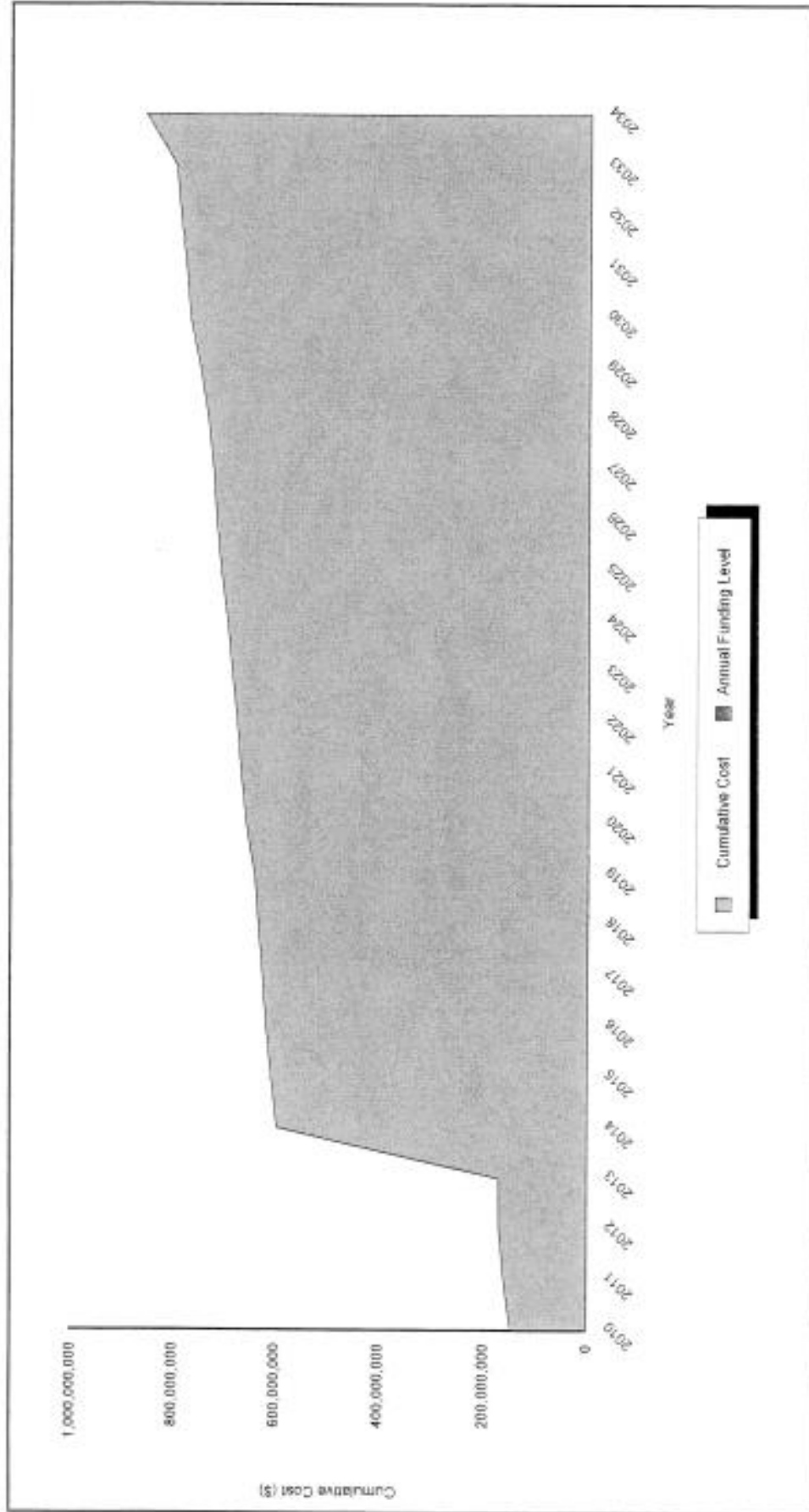




# BLIMS Evaluation Module

## Cumulative Event Costs

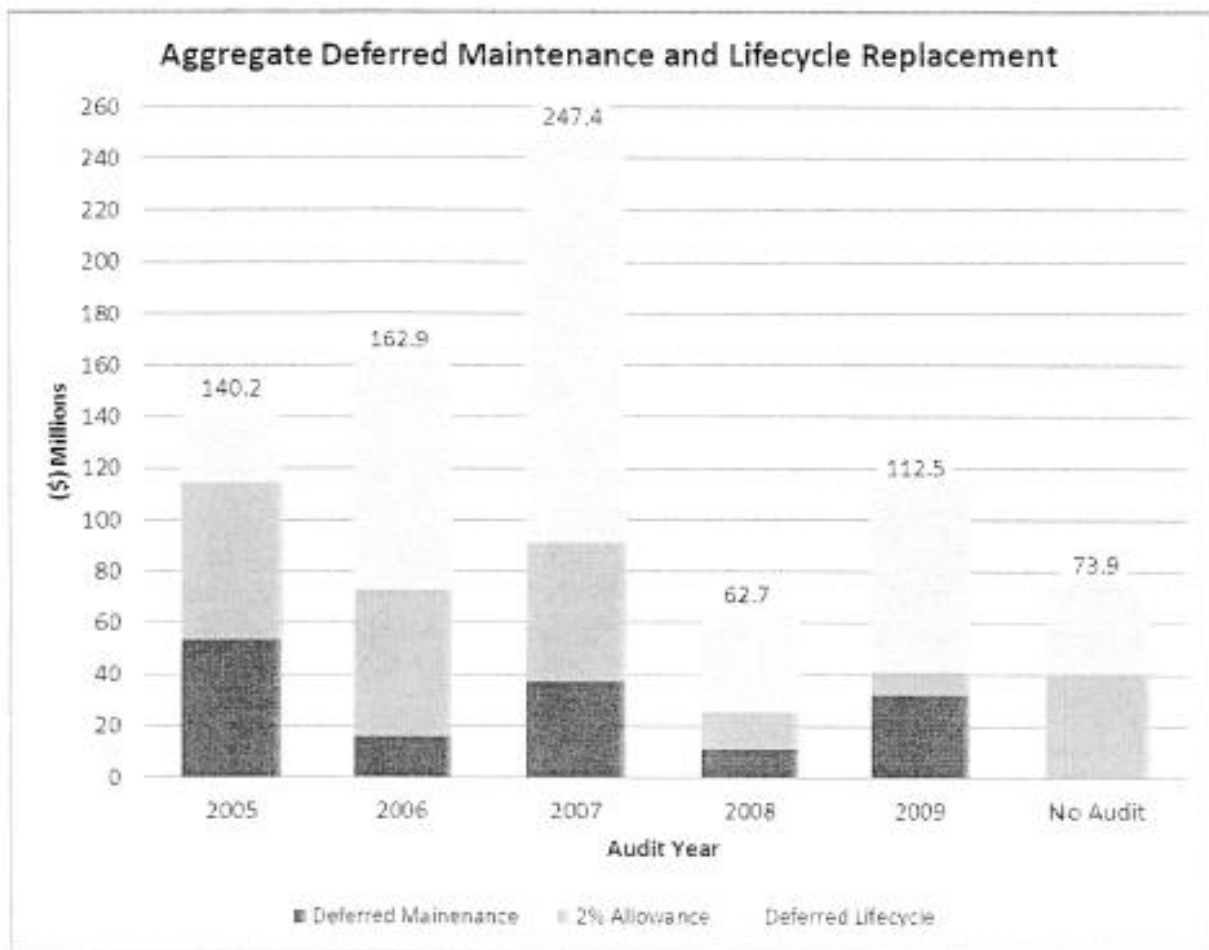
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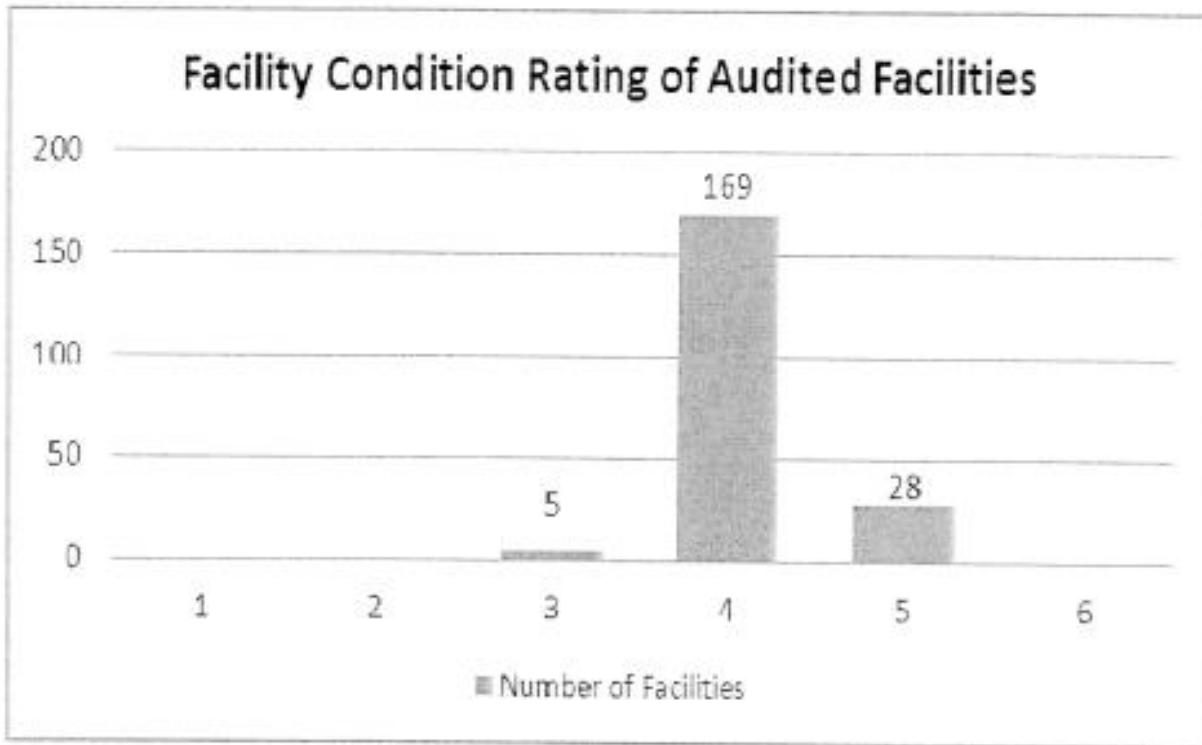
This report was generated using Virtual Events.

Cumulative Event Costs / Cumulative Annual Funding / Calgary School District #19 [Filtered]

BLIMS Evaluation Module



## ATTACHEMENT VII



### Rating Guide

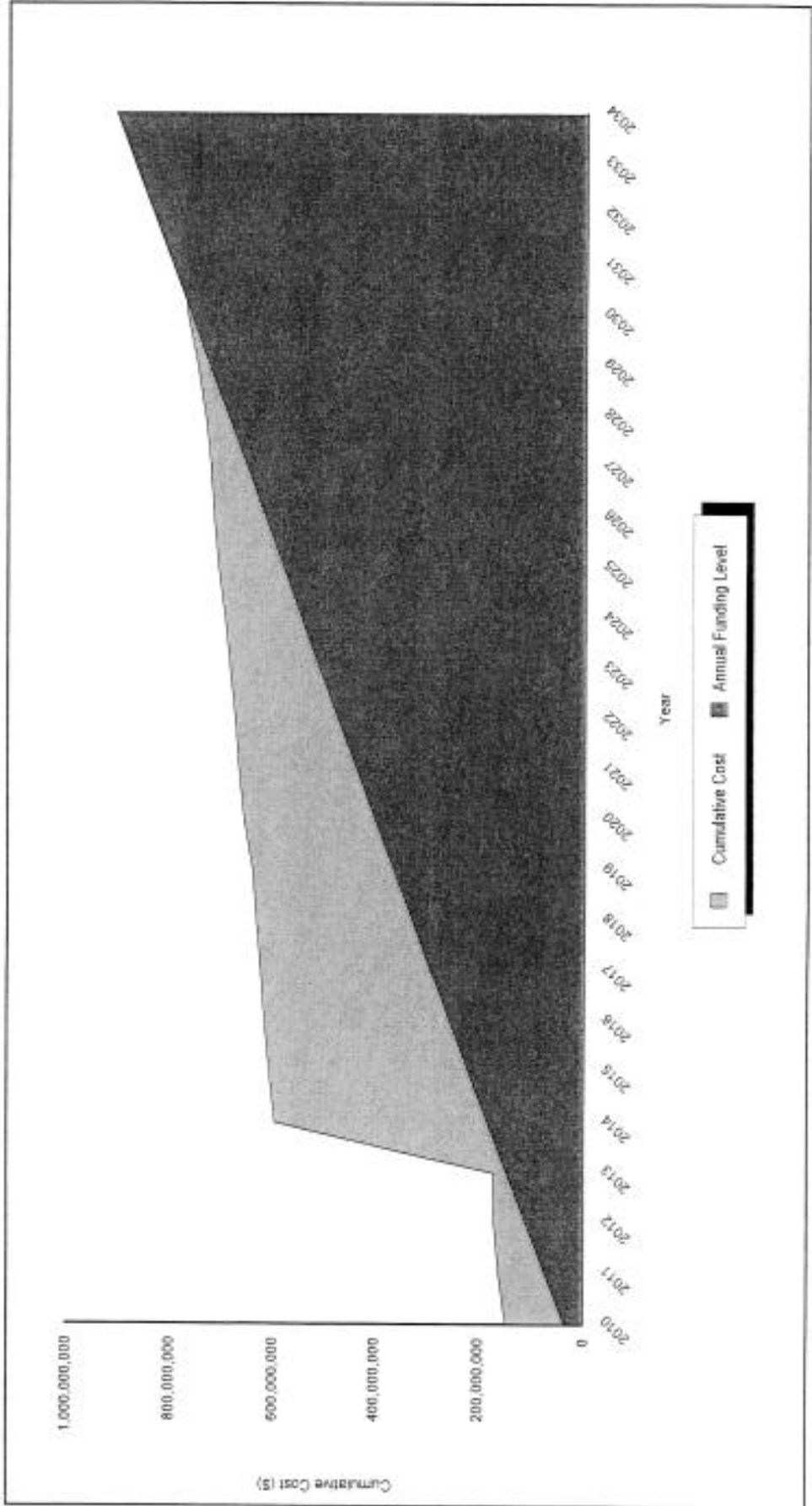
Condition Rating	Performance
1 - Critical	Unsafe, high risk of injury or critical system failure
2 - Poor	Does not meet requirements, has significant deficiencies. May have high operating/maintenance costs
3 - Marginal	Meets minimum requirements, has significant deficiencies. May have above average operating maintenance costs.
4 - Acceptable	Meets present requirements, minor deficiencies. Average operating/maintenance costs
5 - Good	Meets all present requirements. No deficiencies.
6 - Excellent	As new/state of the art, meets present and foreseeable requirements.



**BLIMS Evaluation Module**

**Cumulative Event Costs vs Cumulative Base Funding - \$36.4 million**

Printed On: 2010/10/26



This report was generated using Virtual Events.

Cumulative Event Costs / Cumulative Annual Funding / Calgary School District #19 (Filtered)

BLIMS Evaluation Module

**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**  
**December 7, 2010**

**To:** BOARD OF TRUSTEES

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

**Re:** **Locally Developed Courses**

**Purpose:** Approval

**Governance Policy References:** E-2: Academic Success  
EL-6: Instructional Programs

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

**Resource Persons:** Ronna Mosher, Director, Curriculum Design & Assessment

**I. RECOMMENDATIONS**

It is recommended:

1. THAT the following acquired and adapted Calgary Board of Education senior high locally developed courses be approved for use in Calgary Board of Education schools for the period February 1, 2011 to August 31, 2013.
  - Military History 15
  - Military History 25

**II. ISSUE**

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* (4) requires that, “Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by Board motion and shall be for a maximum duration of three years.”

### III. BACKGROUND

#### Policy References

Calgary Board of Education Executive Limitation 6: *Instructional Programs* states,

“Accordingly, the Chief Superintendent shall not fail to:

3. ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas;
4. ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities;

Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High Complementary Courses* states,

“Alberta Learning supports the local development and authorization of junior high school and senior high school complementary courses, which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.”

Alberta Education Policy 1.2.1 further states,

“...in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Learning with information regarding these authorizations.”

Alberta Education requires a copy of the Board of Trustee motion showing specific information about the Board authorization of senior high locally developed courses. In order to meet provincial requirements, the motion must be received by Alberta Education on or before December 31 of a given year for course implementation in the first semester of the next school year.

#### Process

Locally developed courses are approved and authorized for a maximum period of three years. When a course is expiring, it must be reviewed in the context of local student need and a decision made by the originating district about whether to go forward with the renewal process.

School staff and Curriculum Design & Assessment specialists reviewed and revised expiring CBE-authored locally developed courses to ensure appropriate decisions were made and Alberta Education standards for locally developed courses met.

All locally developed and acquired courses are scrutinized by the Director, Curriculum Design & Assessment, and the Superintendent, Learning Innovation. The intention of the CBE process is to facilitate seamless access for students by renewing expiring courses and approving new courses for February 1, 2011.

Notice of approval of the recommendations in this report will be provided to Alberta Education's Curriculum Branch and appropriate Calgary Board of Education staff. Copies of the new or revised course outlines will be made available to all middle, junior and senior high schools through a web site in The Staffroom.

#### **IV. ANALYSIS**

##### **Military History 15 and 25**

Edmonton Public School District developed the course Military History 15 and 25 for use by their Vimy Ridge Academy. We have received permission from Edmonton Public School District to acquire and adapt the course for use at Juno Beach Academy of Canadian Studies. The Calgary Board of Education is the Board of Record for Military History 15 and 25.

Alberta Education has reviewed the course content for Military History 15 and 25; and has determined that there is no significant overlap with existing curriculum.

The course description for Military History 15 explains the goals and primary focus of the course.

"In 75 classroom hours, this course introduces students to a study of Canada and War in the Modern Era, that is, from the Riel Rebellions of the late 19<sup>th</sup> century through to the present post Cold War years. A heavy emphasis is placed on Canada's military and civilian contributions to the two world wars and the efforts to recover from those great conflicts, the Cold War confrontation with the Communist bloc, and peacekeeping."

The course description for Military History 25 explains the goals and primary focus of the course.

"Thomas Hardy once proclaimed that 'War makes rattling good history but Peace is poor reading.' While peace is the goal of all civilized humanity, the history of war has unfortunately left a horrific and indelible mark upon past and contemporary societies. This curriculum is a response to this (seemingly) unavoidable aspect of the human experience, the overwhelming interest in things military, and provides an introductory outline to schools who wish to offer such a course. In approximately 75 classroom hours (one semester), Military History 25 introduces students to some of the principle themes and events in world military history from the prehistoric era up to the gunpowder revolution. While some attention is given to non-western military history, there is a decided prejudice toward the western experience (and hence the obvious western bias to some unit headings). Such a bias is perhaps justified, in part, by the profound impact Western warfare has had upon world affairs, a pattern that has continued into the twentieth century and which, undoubtedly, will continue in the future. Moreover, while this survey obviously focuses upon military events, individuals, tactics and movements, Military History 25 also seeks to provide some political, intellectual and social context to those events."



## V. CONCLUSION

Board of Trustee approval of the listed locally developed and acquired courses will ensure that the Calgary Board of Education is compliant with Alberta Education Policy 1.2.1. Approval of the new and renewed courses will enable the Calgary Board of Education to be innovative and responsive in personalizing learning to address the individual needs of our students.

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

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