



**Calgary Board
of Education**

REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

TUESDAY, NOVEMBER 15, 2011

5:00 P.M. – 8:00 P.M.
Board Room, Education Centre
1221 – 8th Street SW, 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>
	1.0 CALL TO ORDER, NATIONAL ANTHEM AND WELCOME	Chair	5 min.
Agenda	2.0 CONSIDERATION/APPROVAL OF AGENDA	Chair	2 min.
	3.0 SCHOOL/SYSTEM PRESENTATIONS		
	4.0 HONOURS AND RECOGNITIONS		
Verbal	5.0 PUBLIC CONVERSATION AND INFORMATION		30 min.
	5.1 Report from Chair and Trustees		
	5.2 Report from Chief Superintendent		
	5.3 <u>Public Question Period</u> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to corpsec@cbe.ab.ca no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	5.4 <u>Stakeholder Reports</u> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	5.5 Trustee Inquiries		
	6.0 ACTION ITEMS		
	7.0 MONITORING AND RESULTS		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
P. 7-1	7.1 Annual Monitoring of EL-3: Information, Counsel and Support to the Board of Trustees	N. Johnson	20 min.
P. 7-13	7.2 Annual Monitoring of EL-6: Instructional Program	N. Johnson	20 min.
	8.0 POLICY DEVELOPMENT AND REVIEW		
	9.0 CONSENT AGENDA		5 min.
	9.1 Board Consent Agenda		
	9.1.1 Approval of Minutes <ul style="list-style-type: none"> Organizational Meeting held October 18, 2011 Regular Meeting held October 18, 2011 Regular Meeting held November 1, 2011 <i>(THAT the Board of Trustees approves the Minutes of the Organizational Meeting held October 18, 2011 and the Regular Meetings held October 18, 2011 and November 1, 2011 as submitted.)</i>		
P. 9-72	9.1.2 Correspondence <i>(THAT the Board receives the correspondence as submitted, for information and for the record.)</i>		
P. 9-1	9.1.3 EducationMatters Year-to-date Financials <i>(THAT the Board receives the report for information.)</i>		
P. 9-12	9.1.4 imagineCALGARY Liaison Report <i>(THAT the Board receives the report for information.)</i>		
	9.2 Chief Superintendent Consent Agenda		
P. 9-71	9.2.1 Chief Superintendent Update <i>(THAT the Board receives the report for information.)</i>		
P. 9-39	9.2.2 2011-2012 School Enrolment Report <i>(THAT the Board receives the report for information.)</i>		
P. 9-15	9.2.3 imagineCALGARY Partnership Update <i>(THAT the Board receives the annual report for information.)</i>		
	10.0 TRUSTEE NOTICES OF MOTION		
	11.0 IN-CAMERA ISSUES		
	12.0 ADJOURNMENT		

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

November 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

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

Originator: Naomi E. Johnson, Chief Superintendent of Schools

Resource Persons: Kathryn Kelm, Administrative Analyst
Ronna Mosher, Director, Office of the Chief Superintendent
Richard Peter, Chief Communications Officer

I. PURPOSE OF THE REPORT

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 3: Information, Counsel and Support to the Board of Trustees. This report provides information for the Board of Trustees to evaluate the achievement of the Chief Superintendent's reasonable interpretation for this Executive Limitation (EL).

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

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

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

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

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

III. REASONABLE INTERPRETATION AND RESULTS

EL-3 clearly outlines the Board of Trustees' (the Board) expectations for the Chief Superintendent in keeping the Board informed, and providing counsel and support.

Information is interpreted by the Chief Superintendent to mean the information the Board of Trustees seeks or requires about operational and legislative issues or activity that may impact the Calgary Board of Education. Through clear communication the Chief Superintendent supports the Board of Trustees in building a broad knowledge-base about the Calgary Board of Education (CBE) and issues affecting education.

The Board also requires information that shows whether or not reasonable interpretations of the Board's expectations for organizational performance, as stated in the Ends and Executive Limitation policies, have been met.

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

Support is interpreted as providing reasonable resources and information to help the Board of Trustees establish positive public relations. Support also includes the assurance of sound legal opinions and input to guide the development of governance policies. The Chief Superintendent provides support with developing strategies and responding to issues at the Board level, particularly as related to media, public relations and communications.

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

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

Decision information and related counsel and support are future focused. Information to support decision making is required by the Board of Trustees as a whole in order to support decision-making that is informed. This information, counsel and support focus on Board decisions rather than decisions made by the Chief Superintendent or CBE staff.

Evaluative information and related counsel and support focus on the past and are understood to be relevant data and/or analysis that allow the Board to determine if the Chief Superintendent has complied with interpretations of the Executive Limitations and has made reasonable progress toward the accomplishment of the Ends. Evaluation

information is judgmental and criteria-related. It provides the Board with the information needed to assess whether its stated policies have been reasonably interpreted and the interpretations achieved.

Incidental information and related counsel and support are all information requested by the Board that is not needed for decisions or evaluative purposes. This information allows the Board to stay informed about significant events occurring in the district.

It is important to note that, while this reasonable interpretation uses the term “incidental” to describe a category of information, it is in no way intended to imply that this type of information requested by the Board is unimportant or trivial.

The Chief Superintendent recognizes that Board specificity about desired incidental information clarifies which non-decision and non-evaluative information must be gathered and presented. This effectively limits overwhelming the Board with unnecessary information in an attempt to avoid omissions.

EL-3 sets out more than twenty specific policy subsets. The means used to respond in each subset will vary from year to year. Some means are pre-planned, such as monitoring reports. Other means are responses to emergent, unpredictable situations, such as the additional provincial funding report.

To demonstrate compliance clearly and concisely, the following chart has been developed as the measure. For each subset there is evidence of the means used to communicate information and/or offer counsel and support.

Recognizing the many ways the Chief Superintendent communicates with the Board, the chart shows examples of the work and is not meant to be comprehensive.

Ultimately, the Chief Superintendent demonstrates her compliance with Executive Limitation 3 by ensuring that the means are in place to fulfill the expectations of this EL. These expectations are often met using more than one means. As well, several different means provide information for more than one expectation.

The examples of means used in the chart are taken from the period November 2010 to November 2011. This list of examples does not name specific, confidential reports presented at private meetings of the Board of Trustees.

Policy Provision 1: Provide the following information in timely, accurate and understandable manner		
Policy Provision Subsets	Information Counsel Support *	Means
a) relevant monitoring information directly addressing provisions of policies being monitored	E / D / I	5 annual Ends monitoring reports 17 annual Executive Limitation monitoring reports reports specifically requested in EL policy provisions
b) relevant trends affecting the school district	D / I	reports presented at Board of Trustees' (Board) meetings, e.g., <ul style="list-style-type: none"> ▪ Provincial Achievement Test and Diploma Examination ▪ Three-Year Education Plan and Annual Education Results ▪ Three-Year Capital Plan ▪ proposed accommodation plans ▪ education centre financial status and department allocations ▪ school enrolment ▪ facility conditions ▪ attendance area changes ▪ consideration of closure ▪ resource allocations to schools ▪ financial status ▪ early development instrument screening results 2010 administration's presentations at Board meetings; e.g. Career and Technology Centre and Dr. E.P. Scarlett High School

* D = Decision E = Evaluative I = Incidental

Policy Provision 1: Provide the following information in timely, accurate and understandable manner			<i>continued</i>
Policy Provision Subsets	Information Counsel Support *	Means	
c) significant events that occur in the schools or school districts	I	Chief Superintendent verbal and written updates school presentations at Board meetings regular updates posted on the CBE internet and intranet honours and recognitions at Board meetings ASBA Award submissions presentation on Macau and Beijing student trip communication related to system events and celebrations; e.g., World Teachers' Day	
d) all civil or criminal charges laid or about to be laid by or against the Board of Trustees, all significant proceedings before boards, tribunals or agencies, statutory investigations, and significant internal investigations. Regular updates on all such proceedings will also be provided to the Board of Trustees	I	Legal Affairs' verbal and/or written updates presented at private Board meetings Human Resources' verbal and/or written updates presented at private Board meetings	
e) significant civil, criminal investigations or charges laid or about to be laid against employees of the Calgary Board of Education	I	Legal Affairs' verbal and/or written updates presented at private Board meetings	
f) changes to the Administration Regulations of the Calgary Board of Education	I	Chief Superintendent written updates	
g) material external and internal changes to the school system, particularly changes in the assumptions upon which any board of Trustees' policy has previously been established	I	reports presented at Board meetings; e.g., construction updates	

* D = Decision E = Evaluative I = Incidental

Policy Provision 1: Provide the following information in timely, accurate and understandable manner			<i>continued</i>
Policy Provision Subsets	Information Counsel Support *	Means	
h) significant and relevant changes in provincial or federal legislation, government policy or municipal bylaws, and the impact that those changes will have on the Calgary Board of Education	D / I	Legal Affairs' verbal and/or written updates presented at Board meetings Chief Superintendent verbal and/or written updates and reports; e.g., Alberta Education leasing policy amendments, Bill 44	
i) anticipated adverse or significant media coverage	D / I	verbal and/or written updates presented at private Board meetings daily media summaries to trustees about media inquiries and CBE responses reports presented at Board meetings; e.g., budget information	
j) any correspondence or other communication to or from a Minister of the Crown, a Deputy Minister or any other elected official	D / I	correspondence presented at Board meetings; e.g. appointment of corporate secretary protocol for dignitary involvement at CBE events	
k) any correspondence or notices that administration provides to all CBE school councils	I	trustee access to bi-monthly Key Communiqué email newsletter	
l) all items delegated to the Chief Superintendent that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board of Trustees informed (on Consent Agenda)	I	reports on items delegated to the Chief Superintendent and requiring a resolution by the Board of Trustees; e.g., locally developed and acquired courses reports	
m) an annual report by Nov. 30, regarding how the CBE is currently contributing toward achieving the 30-year targets of imagineCALGARY and how the CBE is actively involved in the working committees	I	reports presented November 2010 and 2011	

* D = Decision E = Evaluative I = Incidental

Policy Provision 2: Provide wise counsel to the Board of Trustees in the following areas		
Policy Provision Subsets	Information Counsel Support *	Means
a) if in the Chief Superintendent's opinion, the Board of Trustees is not in compliance with its own policies or Governance process and Board-Chief Superintendent Linkage, particularly in the case of Board of Trustees' behaviour that is detrimental to the working relationship between the Board of Trustees and the Chief Superintendent	D	attendance at trustee work sessions as requested by either trustees or the Chief Superintendent
b) in a timely manner, actual or anticipated non-compliance with any policy of the Board of Trustees and relevant provincial government departments	E	<p>5 annual Ends monitoring reports</p> <p>17 annual Executive Limitation monitoring reports</p> <p>Chief Superintendent verbal and written updates, and reports; e.g., Additional Funding report regarding EL-11: Financial Condition</p>
c) as many staff and external points of view, issues and options as reasonably needed to keep the Board of Trustees fully informed	I	<p>staff input into reports, inquiries, memoranda to the Board and to individual trustees upon their request</p> <p>reports and documents to the Board related to acquisition of information from outside sources; e.g.</p> <ul style="list-style-type: none"> ▪ budget surveys ▪ KPMG audit reports ▪ external review of operational practices

* D = Decision E = Evaluative I = Incidental

Policy Provision 3: Provide support to the Board of Trustees in the following areas			
Policy Provision Subsets	Information Counsel Support *	Means	
a) a public affairs strategy that recognized the particular communication needs of the Board of Trustees, which shall include			
i. effective two-way communication tools to support public engagement and linkages with stakeholders by the Board of Trustees (ex. Web-site, promotional materials and meetings)	D / I	community engagement processes regarding consideration of school closure CBE banner stories on both the internet and intranet Trustee-zine Report to the Community 2011 Three-Year Education Plan and Annual Education Results Report Back to School publication online survey before operating budget in February 2011 online survey for additional funding in October 2011	
ii. a media strategy that recognizes the political sensitivities of the Board of Trustees and fosters effective media relationships and outcomes	I	new approach for communication related to meetings of the Board; e.g. second round of transportation fees and operating budget, both in June 2011	

* D = Decision E = Evaluative I = Incidental

Policy Provision 3: Provide support to the Board of Trustees in the following areas			<i>continued</i>
Policy Provision Subsets	Information Counsel Support *	Means	
iii. expert media training and advice	D	comprehensive media strategy that includes: <ul style="list-style-type: none"> ▪ building effective working relationships with key reporters ▪ identifying content experts in all departments ▪ identifying and developing effective spokespeople ▪ developing process for media materials ▪ formalizing the communication process around reports to the Board ▪ creating processes for media distribution and service ▪ building daily and monthly reports 	
b) legal opinions, advice and representation to the Board of Trustees	D	advice upon request; e.g. pecuniary interest	
c) expertise in the Board's role of developing governance policies	D / I	corporate secretary services impact statements reports regarding proposed policy amendments; e.g., policy changes for EL-13 and Governance Process 5 reports requesting adjustments to monitoring cycle in GP-4E administrative recommendations for policy enhancement contained in monitoring reports Chief Superintendent attendance at trustee policy work session meetings	

* D = Decision E = Evaluative I = Incidental

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

Policy Provision Subsets	Information Counsel Support *	Means
NA	D / I	<p>all reports, documents and dialogue between the Board of Trustees and the chief superintendent or her delegates not specifically referenced elsewhere in this chart</p> <p>administrative responses to inquiries from trustees</p> <p>reports for information provided at the request of the Board of Trustees; e.g., reports about expenditures over \$500,000, noon hour supervision fees, electronic broadcasting of public Board of Trustees' meetings, transition strategies for Sir William Van Horne High School students, environmental stewardship annual report, updates on new alternative program proposals</p> <p>reports for information initiated by administration; e.g., Ten-Year Student Accommodation and Facilities Strategy, Three-Year System Student Accommodation Plan</p> <p>information, counsel and support at trustee work sessions</p> <p>support of Board of Trustee Board development sessions; e.g., Knowledge and Employability</p> <p>information sessions organized by administration; e.g., overview of draft communication strategy</p>

* D = Decision E = Evaluative I = Incidental

IV. STATEMENT OF COMPLIANCE

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

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

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



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

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

November 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Executive Limitation 6: Instructional Program**

Originator: Deborah Lewis, Superintendent, Learning Services

Resource Persons: Karen Barry, System Principal, Facilities and Environmental Services
Michelle Bastock, System Assistant Principal, Learning Services
Wayne Braun, Director, Corporate Financial Services
Elizabeth Gouthro, Director, Learning Services
Sheila McLeod, Director, Global Learning Services
Ronna Mosher, Director, Office of the Chief Superintendent
Brant Parker, Director, Learning Innovation
Doug Swift, System Principal, SIRS, Learning Innovation

I. PURPOSE OF THE REPORT

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 6: Instructional Program. This report provides information for the Board of Trustees to evaluate the achievement of the Chief Superintendent's Reasonable Interpretation of this Executive Limitation (EL).

II. EXECUTIVE LIMITATION 6: Instructional Program

Executive Limitation 6: Instructional Program states:

The Chief Superintendent shall not fail to ensure that the district's instructional program achieves the Board's Ends policies for individual student learning.

Accordingly, the Chief Superintendent shall not fail to:

1. ensure that instruction is oriented to exceed the expectations of Alberta Education for student learning outcomes;
2. effectively measure each student's progress toward achieving or exceeding those expectations;

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;
5. encourage innovative programs, carefully monitoring and evaluating the effectiveness of all such programs and share the results with the Board of Trustees;
6. inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered;
7. ensure that all instructional programs are resourced equitably;
8. ensure that all instructional programs, including both content and practice, are regularly evaluated, using both internal and external perspectives, and are modified as necessary to assure their continuing effectiveness;
9. assure that the instructional time provided for students during the academic day is uninterrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times;
10. assure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs;
11. assure equitable access to programs;
12. ensure that full-day Kindergarten programs are established for at-risk students;
13. offer opportunities for all students to become bilingual in Canada's two official languages by offering French Immersion programs as an opportunity to learn French;
14. adopt district calendars for the school year that best meet the instructional needs of students in order to achieve the Board of Trustees' Ends policies.

III. REASONABLE INTERPRETATION AND RESULTS

In interpreting Executive Limitation 6: Instructional Program the Chief Superintendent acknowledges that the Board of Trustees has identified policy provisions of varying degrees of specificity. Where the Board of Trustees has thoroughly interpreted the Executive Limitation through detailed policy provisions, the Chief Superintendent offers no additional interpretation. Where the detailed policy provision is a clear measurement in itself, then the Chief Superintendent offers no additional rationale for the measure. Where there is need for interpretation at the policy provision level or where the policy provision is not clearly measurable, the Chief Superintendent provides an interpretation.

In interpreting or responding to the Board of Trustees' 14 sub-parts of the policy, the Chief Superintendent is effectively interpreting the policy as a whole.

Executive Limitation 6: Instructional Program was last monitored by the Board of Trustees on March 15, 2011. In the March 2011 report, as in previous reports, the timing

required using data from two school years. Results spanning two school years were sometimes difficult to interpret clearly. The Board of Trustees has adjusted the annual monitoring timeframe to address this issue. Monitoring reports for Executive Limitation 6: Instructional Program will now be presented in the fall of each year and will address the previous school year only.

This November 2011 report is a transition to monitoring the instructional program within a single instructional year. The data used to provide evidence of system compliance with the policy provisions of Executive Limitation 6: Instructional Program in this report focuses mainly on the work of the organization since February 2011. Administration has also included information from the full 2010-2011 school year for measures where data could not be isolated to the February to June 2011 time period or where compliance with the Board of Trustees policy provisions could not be demonstrated within only part of a school year.

Policy Provision 1

Ensure that instruction is oriented to exceed the expectations of Alberta Education for student learning outcomes.

Chief Superintendent Interpretation: Providing an instructional program oriented to exceed Alberta Education expectations for student learning outcomes requires developing a clear and widely understood view of what high-quality teaching and learning looks like and implementing coherent system supports to improve student learning.

Therefore, it is necessary to find the following.

Measure 1.1

100% of teachers and instructional leaders were provided with opportunities to participate in professional development in support of the personalization of student learning.

Rationale

Personalizing student learning is the comprehensive teaching and learning strategy of the Calgary Board of Education. Professional development for teachers and instructional leaders helps guide and direct the instructional program through this district strategy. Instructional leaders referred to in this measure include learning leaders, vice-principals, assistant principals, principals, senior leaders, and learning specialists, consultants, and strategists.

Result

100%, and this measure was achieved.

Measure 1.2

100% of teachers, school learning leaders and AISI learning leaders were provided with opportunities to participate in professional learning communities to direct instructional strategies to improve student learning.

Rationale

Professional learning communities serve as a system-wide strategy to advance personalized learning. Professional learning communities support practices of continuous improvement in instruction to impact each student's learning.

Result

100%, and this measure was achieved.

Measure 1.3

100% of schools included student achievement in the excellence range within their school development planning processes.

Rationale

As principals and teachers focus on student achievement in the excellence range within their school development planning processes they actively plan for and respond to achievement that exceeds Alberta Education expectations.

Result

100%, and this measure was achieved.

The six schools that opened in the fall of 2010 were not included in this measure as they did not yet have student achievement information to include within their school development plans. AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Emily Follensbee School, West View Secondary School, William Roper Hull School, Wood's Homes, and Young Adult Program were also not included in this measure because of the specialized nature of their programs.

Measure 1.4

100% of schools accessed system level instructional support services on behalf of student learning.

Rationale

Support provided to schools by AISI learning leaders and the strategists, consultants, and specialists from centralized departments contribute additional expertise and resources in support of the instructional program and the enhancement of student learning.

Result

100%, and this measure was achieved.

Policy Provision 2

Effectively measure each student's progress toward achieving or exceeding those expectations.

Chief Superintendent Interpretation: Effective assessment involves a combination of formative processes and summative measures that inform teaching and learning practices and communicate student learning in relation to established learning outcomes.

Therefore, it is necessary to find the following.

Measure 2.1

100% of schools with Kindergarten programs issued student report cards at least twice during the school year.

Rationale

Student report cards communicate to parents, students, future teachers, administrators, and educational institutions significant aspects of student achievement in relation to their Alberta Education student learning outcomes. Through at least two written report cards, schools provide reliable and scheduled communication about student achievement and educational needs in relation to the Alberta Kindergarten Program Statement.

Result

100%, and this measure was achieved.

Dr. Gordon Townsend School and Emily Follensbee School were not included in this measure due to the specialized nature of their programs.

Measure 2.2

100% of schools with students in Grades 1 to 12 issued student report cards at least three times during the school year.

Rationale

Student report cards communicate to parents, students, future teachers, administrators, and educational institutions significant aspects of student achievement in relation to their Alberta Education student learning outcomes. Through at least three written report cards, schools provide reliable and scheduled communication about student achievement and educational needs in relation to the Alberta Programs of Study and authorized Locally Developed Courses.

Result

100%, and this measure was achieved.

AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Emily Follensbee School, West View Secondary School, William Roper Hull School, and Young Adult Program were not included in this measure due to the specialized nature of their programs.

Measure 2.3

95% of students in Grades 1 to 9 participating in a graded program of studies received Grade Level Achievement information on their end of year report cards.

Rationale

Grade Level Achievement (GLA) reporting has been used to provide information for parents, students, schools, and the district about the achievement of students in Grades 1 to 9 who are studying the Alberta Programs of Study in English Language Arts, French Language Arts (Immersion) and Mathematics. GLA information has been provided on end of year report cards for students in Grades 1 to 9 as a summative indicator of student achievement gathered from a full range of classroom work and assessments throughout the school year. GLA reporting indicated a student's achievement to be *at*, *above*, or *below* the grade level in which they are registered.

GLA is not reported for Special Education students in an ungraded curriculum. In addition, there are some students within the graded curriculum for whom GLA is not reported in any given year. This includes students whose language ability presents too great a barrier to the assessment of the outcomes of the program of studies. It also includes Grade 7 and 8 students participating in the Late French Immersion program and not yet working with the full provincial program of studies in French Language Arts, and students transferring into the Calgary Board of Education from other school districts late in the school year.

The number of students not receiving GLA indicators can vary from year to year. Data from 2007-2010 indicates that across the province GLA was reported for between 88.1% and 98.8% of students, with variances noted between subject areas as well as between reporting years. Given the high number of English Language Learners in the Calgary Board of Education and therefore the greater than province-wide likelihood that the Calgary Board of Education will have students for whom GLA reporting is not possible, 95% of students receiving GLA information has been established as a CBE reporting benchmark.

Result

96% and this measure was achieved. Results were calculated through a weighted total: 95.1% English Language Arts, 92% French Language Arts, 97.2% Mathematics.

Measure 2.4

100% of students identified as meeting Alberta Education's criteria for designation as a Special Education student by May 15, 2011 were provided with information about their learning through their individualized program plans.

Rationale

Individualized program plans serve a number of purposes on behalf of students identified with exceptional learning needs. One important role is that they establish a record of individualized student learning goals, which may be different from the expected scope and sequence of the regular program of studies. They

also establish a record of the strategies and supports that the student and their learning team have used to help students reach their learning goals, and the success the student has had in achieving those goals.

Alberta Education standards expect that a student identified as a Special Education student be provided with an individualized program plan in a timely manner. During the last six weeks of the school year (mid-May to the end of June) schools would provide newly designated Special Education students with learning supports and services, but would not expect to have sufficient diagnostic information to provide a full individualized program plan before the end of the school year. An individualized program plan would be created early in the following school year.

Result

100%, and this measure was achieved.

Measure 2.5

97% of students identified as English Language Learners (ELL) by May 15, 2011 in Kindergarten to Grade 9 were provided with information about their learning through an ELL progress report.

Rationale

The Alberta English Second Language (ESL) Proficiency Benchmarks (2009) support programming for English Language Learners and the assessment of English language development across five levels of language proficiency. These benchmarks focus on features of language a student would use to communicate or accomplish a learning task through listening, speaking, reading and writing. By providing an ELL progress report in relation to the Alberta ESL Proficiency Benchmarks for each student, schools provide an ongoing record of student language development and its impact on student learning in relation to the learning outcomes of the Alberta Programs of Study.

97% has been established as a Calgary Board of Education reporting benchmark as there are a number of circumstances in any given year in which an ELL progress report card cannot be issued. Although language assessment information can be provided for most students participating in at least six weeks of school, some students who have recently arrived in Canada may require additional time to begin participating in learning activities within their new school and cultural context. In addition, some English Language Learners are in specialized programs and the nature of their language development cannot be captured by the ESL Proficiency Benchmarks. Reporting on these students' English language proficiency is incorporated into Individualized Program Plans, or program specific report cards.

Result

99%, and this measure was achieved.

Measure 2.6

100% of schools engaged teachers in collaborative assessment of student learning.

Rationale

Collaborative assessment practices allow teachers to develop greater clarity about student learning outcomes and the standards against which they assess student work. Bringing the expertise of a group of teachers together to identify and address evidence of student success and student learning gaps has a positive impact on the quality of classroom and school assessments.

Result

100%, and this measure was achieved.

Policy Provision 3

Ensure that the instructional program includes opportunities for students to develop talents and interests in more specialized areas.

Chief Superintendent Interpretation: Providing opportunities for students to develop talents and interests in specialized areas is accomplished both by providing numerous learning opportunities within provincial programs of study and by expanding the curriculum through the implementation of approved programs specifically designed to address identified student talents and interests. The varied learning activities and topics that students are exposed to during their early years in school is extended with the ability to intentionally pursue their talents and interests in the older grades.

Therefore, it is necessary to find the following.

Measure 3.1

100% of students in Grades 7 to 12 had opportunities to select courses within their instructional program.

Rationale

Providing students with opportunities to select courses within their instructional program allows them to explore and develop different interests and aspects of themselves as individuals and as learners. The courses students choose also provide administrators with important information about the interests of students so that information can be incorporated into responsive program development and scheduling decisions within the schools.

Result

100%, and this measure was achieved.

AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Dr. Oakley School, Emily Follensbee School, and Young Adult Program were not included within this measure due to the specialized nature of their programs.

Measure 3.2

100% of schools with students in Grades 7 to 12 had access to locally developed courses.

Rationale

Locally Developed Courses are a provincially recognized means by which school jurisdictions may provide instructional programming in support of specific student interests, talents, and educational needs. The Calgary Board of Education's active and extensive roster of Locally Developed Courses for students in Grades 7 to 12, includes courses that offer extensions to the Alberta Programs of Study and academic enrichment opportunities, courses that support English Language Learners or offer additional support for foundational skills development, courses that offer additional learning in arts, athletics, communication, leadership, and career and technology studies, as well as courses that support alternative programs and offer learning opportunities in partnership with external organizations.

Result

100%, and this measure was achieved.

Measure 3.3

100% of students in Grades 4 to 8 had access to instruction in an additional language, in accordance with the established implementation schedule for the Calgary Board of Education's second language initiative.

Rationale

The Calgary Board of Education's second language initiative was introduced in the fall of 2006 as a system strategy to provide students with opportunities to explore and develop their interests and talents in the area of language learning and as a way to prepare students for participation in a global society. Second language instruction is offered through Alberta Education programs of study and Calgary Board of Education Immersion and Bilingual alternative programs.

Result

100%, and this measure was achieved.

AADAC, Christine Meikle School, Discovering Choices, Dr. Gordon Townsend School, Dr. Oakley School, Emily Follensbee School, and Young Adult Program were not included within this measure due to the specialized nature of their programs.

The following chart indicates the implementation schedule for the Calgary Board of Education's second language initiative.

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grades Included	Grade 4	Grades 4 and 5	Grades 4 to 6	Grades 4 to 7	Grades 4 to 8	Modified second language initiative

Measure 3.4

100% of high schools, other than special settings, offered the International Certificate to their students.

Rationale

The Calgary Board of Education's International Certificate is offered as a way of recognizing and valuing the significant international contributions, work, and experiences students have accomplished in their high school learning. It is also offered as a way to help students explore their interests, talents and commitments to developing international perspectives. The International Certificate encourages intentional student participation in cross-cultural communication, internationally focused coursework, and an international experience.

Result

100%, and this measure is achieved.

Measure 3.5

The Career and Technology Centre provided instruction and credentialing opportunities to students from Area IV in four program areas in accordance with the established implementation schedule.

Rationale

The Career and Technology Centre offers students who have interests in specific careers a personalized learning space to pursue their passions, and develop the necessary academic, technical, and work behavior skills to pursue a career in their areas of interest. The programs at the Centre provide students opportunities to work with industry experts in industry standard learning environments, and to extend their learning into authentic work experience opportunities that lead to recognized post-secondary and industry credentials.

Result

Yes, and this measure was achieved.

The following chart indicates the implementation schedule for the Calgary Board of Education's Career and Technology Strategy.

Timeline	Actions
2010-2011	Launch of prototype center at Lord Shaughnessy site. Introduction of four program areas – Fabrication, Autobody, Cosmetology, and pre-Engineering – for students in Area IV high schools. Launch of first affiliate site.
2011-2012	Launch of affiliated sites Continuation of four program areas – Fabrication, Autobody, Cosmetology, and pre-Engineering – with expanded access to students in all Calgary Board of high schools.
2012-2013	Introduction of additional programs.

Policy Provision 4

Ensure that the instructional program addresses the different learning styles and needs of students of various backgrounds and abilities.

Chief Superintendent Interpretation: Public education is founded on premises of equal access to schooling and on serving the educational needs of a diverse public. The Calgary Board of Education's commitment to personalizing learning extends the ethical foundations of public education "for all students" to an ethical practice of public education "for each student", recognizing that creating success for all students requires creating success for each one.

Such a re-orientation of schooling requires understanding the learner and their learning, and engaging in continuous responsive design of instructional strategies with an emphasis on achieving learning outcomes for all students. It also requires recognizing language, cultural, and heritage diversities and specialized learning needs. In keeping with directions set by Alberta Education, Calgary Board of Education practices begin with the premise that all students can learn and be successful when stakeholders work together in a collaborative and purposeful way and wrap services and supports around the student.

Therefore, it is necessary to find the following.

Measure 4.1

100% of Kindergarten to Grade 12 schools introduced the assessment of citizenship, personal development and character to student report cards during the 2010-2011 school year, in accordance with the established implementation schedule.

Rationale

Classroom assessment of Ends 3, 4, and 5 is a way of understanding and responding to individual student learning processes, strengths, and learning needs. It highlights the interconnected relationship between Academic Success, Citizenship, Personal Development and Character. The assessment of all CBE Ends within classroom learning events involves teachers and students in understanding student learning processes, in understanding how students approach tasks, issues and interactions, and in understanding how they respond to events, ideas, issues and obstacles in their learning environment. Information gathered about student performance within the Ends of Citizenship, Personal Development and Character is used to inform teacher instructional plans and student learning tactics on behalf of individual student learning.

Result

99.5%, and this measure was not achieved.

One Calgary Board of Education high school did not introduce Ends 3, 4, and 5 assessment to their student report cards in June 2011.

The following chart indicates the implementation schedule for the Ends Assessment and Reporting Framework.

Timeline	Schools
Fall 2010	90% of K-9 schools
Spring 2011	100% of K-9 schools
June 2011	100% of high schools
Fall 2011	80% of applicable special settings
Spring 2011	100% of applicable special settings

Measure 4.2

100% of schools had professional learning communities that engaged in collaborative instructional design to personalize student learning.

Rationale

Through professional learning communities school teams collaboratively consider student learning artifacts and student learning profiles. They use information about what students have learned, what they next need to learn, how they learn, and what their interests are to plan instructional activities.

Result

100%, and this measure was achieved.

Measure 4.3

100% of schools had School Learning Teams.

Rationale

School Learning Teams collaborate on school and community service delivery. They focus on responding at the right place and at the right time to provide access to resources for students and their families. School Learning Teams support capacity building for teachers so they are well equipped to meet a wide range of learning needs in their classrooms. School Learning Teams offer additional support to students whose learning requires strategic planning beyond the instructional strategies of the professional learning community.

Result

100%, and this measure was achieved.

Measure 4.4

100% of Areas had Area Learning Support Teams.

Rationale

Area Learning Support Teams support Principals in providing additional and escalated layers of expertise, service, and resources to help teachers understand and respond to student learning needs, to remove barriers, and to ensure that students have the supports they need to be successful. By accepting collective responsibility and accountability for each student, including those with diverse learning needs, professional learning communities, School Learning Teams, and Area Learning Support Teams collaborate to ensure that all students have the opportunity to be engaged and successful in authentic and inclusive settings.

Result

100%, and this measure was achieved.

Measure 4.5

100% of schools with learners identified with exceptional learning needs had staff specifically designated to support these students' learning needs.

Rationale

With staff specifically designated to take leadership in providing services and coordinating support for learners identified as having exceptional learning needs, Calgary Board of Education schools ensure the provision of the right supports at the right time so that students develop skills and become increasingly independent and successful in their learning. These staff members assist in the creation of learning environments that actively engage, support, and challenge students and that provide intensive, extensive, and explicit support in the area of the students' exceptionalities.

Result

100%, and this measure was achieved.

Measure 4.6

100% of schools with identified English Language Learners have staff specifically designated to support their learning needs.

Rationale

With staff specifically designated to take leadership in providing services and coordinating support for identified English Language Learners, Calgary Board of Education schools ensure the provision of the right supports at the right time so that students develop English language proficiencies and have language minimized as a barrier to their developing academic concepts and skills. These staff members assist in the creation of learning environments that actively engage, support, and challenge students and that provide explicit language instruction, differentiation and modification, and culturally responsive instructional practices.

Result

100%, and this measure was achieved.

Measure 4.7

System and school staff were designated to support the learning needs of international students.

Rationale

In recognition of today's global society, and the positive impact of international learning experiences for students, their families, and communities, the Calgary Board of Education maintains a commitment to accepting international students and to providing for their unique learning needs within Calgary Board of Education programs. With staff specifically designated to coordinating services for international students, the Calgary Board of Education ensures that international students are well supported while studying in Canada. Global Learning Services staff and International Coordinators assist schools in providing emotional and academic support to international students and their families. They also support international students in getting involved in extracurricular activities, and ensure that international students work towards and achieve the goals they have established as part of their application and commitment to international study.

Result

Yes, and this measure was achieved.

Policy Provision 5

Encourage innovative programs, carefully monitoring and evaluating the effectiveness of all such programs and share the results with the Board of Trustees.

Chief Superintendent's Interpretation: Innovations in the Calgary Board of Education's instructional program explore the possibilities of "next practice". They seek to expand the concept of schooling, to establish new connections and integrations among services and agencies, to incorporate new technologies to better serve students in meeting their

learning goals, and to reposition existing practices to produce an enriched learning environment and more rewarding learning experience for students and teachers. Therefore, it is necessary to find the following.

Measure 5.1

Innovative programs were encouraged, monitored and evaluated for effectiveness and the results are shared with the Board of Trustees.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure was achieved.

Innovative programs within the Calgary Board of Education during the time covered by this monitoring report include: the Alberta Initiative for School Improvement, Assistive Technology program, the Career and Technology Strategy, Ends Assessment and Reporting, International Language Credentialing, and Mobile Learning Devices.

Policy Provision 6

Inform the Board of Trustees of all new alternative program proposals that have been submitted for evaluation and all alternative programs that are being considered.

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

Therefore, it is necessary to find the following.

Measure 6.1

The Board of Trustees was notified regarding new alternative program proposals submitted and under consideration over the time period covered by this monitoring report.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure was achieved.

Policy Provision 7

Ensure that all educational programs are resourced equitably.

Chief Superintendent Interpretation: Equitable resourcing comprises a base level of support with additional resourcing made available to address specific needs of individual schools, programs and students.

The Calgary Board of Education Resource Allocation Method (RAM) is designed to allocate resources equitably to schools while providing school principals with flexibility regarding the assignment and deployment of those resources to best meet the learning needs of all students within their schools. The implementation of a solid resource process as the primary financial support mechanism enhances the complementary function of human resource management and ensures site-based decisions are made in the best interest of students and programming needs.

In addition to the distribution of financial resources through the RAM, base level technology resources are also distributed to schools through centralized services.

Therefore, it is necessary to find the following.

Measure 7.1

100% of schools were allocated base level resource supports through the RAM – administrative, basic, and supplies dollars.

Rationale

Schools, regardless of student count, require base level supports in order to effectively function.

Result

100%, and this measure was achieved.

Measure 7.2

100% of schools with incremental student or program needs were allocated additional resources through the RAM.

Rationale

Based on identified incremental student or program needs, additional resources above and beyond the base amounts are provided to CBE schools to allow them to address specific needs of individual schools, programs and students.

Result

100%, and this measure was achieved.

Measure 7.3

Documentation was provided to education leaders disclosing resource allocations and methods.

Rationale

In order to make sound decisions in support of student learning, school leaders must be provided with an annual, all-encompassing reference that clearly articulates the criteria for base funding and incremental funding available to an individual school. This reference includes the qualifying criteria for allocations. The information must be clearly communicated and available just before the deployment of the spring RAM and commencement of school staffing.

Result

Yes, and this measure was achieved.

Measure 7.4

100% of schools received new laptop and desktop computers based on a standard system evergreening formula.

Rationale

Through the Technology Evergreen Program computers with dated operating systems are decommissioned and schools are given modern replacement computers. Consistent and equitable guidelines determine the replacement of computers in all CBE schools so that all students and staff have appropriate technology to support instructional programs.

Result

100%, and this measure was achieved.

Measure 7.5

100% of schools received base level software through the system software strategy.

Rationale

All schools require the capability to deploy new software so that all students and staff can effectively use computers to support instructional programs that respond to student learning needs.

Result

100%, and this measure was achieved.

Measure 7.6

100% of schools received SMART Boards from Alberta Education's Instructional Classroom Technology Funding in accordance with the established deployment schedule.

Rationale

Equitable and timely distribution of SMART Boards through Calgary Board of Education schools ensures that all staff and students have access to SMART instructional technologies.

Result

100%, and this measure was achieved.

The following chart indicates the deployment schedule for Alberta Education funded SMART Boards.

Timeline	Schools
June 2009	30% of schools
June 2010	70% of schools
January 2011	85% of schools
June 2011	100% of schools

Policy Provision 8

Ensure that all instructional programs, including both content and practice, are regularly evaluated, using both internal and external perspectives, and are modified as necessary to assure their continuing effectiveness.

Chief Superintendent Interpretation: The evaluation of school instructional programs is critical, collaborative work that generates increasing sophistication in approaches and strategies to student learning. It is undertaken in a mindset of continuous improvement and is integral to ensuring that school programs meet the needs of individual schools and the requirements of Alberta Education and the Calgary Board of Education.

Therefore, it is necessary to find the following.

Measure 8.1

100% of schools have completed a school development plan.

Rationale

The school development planning process involves principals and their staffs in an evaluation of the school's instructional programs. This annual process considers a wide range of internal and external data sources about school processes, stakeholder perspectives and experiences, and student learning results, and then establishes priorities, goals, strategies and actions that will be taken in response to that information and in support of continuous improvement and continuing effectiveness of the instructional program.

Result

100%, and this measure was achieved.

Measure 8.2

100% of school development plans are reviewed by Area Directors.

Rationale

Calgary Board of Education school development plans are reviewed by Area Directors as part of the processes of shared accountability for the effectiveness of the instructional program and in support of the implementation of any necessary adjustments to practice and content focus within a school.

Result

100%, and this measure was achieved.

Measure 8.3

64% of Calgary Board of Education alternative programs were monitored and evaluated according to an established schedule.

Rationale

Calgary Board of Education alternative programs are monitored and evaluated by internal and external reviewers to ensure consistency in these programs across the district. The following chart indicates the schedule related to the monitoring and evaluation of Calgary Board of Education alternative programs up to June 2012. This three-year schedule has been followed with a commitment to review all existing alternative programs by the end of the 2011-2012 school year.

Result

64%, and this measure was achieved.

These alternative programs are: Traditional Learning Centre, Arts-Centred Learning, French Immersion, Montessori, Science, Aboriginal Culture, All Girls, Medicine Wheel, Canadian Studies, Spanish Bilingual, German Bilingual and Chinese (Mandarin) Bilingual.

School Year	Number (Percentage) of Program Sites Scheduled for Review and Evaluation	
2008 -2009	1	(2% of total)
2009 -2010	13	(21% of total)
2010 -2011	25	(41 % of total)
Total to June 2011	39	(64 % of total)
2011-2012	22	(36% of total)
Total to June 2012	61	(100% of total)

Measure 8.4

The alternative program monitoring and evaluation process includes an ongoing examination and update of alternative program Quality Control for Program Integrity documents.

Rationale

An ongoing review of the alternative program Quality Control for Program Integrity documents, as part of the alternative program monitoring and evaluation process, allows for clarification, responsive modification and renewal of the foundational documents of the Calgary Board of Education alternative programs, to ensure their continuing effectiveness.

Result

Yes, and this measure was achieved.

Policy Provision 9

Assure that the instructional time provided for students during the academic day is uninterrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.

Chief Superintendent Interpretation: The Calgary Board of Education values uninterrupted learning environments as foundational to the Calgary Board of Education's ability to be readily responsive to the learning needs of each student. The Calgary Board of Education therefore minimizes events or activities within instructional hours that cannot be significantly connected to the program of studies learner outcomes, Calgary Board of Education Governance Policies and Administrative Regulations, and/or safety-related practice and drill, and minimizes the time that teachers are out of the learning environment that is not directly connected to improving student learning or to making a positive contribution to the school environment.

Therefore, it is necessary to find the following.

Measure 9.1

100% of schools used job-embedded professional development strategies.

Rationale

Job-embedded professional development activities maximize professional learning opportunities for staff and minimize the amount of time teachers are away from the students and the continuous and consistent provision of instruction.

Result

100%, and this measure was achieved.

Measure 9.2

100% of off-site activities occurring during instructional hours were aligned with the program of studies.

Rationale

Ensuring that off-site activities align with the program of studies ensures that they support and contribute to student learning and the instructional program.

Result

100%, and this measure was achieved.

Measure 9.3

100% of schools used a visitor sign-in system to have visitors check-in at the office before proceeding to classrooms.

Rationale

Using a visitor sign-in system is important to student safety, to maintaining communication with parents and members of the public visiting a school and to protecting the continuity of the learning program during instructional hours.

Result

100%, and this measure was achieved.

Policy Provision 10

Assure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.

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

Therefore, it is necessary to find the following.

Measure 10.1

Calgary Board of Education programs do not emphasize a particular religion.

Rationale

The measure is explicit from the Executive Limitation.

Result

No, and this measure was achieved.

Administration acknowledges that Alberta Education considers programs specifically designed to address Aboriginal Education may contain elements of spirituality and, from a provincial perspective, are classified as alternative programs based on a particular religion. The CBE Piitoayis Family School falls into this category.

Policy Provision 11

Assure equitable access to programs.

Chief Superintendent Interpretation: Access to programs includes the basic entitlement of a designated school, access to transportation should the student reside outside of the designated school walk zone, and access to instructional programs and services regardless of financial circumstances.

Therefore, it is necessary to find the following.

Measure 11.1

100% of students resident within the CBE have access to public education programs.

Rationale

In support of providing quality public education learning experiences, the CBE ensures every residential district within the jurisdiction's boundary has designated schools for students to attend. As new communities are developed, designations are determined, as outlined in the *School Act*.

Result

100%, and this measure was achieved.

Measure 11.2

100% of students living outside of the walk zone have access to transportation to and from their designated school.

Rationale

CBE Transportation Services coordinates the provision of different modes of subsidized transportation to allow students to access their designated regular program, alternative program or special needs classes. The students' needs and the number of students requiring transportation services are used to determine the most cost effective option, which may be curb-to-curb bussing, taxi and regular chartered school bus; congregated bus stops via charter buses or subsidized public transit.

Result

100%, and this measure was achieved.

Measure 11.3

100% of students had access to off-site learning experiences, regardless of an ability to pay.

Rationale

Off-site activities are important learning experiences organized in support of students' achieving the learning outcomes of the Programs of Study. The ability to pay for expenses associated with off-site activities cannot be a prohibiting factor in a student's access to participation in these learning opportunities.

Result

100%, and this measure was achieved.

Policy Provision 12

Ensure that full-day Kindergarten programs are established for at-risk students.

Chief Superintendent Interpretation: The focus of the full-day Kindergarten program is to support children who require additional learning opportunities to help them achieve the learning outcomes of the Alberta Kindergarten Program Statement. The term *at risk students* is interpreted to mean children living in poverty, children for whom English is not their first language or who come from disenfranchised cultural groups, and children who may not have had prior experiences that help prepare them for school, and/or children who have delays in one or more areas of development.

Therefore, it is necessary to find the following.

Measure 12.1

Full-day Kindergarten programs were established for at-risk students.

Rationale

The measure is explicit from the Executive Limitation.

Result

Yes, and this measure was achieved. In 2010-2011, 17 schools in the Calgary Board of Education offered full day kindergarten programs.

Policy Provision 13

Offer opportunities for all students to become bilingual in Canada's two official languages by offering French Immersion programs as an opportunity to learn French

Chief Superintendent Interpretation: The term "French Immersion programs" refers to programs in which French is the primary language of instruction used to deliver the Program of Studies. French Immersion programs are CBE alternative language programs and are distinguished from learning opportunities in which the French language is studied as a subject, as in French as a Second Language courses. The Calgary Board of Education offers Early French Immersion, Continuing French Immersion, Late French Immersion and French Immersion – Senior High.

Therefore, it is necessary to find the following.

Measure 13.1

100% of students had access to Early French Immersion, Continuing French Immersion, Late French Immersion, and/or French Immersion – Senior High programs.

Rationale

The measure is explicit from the Executive Limitation.

Result

100%, and this measure was achieved.

Policy Provision 14

Adopt district calendars for the school year that best meet the instructional needs of students in order to achieve the Board of Trustees' Ends policies.

Chief Superintendent Interpretation: District calendars designed to achieve the Ends policies are guided by the following key concepts: optimizing instructional time with as few interruptions to student learning as possible, balancing the high school semesters, providing three 'teacher-in' days at the beginning of each school year, providing an option for school communities to operate using a system-developed modified calendar and supporting the adaptation of the system-developed modified calendar where singular circumstances require exceptional consideration of students' needs.

Therefore, it is necessary to find the following.

Measure 14.1

Annual district calendars are established and approved using criteria set out in the Traditional Calendar and Modified Calendar Guidelines.

Rationale

The measure is explicit from the interpretation.

Result

Yes, 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 that reflects the extent to which the Chief Superintendent is in compliance with Executive Limitation 6: Instructional Program.

This report contains a reasonable interpretation of EL-6 and documented results. Accordingly, I am reporting compliance with all interpretations except the following measure:

- Policy Provision 4, Measure 4.1 – Ends 3, 4, and 5 assessment and reporting

This measure is expected to be achieved within the 2011-2012 school year.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

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

NOVEMBER 15, 2011

CORRESPONDENCE

RECOMMENDATION:

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

- Letter dated October 11, 2011 to A. Redford, Premier of Alberta, from Board Chair, Pat Cochrane congratulating her for on her successful campaign and election.
- Letter dated October 31, 2011 to Board Chair, Pat Cochrane, received from A. Redford, Premier of Alberta, acknowledging receipt of her letter of congratulations.
- Letter dated November 2, 2011 to School Council Chairs from Board Chair, Pat Cochrane regarding membership in the Calgary Association of Parents and School Councils.
- Memorandum dated November 3, 2011 to Superintendent's Team and copied to the Board of Trustees from Naomi Johnson, Chief Superintendent of Schools, informing of her absence on November 8, 2011 and that David Stevenson, Deputy Chief Superintendent of Schools would provide the necessary coverage.
- E-mail dated November 4, 2011 to Board Chairs of Public, Separate, Francophone and Charter School Boards and Presidents of Stakeholder Associations from the Education Minister regarding release of mandate letters by Premier Alison Redford to each of her Cabinet members and informing of his assignment to introduce a new *Education Act* and a consultation process for which information will be released soon. Also attached to this correspondence is a copy of the Education Minister's mandate letter from the Premier, dated November 3, 2011.

Respectfully Submitted,

Janice Barkway,
Office of the Corporate Secretary



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

Education Centre
1221 8th Street SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

October 11, 2011

Honourable Alison Redford
Premier
307 Legislature Building
10800 97 Avenue
Edmonton, AB T5K 2B6

Dear Premier Redford

On behalf of the Board of Trustees, I am writing to congratulate you on your successful campaign and the recent Swearing-In Ceremony where you took the oath as Alberta's 14th Premier.

The Board of Trustees is committed to ensuring that the Calgary Board of Education maintains its reputation as a world leader in public education. All students are provided with access to a quality learning environment and everyone is committed to "*Educating tomorrow's citizens today*".

Again, congratulations!

Yours truly,

Pat Cochrane, Chair
Calgary Board of Education



Premier of Alberta



Office of the Premier
Legislature Building
Edmonton, Alberta
Canada T5K 2B6
Telephone 780 427 2251
Fax 780 427 1349

October 31, 2011

Ms. Pat Cochrane
Chair, Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Cochrane:

Thank you for your October 11, 2011 letter of congratulations regarding my recent leadership victory. I appreciate you taking the time to share your supportive comments with me.

The leadership campaign was an incredible experience. I enjoyed the opportunity to travel across the province and meet Albertans from every walk of life, listening to their stories and their hopes. I learned a lot about how government can serve them better and I will be forever grateful for these experiences.

I was blessed with a great campaign team and volunteers. I believe that we reflected Albertans' values and Albertans responded with a very clear message that things must change if Alberta is to become the best place in the world to live. I have heard them loud and clear, and we will deliver.

I deeply appreciate your warm wishes as I begin my term in office.

Yours truly,

Alison M. Redford, QC



Calgary Board of Education
OFFICE OF THE BOARD OF TRUSTEES

Education Centre
1221 8th Street SW, Calgary, Alberta T2R 0L4 Telephone: 403-817-7933 Fax: 403-294-8282

November 2, 2011

Dear School Council Chair:

Re: Membership in the Calgary Association of Parents and School Councils

On behalf of the Board of Trustees, I am writing to encourage your school council to become a member of the *Calgary Association of Parents and School Councils* (CAPSC). The *Calgary Association of Parents and School Councils* is a not-for-profit association that provides a forum for discussion on key topics of interest to parents and school council members of the Calgary Board of Education schools. CAPSC regularly hosts CBE Trustees, senior managements and department directors in order to ensure that the most up to date and relevant information is available to parents.

There is a long-standing relationship between the Board of Trustees and CAPSC. CAPSC acts as the voice of parents and parent councils. They represent parental concerns on a range of CBE committees and in the Calgary media. As valued and active participants in education policy and planning, CAPSC has a designated seat at public meetings held by the Board of Trustees. In addition, a trustee liaison has been appointed to attend CAPSC monthly meetings. Trustees value the input from CAPSC.

CAPSC supports the Calgary Board of Education by:

- Being an advocate for public education issues;
- Being an advocate for CBE students and schools;
- Providing knowledgeable parents for committees/focus groups/etc.;
- Connecting with other provincial parent and education groups; and
- Being a "critical" friend to the Calgary Board of Education

If you are interested in finding out more about this organization or in becoming a member, please contact either of the following Co-presidents: Leslie Newton leslienewton@shaw.ca or Eryn Kelly elkelly75@gmail.com.

Yours truly,

Pat Cochrane
Chair of the Board of Trustees

memo

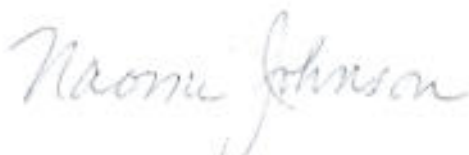
to Superintendents' Team

Naomi Johnson
Chief Superintendent of
Schools

November 3, 2011

Re: Coverage during absence – Tuesday, November 8, 2011

Please be advised that I will be attending a meeting in Edmonton, Alberta on Tuesday, November 8, 2011. I am requesting that David Stevenson, Deputy Chief Superintendent of Schools provide the necessary coverage during this one day absence.



Naomi E. Johnson
Chief Superintendent of Schools

Cc: David Stevenson, Deputy Chief Superintendent of Schools
Cc: All Trustees

111103L1



From: Education Minister [mailto:Education.Minister@gov.ab.ca]
Sent: Friday, November 04, 2011 10:26 AM
To: Undisclosed recipients
Subject: Mandate Letter

**TO: Board Chairs of Public, Separate, Francophone and Charter School Boards
Presidents, Stakeholder Associations:**

AAMD&C (Alberta Association of Municipal Districts and Counties)
AAPCS (Association of Alberta Public Charter Schools)
ACSTA (Alberta Catholic School Trustees' Association)
ACFA (Association canadienne-française de l'Alberta)
AHEA (Alberta Home Education Association)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBA (Alberta School Boards Association)
ASCA (Alberta School Councils' Association)
ASBOA (Association of School Business Officials of Alberta)
ATA (Alberta Teachers' Association)
AUMA (Alberta Urban Municipalities Association)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)
SPOSA (School Plant Officials of Alberta)

This morning, Premier Alison Redford released mandate letters for each of her Cabinet members. The letters, which can be viewed on the Government of Alberta website (http://alberta.ca/premier_cabinet.cfm), outline the general approaches for the new government, and specific assignments for each minister.

Generally, the Premier has repeated in her letters many of the priorities expressed in other venues. She expects her government to work as a team, be innovative, align with the priorities of Albertans, and be accountable.

Specifically, my assignment is to develop a minimum of a three-year funding cycle for education, and to introduce a new *Education Act*.

Just a few days ago, I sent you an email reiterating that the values emphasized in Bill 18 all remain important priorities for this government. A consultation process, that will include opportunity for the public and stakeholders alike, will take place over the next two months on the transformation of our education system and on how the Education Act can make a difference in Alberta classrooms. More information about these meetings will be released soon.

I look forward to continuing the province-wide dialogue on this legislation as well as exploring opportunities for a predictable and sustainable funding in education. I appreciate your support and expertise as we work together to ensure our province continues to foster a world-class education system that puts the needs of our children first.

Thomas A. Lukaszuk
Minister of Education
MLA, Edmonton – Castle Downs

cc: All Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors, Stakeholder Associations

This communication is intended for the use of the recipient to which it is addressed, and may contain confidential, personal, and or privileged information. Please contact us immediately if you are not the intended recipient of this communication, and do not copy, distribute, or take action relying on it. Any communication received in error, or subsequent reply, should be deleted or destroyed.



Premier of Alberta

Office of the Premier
Legislature Building
Edmonton, Alberta
Canada T5K 2B6
Telephone 780 427 2251
Fax 780 427 1349

November 3, 2011

Honourable Thomas Lukaszuk
Minister of Education
423 Legislature Building
10800 - 97 Avenue
Edmonton AB T5K 2B6

Dear Minister Lukaszuk:

This letter outlines how we will work as a government and the objectives I am trusting you to deliver on as Alberta's new Minister of Education and a member of our Cabinet team.

Together we have the honour and privilege to serve the people of Alberta. Democratic renewal and regaining Albertans' faith in the political system are at the core of our objectives as a government. That faith will come from the responsive, responsible, accountable and transparent way in which our team will operate.

Innovative approaches will be needed to deliver results for Albertans. This has been started through a reorganization of government to better align with the priorities of Albertans and what we need to accomplish as a team. While innovation and fresh ways of thinking are vital, this does not alter Ministerial Responsibility. You are fully accountable for all matters under your purview.

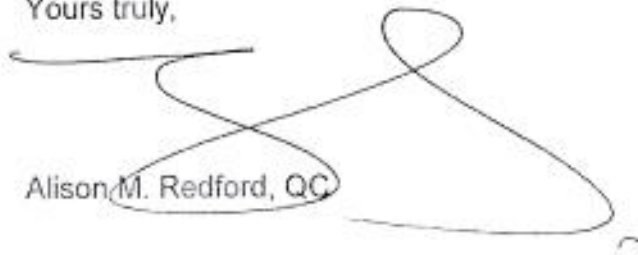
We are one team with one agenda: to deliver a better Alberta. You are expected to work with your colleagues in the design and implementation of integrated solutions to the challenges at hand. Inclusiveness will define us as a team. Our partnerships must be broad and meaningful so Albertans know that each and every one of them is a valued member of the team. Finally, transparency of intent and of action will be the standard.

As Minister of Education, I expect you to work within the parameters outlined to deliver the following objectives:

- Working with the Ministers of Finance and Treasury Board and Enterprise, establish minimum three-year funding cycles for education.
- Table a new *Education Act* reflecting the principled, learner-centred, inclusive, competency-based education system proposed in the *Inspiring Education* report.

I trust you are as thrilled as I am by the opportunity before us. Albertans have placed their trust and hopes in us and I am determined to exceed their expectations. You have an important role in making that happen.

Yours truly,

A handwritten signature in black ink, appearing to read 'Alison M. Redford'. The signature is fluid and stylized, with a large loop at the end. It is positioned over the printed name 'Alison M. Redford, QC'.

Alison M. Redford, QC

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

NOVEMBER 15, 2011

RECOMMENDATION:

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

BACKGROUND:

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

Respectfully submitted,

J.R. Barkway
Office of the Corporate Secretary

Nov 8, 2011

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its September 30, 2011 unaudited internal financial report (the "Report") with you.

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

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

- Unaudited Statement of Financial Position as at September 30, 2011 and December 31, 2010
- Unaudited Statement of Operations for the period ended September 30, 2011 and comparative for the year ended December 31, 2010
- Unaudited Operating Budget Comparison to September 30, 2011
- Statement of EducationMatters Funds Established as at September 30, 2011
- Statement of Grants Awarded for the year to date September 30, 2011
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Information Systems, EducationMatters
Mark Saar - Treasurer, EducationMatters

EducationMatters
Statement of Financial Position

As at September 30, 2011

\$,000
(unaudited)

	As At Sept 30/11 (unaudited)	As At Dec 31/10 (audited)
ASSETS		
Cash and cash equivalents	223	49
Investments	3,067	3,284
Accounts receivable	3	4
Capital assets	5	11
Total assets	<u>3,298</u>	<u>3,348</u>
 LIABILITIES		
Accounts payable	5	14
Deferred Contributions	125	500
Total liabilities	<u>130</u>	<u>514</u>
 FUND BALANCES		
Endowment funds	1,824	1,670
Flow through funds	634	574
Operating funds	710	590
Total fund balances	<u>3,168</u>	<u>2,834</u>
Total liabilities and fund balances	<u>3,298</u>	<u>3,348</u>

EducationMatters
Statement of Operations
Year to Date to September 30, 2011

\$,000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/10</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	48	587	49	684	862
CBE grants			750	750	750
Gains/losses on investments	15		9	24	87
Interest & fees			18	18	76
Total revenue	63	587	826	1,476	1,775
 GRANTS					
Grants issued	7	463		470	571
 EXPENSES					
Salaries & benefits			445	445	520
Consulting & professional fees			44	44	47
Administrative expenses	18		100	118	181
Advertising & communications			65	65	130
Total expenses	18		654	672	878
 FUND BALANCES					
Change during the period	38	124	172	334	326
Beginning balance	1,670	574	590	2,834	2,834
Balance, end of period	1,708	698	762	3,168	3,160

Total contributions since inception:

2011	684
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>6,736</u>

EducationMatters
Operating Budget Comparison
Year-to-Date September 30, 2011
(thousands of dollars)

	2011 BUDGET	30 - Sept Actual (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	623	444
Events	86	3
Fund Development	35	14
Communications & Grants	127	75
Organizational Administration	140	118
Total Expenses	<u>1,011</u>	<u>654</u>

EducationMatters
Funds Established
as at September 30, 2011

	Fund Balance \$
Flow Through Funds:	
Allan Markin Healthy Learners Fund	85,504
Athletics Flow Thru Fund, Helping Students in Need	1,425
Benjamin (Ben) Albert Legacy Fund (Flow Thru)	-
Beverley Hubert Global Citizenship Fund	145
Bowness High School Enhancement Flow Thru Fund	-
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	23,750
Campus Calgary Programs Flow Thru Fund	3,904
Career Pathways Flow Thru Projects Fund	5,750
Christine Meikle School Flow Thru Fund	-
Civil Society & Citizenship Flow Thru Fund	143
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	3,752
Distinguished Alumni Fund	-
Dr. Brendan Croskery Aboriginal Culture Fund	570
Ernest Manning HS Enhancement Flow Thru Fund	-
Family Literacy Program Flow Thru Fund	2,968
French for the Future Program Fund	-
Fuel for School Program Flow Thru Fund	652
Future Leaders Flow Thru Fund	37,342
French for the Future Program Fund	-
Heather and N. Murray Edwards Literacy Fund	107,639
High School Transition Program	-
Integro Legacy Fund	10,241
James Fowler HS Art Program Equipment Enhancement Fund	-
Lord Shaughnessy High School Enhancement Flow Thru Fund	4
Louise Dean School Fund	950
McGill University Faculty of Agricultural and Environmental Sciences Fund	4,750
Public Education Enhancement Flow Thru Fund (Designated)	46,685
Public Education Enhancement Flow Thru Fund	26,872
Schools Helping Schools Fund	2,546
SPIRIT Program Fund	-
Stampede Foundation Fund	-
Students with Special Needs Flow Thru Fund	185
Supports for Students with Fetal Alcohol Spectrum Disorder Flow Thru	48
TEAM Leadership Flow Thru Fund	-
Tyler Zeer Imbursement Fund	2,566
West Springs School Enhancement Fund	1,392
Willow Park School Program Enhancement Flow Thru Fund	33
Youth Mentorship Flow Thru Fund	-
Endowment Funds:	
Athletics Endowment Fund, Helping Students in Need	15,070
Beverley Hubert Global Citizenship Fund	14,922
Career Pathways Field of Interest Endowment Fund	57,710
Civil Society & Citizenship Education Endowment Fund	14,731
ConocoPhillips World Schools Debate Development Endowment Fund	34,293
Cornerstone Fund, Enhancing Education for Economically Disadvantaged Students	51,718
Creagh Family Fund	14,242
Dr. Brendan Croskery Aboriginal Culture Fund	25,910
EducationMatters Admin Endowment Fund	28,553

	Fund Balance \$
Enhancing Education for Students with Special Needs Endowment Fund	25,633
Enhancing ESL Education Endowment Fund	40,610
Future Leaders Endowment Fund	31,040
Georgie C Higgins Junior High Memorial School Fund	5,817
Georgie C Higgins Investment Fund for Lester B Pearson High School	6,215
Governors' Endowment Fund	5,635
Jason and Jane Louie Memorial Fund	5,666
Lehew-Wyman Family Endowment Fund	23,283
M.P. Hess Fund	4,961
Margaret and Bill Whelan Endowment Fund	47,759
Mary Nelson Memorial Fund	45,774
Mawer Investment Management Literacy Fund	16,075
McGill University Faculty of Agricultural and Environmental Sciences Fund	5,135
Public Education Enhancement Endowment Fund	233,367
Schools Helping Schools Fund (Endowment)	20,439
Southland Transportation Career Pathways Endowment Fund	5,391
Sunnyside Community School Endowment Fund	12,632
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	26,323
TEAM Leadership Lord Beaverbrook HS Endowment Fund	4,845
Terry Wright Endowment Fund	5,525
Tiberious Publishing Program Fund	5,471
Tyler Zeer Endowment Fund	25,174
William Reid School Endowment Fund	14,127
Youth Mentorship Endowment Fund	7,010

EducationMatters
Funds Established
as at September 30, 2011

	Fund Balance \$
Scholarship Funds:	
Aaron Family Scholarship Fund	9,657
Aaron Family Scholarship Fund (Flow Thru)	-
Aberhart Alumni Scholarship Fund	52,924
Aberhart Alumni Scholarship Fund (Flow Thru)	1,900
Aboriginal Students Award Fund	1,000
Arrata Family Award for New Canadians	34,931
Arrata Family Award for New Canadians Fund (Flow Thru)	4,889
Ataturk Peace Scholarship	7,750
Benjamin (Ben) Albert Legacy Fund (Endowed)	130,867
Bruce Leidl Composition Award Fund	10,032
Calgary Chamber of Commerce Play with the Presidents Scholarship Fund	7,000
Carolyn Baxter Memorial Award Fund	5,628
City of Calgary Degree Granting Scholarship Fund	27,200
City of Calgary Post Secondary Scholarships	27,200
ConocoPhillips Canada Awards	27,170
CTS Scholarship Endowment Fund	57,541
CTS Scholarship Flow Thru Fund	663
David James Anderson Memorial Award Fund	10,813
David James Anderson Memorial Award Fund (Flow Thru)	1,080
Dr Gordon Higgins Student Award Fund	12,891
Edith Berger Memorial Scholarship Fund	12,894
EducationMatters Endowed Scholarship Fund	12
EducationMatters Scholarship Flow Thru Fund	16,694
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	9,469
Future Leaders Scholarship Endowment Fund	19,767
Future Leaders Scholarship Flow Thru Fund	2,001
Gary Weimann Award for Community Service (Endowment)	15,767
Gary Weimann Award for Community Service (Flow Thru)	238
George Morley Memorial Scholarship	7,395
Green & Gold Endowment Scholarship Fund	138,978
Green & Gold Flow Thru Scholarship Fund	13,974
Hal Winlaw Health & Nutrition Legacy Award (Endowment)	3,881
Hal Winlaw Health & Nutrition Legacy Award (Flow Thru)	950
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	23,778
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	6,000
Henry Wise Wood Class of 1970 Scholarship Fund	7,495
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	17,157
Henry Wise Wood Warriors Legacy Flow Thru Scholarship Fund	1,777
Hopewell Scholarship Fund	16,150
Hugh Robertson Science Award Fund	8,777
Ivy & Len Freeston Student Award Endowment Fund	13,704
Ivy & Len Freeston Student Award Flow Thru Fund	95
James Fowler School Award Fund	10,985
Jim Hoeppner Award (Flow Thru)	1,500
Keith Yu Memorial Scholarship Fund	20,929
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	90,426
Marjorie Taylor Memorial Scholarship Fund	48,454

	Fund Balance \$
Marofke Family Aberhart Music Scholarship Fund	23,329
Marofke Family Aberhart Music Scholarship Fund (Flow Thru)	1,190
Mary Belkin Memorial Scholarship Fund	16,638
MW & JR Tebo Memorial Journalism Fund	13,393
Queen Elizabeth Deaf & Hard of Hearing Scholarship & Program Enhancement Fund	11,356
Queen E Deaf & Hard of Hearing Scholarship & Program Enhancement Fund (FT)	2,000
Richard D Tingle Student Award Fund	21,011
Richard D Tingle Student Award Flow Thru Fund	750
Rick Theriault Memorial Athletic Scholarship Fund	12,076
Ruth Ursula Leipziger Scholarship Fund	22,610
Shawn Whitney Memorial Award Fund	8,963
Southland Transportation Scholarship Endowment Fund	5,674
Southland Transp. Scholarship Flow Thru Fund	1,770
Steven Irving Memorial Music Scholarship Fund	26,454
Susy Devlin Memorial Award Fund	19,599
Thomas Moore Memorial Bursary Fund	12,689
Verna Hart Toole Legacy Award Fund	4,800
Viscount Bennett Band Parents Assoc. Award Fund	6,543
William & Toshimi Sembo Badminton Scholarship Fund	6,238
William Keir MacGougan Memorial Bursary Fund	17,423

EducationMatters
Statement of Grants Awarded
Year-to-Date September 30, 2011

	\$
Bowness High School – Alberta Skills Competition	3,705
Calgary Board of Education – Teaming Up 4 Healthy Learners	153,249
Calgary Board of Education – Discovering Choices	5,000
Calgary Board of Education – Campus Calgary / Open Minds	75,000
Calgary Board of Education – Haworth HBI Student Art Project	57,000
Cambrian Heights School – Enhanced Reading Materials	5,000
Centennial High School – Alberta Skills Competition	760
Chaparrel School – Enhancing Literacy Through Critical Thinking	5,200
Chris Akkerman School – Grade One Traditional Learning Centre	25,000
Christine Meikle School – School Equipment Program	4,750
Cranston School – Home Reading	7,500
Dr. G.M. Egbert School – Heroes Program	7,943
Dr. Gordon Higgins School – English Language Learner Literacy	10,000
Dr. Oakley School – Celebrating Readers	9,500
Evergreen School – Personalizing Learning	6,218
Forest Lawn High School – Alberta Skills Competition	1,805
Jack James High School – Alberta Skills Competition	1,615
Jack James High School – CBE Skills	7,600
James Short Memorial School – Literacy: Home Reading Books	1,900
Louise Dean School – Baby Tales & Baby Tales II	5,000
Louise Dean School – Emergency Funds	5,795
Penbrooke Meadows School – Beyond Comprehensive Literacy	15,000
West Springs School – West Springs School Playground	73,016
William Reid School – School Enhancements	614
Total Program Grants	\$488,170
Total Scholarships	62,078
Total Grants and Scholarships	\$550,248

EducationMatters
Discussion of Financial Position and Results of Operations

Statement of Financial Position

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

At December 31, 2010 we deferred 500,000 of CBE operating contributions received in 2010 that relate to our fiscal year 2011. In September, 2011, we received \$375,000, half of our operating funds for the period September 1, 2011 to August 31, 2012. \$125,000 of the \$375,000 was deferred to 2012.

Capital assets consist primarily of office furniture and equipment.

Statement of Operations

At September 30, 2011, we feel very confident that we will be able to achieve the fund development targets set for 2011.

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

Operating Budget Comparison

Expenditures reported include only cash expenses for budget comparison purposes.

Funds Established and Grants Awarded

Our report on Funds Established and their balances to September 30, 2011 reflect both realized and unrealized gains on funds as a result of a recovery of markets. For the long term EducationMatters expects steady growth of their investments.

The majority of granting activities occur in the fall of each year. Grants issued in 2011 continue to provide a significant contribution back to public school students and systems, particularly the CBE.

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES

PUBLIC AGENDA

November 15, 2011

To: BOARD OF TRUSTEES

From: Trustee George Lane

Re: Liaison Report - imagineCALGARY

Purpose: Information

Governance Policy Reference: GP-13: Board of Trustees' Linkages

I. RECOMMENDATION

THAT the imagineCALGARY Liaison report containing the imagineCALGARY Steering Committee meeting notes dated October 20, 2011 be received for information.

II. ISSUE

The attached minutes, dated October 20, 2011 are provided by the imagineCALGARY Steering Committee. As the Board of Trustees' representative on the imagineCALGARY Steering Committee, I am providing this report for your information.

Respectfully submitted,

Trustee George Lane,
Liaison Representative

Steering Committee Meeting Notes

Thursday, October 20 , 2011

11:30 a.m. – 1:30 p.m.

City Managers Office – Boardroom #3

City of Calgary

In Attendance: Elsbeth Mehrer (CED), George Lane (CBE), JB Isaacs (Sage Institute), Margaret Chandler, (Bow Valley College), Gerald Wheatley (Arusha), Steve Makowski (CBE)

Summary Notes

1. Overview of proposed restructuring, resourcing and measurement/reporting

- **Restructuring** - Carolyn gave an overview of constellation model for collaboration as a proposed model for imagineCALGARY with an example from the Urban Sustainability Director's Network (USDN)
- For more information about the constellation model, please see the following link: <http://socialinnovation.ca/constellationmodel> - this link contains articles and papers on the constellation model as well as organizations that are using it.
- The Office of Sustainability, imagineCALGARY and EcoTrust will be co-hosting a collaborative workshop with Tonya Surman, Executive Director for the Centre for Social Innovation on November 16th to discuss the constellation model with an emphasis on imagineCALGARY.
 - **Action: Carolyn to send out invitations to all members of the steering committee and collaborative action members for November 16th**
- **Resourcing** - There are two different resourcing requirements for imagineCALGARY: 1) the establishment of a 'secretariat'/coordinator to coordinate imagineCALGARY activities, constellations, stewardship group meetings, funding opportunities, etc.....and 2) project money to create an on-line web-based site for measuring progress toward the plan, be a resource centre, provide collaborative opportunities, contacts, etc.....
- Discussion around an opportunity of matching foundation funding from the USDN for community sustainability projects. There may be a possibility of funding for imagineCALGARY secretariat.
 - **Action: Carolyn to follow up with the Calgary Foundation to explore this possibility.**
- Other Foundations such as the Alberta Real Estate Foundation, EcoTrust, Trico could be other possibilities.
 - **Action: If anyone has any other suggestion regarding foundations or any other funding source please let Carolyn know.**
- Further discussion around the exploration of corporate memberships, and other options was discussed.

- **Measurement/reporting** – The importance for imagineCALGARY to be able to measure progress (and report back to the community) towards the targets was discussed.
 - Discussion around hosting an event aimed at reviewing the targets within the imagineCALGARY Long Range Plan. This could be an opportunity to report to Calgarians on how Calgary is doing in achieving the targets in the plan. A rigorous look at the targets; are they right? can we consolidate some?, etc....
 - There would be extensive work to gather data on targets. Carolyn indicated she has secured a part time staff to potentially help with it. The Office of Sustainability will take a first cut at reviewing the targets and identifying where we have data, or where data is accessible.
 - Details to be worked out about the event. Discussion around having the event in March. George Lane suggested one possibility may be the new CBE building to host (he would need to discuss further with Administration)
 - **Action: The Office of Sustainability to begin the collection of data toward the targets.**
2. **Annual imagineCALGARY partners event**
- It was decided to forgo this year's annual event and incorporate the 'celebration' aspect of the imagineCALGARY annual event into the target review event. Also suggested was the possibility of having awards for those organizations that have made outstanding contributions to the targets (to be fleshed out further)

Next Meeting: After November 16th (date not confirmed)

CALGARY BOARD OF EDUCATION

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

November 15, 2011

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

I. RECOMMENDATION

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

II. PURPOSE OF THE UPDATE REPORT

As the Board of Trustees' 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 Limitations (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

Facilities and Environmental Services

Adjustments to Calgary Board of Education Boundaries

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

The majority of the 36,000 acres annexed to The City of Calgary (the City), from the Municipal District of Foothills in 2005 and the Municipal District of Rocky View in 2007, remain outside of the Calgary Board of Education's (CBE) jurisdictional boundary.

The Minister of Education identified in correspondence dated January 13, 2010 that it is in the best interest of the students to retain the existing school boundaries until urban development warrants change. The Minister indicated that annexed lands would be brought into the CBE inventory as area structure plans and development occur. Recent annexation activities and new community development that have resulted in changes to CBE school boundaries are identified below.

- Adjustments to School Boundaries - South - September 12, 2011 (Attachments I)

In June 2010, the City of Calgary and the Municipal District of Foothills signed a dual annexation agreement and both municipalities initiated the new annexation process. This annexation was prompted by the Spruce Meadows equestrian facility, which desires to operate under one municipal jurisdiction rather than seeking approvals from both the Municipal District of Foothills and The City of Calgary. The Municipal District of Foothills annexed approximately 136 acres to its municipal boundary. In return, the City annexed approximately 177 acres (Sirocco Lands) from the Municipal District of Foothills.

The annexations have been approved by the Municipal Government Board and were approved by the Legislature retroactive to January 2011. A recent ministerial order was received September 12, 2011 to Chair Cochrane and other affected Board Chairs related to the annexation and adjustments to school boundaries. The CBE school boundaries will be affected by the removal of the Spruce Meadows Lands. There are no CBE students in this boundary.

The Sirocco Lands are outside of the CBE boundaries and will be part of the West Macleod Area Structure Plan within the City of Calgary boundaries. As per previous correspondence from the Minister of Education, lands such as the West Macleod ASP will be incorporated into CBE boundaries when urban development warrants change.

- Adjustments to School Boundaries - Northwest - September 26, 2011 (Attachment II)

On June 23, 2011 Chair Cochrane wrote Honourable Dave Hancock requesting a small adjustment to the CBE school jurisdictional boundary as a result of a new subdivision extension to the Valley Ridge Community. An extension to the Valley Ridge Community had been approved by the City consisting of 35 acres of lands from the west annexation lands. The proposed development identified 175 housing units with a population of 510 people. Construction and house sales are ongoing and approximately 10 to 12 units will be occupied between September and December 2011.

A recent ministerial order was received September 26, 2011 to Chair Cochrane and other affected Board Chairs related to the annexation and adjustments to school boundaries. The CBE school boundaries will be affected by the addition of the Valley Ridge extension and removal from the Rocky View School Division. The extension is part of the Valley Ridge Community and students are designated to the same schools as Valley Ridge Community students. There is one student attending a CBE school from the new extension lands. The area affected by this boundary change is shown on the map attached to this report and is highlighted with diagonal lines.

Learning Innovation

Provincial Achievement Tests: Non-Writers

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

At the Board of Trustees' meeting on October 18, 2011 administration was asked to provide information to the Board about non-writers. The following summary and Attachment III to this report include an explanation and data.

In the case of provincial achievement tests, Alberta Education requires schools and school jurisdictions to report cohort statistics. Cohort statistics are results based on all students registered in the grade, whether writers or non-writers. Non-writers include both absent and excused students. The equation is as follows:

$$\text{Writers (Acceptable + below acceptable) + Non-writers (absent + excused)} = 100\%$$

Students absent on the day scheduled for a test are expected to write when they return, up to the published return shipment dates for the testing materials. Provision is also made for schools to request an alternative test administration schedule for a student who is leaving early; e.g. family going on vacation and student not returning before the published date for the return of materials.

The Chief Superintendent may, on an individual basis, excuse a student from writing an achievement test. Schools are able to request excused status for students not capable of responding to the test in its original or approved accommodated form or in cases where participation would be harmful to the student. The percentages of CBE students excused have been consistently trending down in Grades 3, 6 and 9 ELA and Math and Grades 6 and 9 FLA, Science and Social Studies. The 2012 Request for Excused Status form has been revised to allow for better tracking of requests to excuse students from Grades 3, 6, and 9 French Language Arts and Grade 9 Knowledge and Employability English Language Arts, Mathematics, Science and Social Studies PAT's.

Communicating Technology Outages

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

EL-12: Asset Protection

Information technology is integral to teaching and learning, and other complementary activities in support of academic success. Technologies are often pervasive, complex and integrated. Although Information Technology Services (ITS) makes every effort to ensure these technologies run smoothly, there are times when technology is subject to failure and, when it does 'break', it can affect the delivery of curriculum, frustrate users and discourage use of digital technologies in the future.

When a failure occurs, ITS immediately takes steps to resolve the problem. In situations where there is a significant impact, even our ability to communicate could be affected. Consequently, ITS has established the System Status phone line at 403-294-8262. By calling this number, users receive recorded updates. This alternative communication method is simple, cost effective and provides timely and detailed information to the CBE community, thereby helping to minimize the impact of a failure.

Improving Service Quality

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

EL-12: Asset Protection

The Calgary Board of Education currently maintains over four hundred systems. Recently, long standing Domain Name Service (DNS) abnormalities were resolved. These abnormalities had contributed to slower performance in the following applications:

- Student Applications: D2L, Student Mail
- Teacher Applications: Password Reset Tool
- Various Administrative Applications

By correcting the issue of Domain Name Service abnormalities, service to students and staff has been greatly improved.

Collaboration Puts Clients First

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

Every September, the ITS Help Desk is 'flooded' with calls from staff returning from summer break. September 2011 was no different – except that it was busier than ever. In total, 7032 Helpdesk contacts (through voicemail, email and live calls) were logged. This represented a 5% increase over last year. In response, the Help Desk put out a call for assistance to manage school start-up volume. Staff from Information Technology Services and Technology Support

rose to the challenge and, in addition to their primary duties, volunteered to assist with the high volume of requests.

This proved to be effective and, when a password call could not be immediately resolved by a live agent, call back times were greatly reduced. With the additional assistance, the Help Desk worked through the phone calls, emails and problem tickets in a timely fashion, resulting in a smooth school opening for staff and students alike.

Self Service Delivers

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

EL-16: Learning Environment/Treatment of Students

During the back-to-school season, many of the requests that come through the Help Desk are related to passwords:

- August 1-September 30, 2010: 2445 calls
- August 1-September 30, 2011: 2156 calls
- Difference: 289 fewer password calls in 2011

Since the introduction of the Password Change Tool in June 2011, 1820 staff profiles have been set up. This fall, that translated into 604 successful password resets for 303 unique users.

The Password Change Tool is just one of the ways Information Technology Services is helping to encourage the adoption of self-service approaches to improve wait times and put clients first. Efforts to encourage more staff and students to set up their profiles will be continued throughout the 2011-2012 school year.

New Human Resources Application

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

EL-12: Asset Protection

Information Technology Services designed and built a web application and database server to store the legacy HR employee information that is not maintained in PeopleSoft. This new application has replaced the legacy application that utilized obsolete technology (hardware and software.) The replacement application provides a user friendly interface and reporting functionality.

In addition, the new application has the following benefits:

- supports fast and simple use through web-based technology;
- used by CBE Human Resources and TSSI staff;
- provides anytime/anywhere access for Human Resource recruiters;
- built using modern technologies.

Action Manager Goes Live

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

Using an agile development methodology, Information Technology Services designed and built a new web application for the Office of the Chief Superintendent. This application, called Action Manager, greatly simplifies the reporting process for school principals in support of monitoring for Executive Limitations 4, 6, 7, 9, 10, 11, 12, 16 and 18.

The application is used by all school principals and Area Offices within the CBE and is administered by employees in the Chief Superintendent's office. It is designed to streamline monitoring efforts and has the following additional benefits:

- aligns with the work of schools and user-friendly
- de-cluttered the desks of principals by replacing various stand-alone surveys and information gathering methods
- accessed anytime/anywhere by school principals and application overseers;
- alerts by automated email when action by principals or area directors is required;
- reports adherence to the Executive Limitations and other areas to be monitored by simple and intuitive means.

This application also has future potential to assist with tracking initiatives that require verification of completion.

Innovation and Learning Technology's Educational Technology Advisory Group (ETAG)
EL-3: Information, Counsel and Support to the Board of Trustees

Innovation and Learning Technology has established an educational technology advisory group (ETAG) to help guide and support the work of learning innovation in terms of strategic direction and decision making pertaining to learning technology and infrastructure.

The first meeting took place on the evening of Wednesday November 2, 2011 in the Innovation Learning Center. A group of multifaceted stakeholders have been selected to participate in the advisory group. These group members represent a wide range of fields from education, information technology, technology support, post-secondary, and industry, to parents, teachers, and students.

Teaming UP 4 Healthy Learners Update
Ends 1 to 5

EL-3: Information, Counsel and Support to the Board of Trustees
EL-16: Learning Environment/Treatment of Students

Teaming UP 4 Healthy Learners, the CBE Comprehensive School Health support strategy, continues to support schools improving student health outcomes for the 2011-2012 school year. This system strategy began in 2007 and has supported CBE schools as they set proactive sustainable goals to make changes to their school culture and environment in the three pillar areas of Comprehensive School Health: physical activity, healthy eating and positive social behaviour. Teaming UP is also supporting schools in making continued changes to their nutritional environments with the interim Administration Regulation 3047 on nutrition coming into effect on January 1, 2012.

The Teaming UP 4 Healthy Learners website is an important communication tool to fully understand the nutritional changes that will occur in our learning environments and the importance of a Comprehensive School Health strategy.

<http://projects.cbe.ab.ca/sss/teamingup/>

Currently, 108 CBE schools from K to 12 are a Teaming UP school. The Teaming UP Steering Committee members include representation from Alberta Health and Wellness, the CBE Food and Nutrition Specialist, Eco-Sites, Everactive Schools, CBE Corporate Partnerships, and CBE curriculum area specialists.

Homeschooling with the Calgary Board of Education

Ends 1: Mega End

Ends 2: Academic Success

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

The Homeschooling program has seen a 30% growth over the past year. This growth is due to the unique nature of the blended program choices, including increased opportunities for students to access online resources. This growth is supported by the homeschooling community and demonstrates the increase in the overall reputation of the CBE's homeschooling program. The homeschooling program currently supports 163 students; 106 students are in the blended program and 57 students in the Home Education (parent-directed) program.

Our blended program is unique to the homeschooling market. It is an opportunity for students to access a face-to-face teacher/facilitator in a small, personal group setting. Students in Junior High Homeschooling are now able to access CBe-learn online courses for their blended component. This option allows students to access support from their parent-educator, their face-to-face teacher/facilitator and their online instructor. This supportive and flexible environment provides maximum personalization and student engagement.

For more information, please review our website: www.calgaryhomeschooling.com




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

Attachments I – Adjustments to School Boundaries - South
Attachments II – Adjustments to School Boundaries - Northwest
Attachment III – Provincial Achievement Tests, Non-writers

Plan Area



 Transportation/Utility Corridor

Plan Area PREVIOUSLY APPROVED TO THE CITY OF CALIFORNIA

SPRUCE THE BUCKING
WARRIORS TO MID OF FEBRUARY

STROUD A PART OF TOWN
TO CITY OF GANARY.

Map 1

Plan Area



No City of
CALGARY
 LAND USE PLANNING & POLICY

http://www.jpl.nasa.gov/edu/4A/4-10c/other.html

Spruce Meadows Farms
Lands Annexed to MD Foothills District





**Valley Ridge Community
Portion of West Lands Annexed from MD of Rocky View
to City of Calgary (2007)**

**Portion of West Lands Annexed from
MD of Rocky View**

VALLEY RIDGE

CRESTMONT

TRANS CANADA HLW

Prepared by Capital & Urban Planning Services
June 2011
V:\Planning\2011\2011_AVSchoolProjects\Annexation

PROVINCIAL ACHIEVEMENT TESTS – NON-WRITERS

The goal of Alberta Education is to provide a provincial overview of how well students in grades 3, 6, and 9 are achieving in relation to provincial standards, regardless of where or how they receive instruction. The achievement tests, and their administration, have therefore been designed to ensure that the tests are accessible to most students in grades 3, 6, and 9. Alberta Education requires schools and jurisdictions to report cohort statistics, that is, the **percentages** of students achieving at the **acceptable standard based** on the total of **all students enrolled in the grade**, not writers alone. The percentage of students excused and absent has an impact on the percentage of students achieving the acceptable standard. The calculation is as follows:

$$\text{Writers (Acceptable + Below Acceptable) + Non-Writers (Absent + Excused) = 100\%}$$

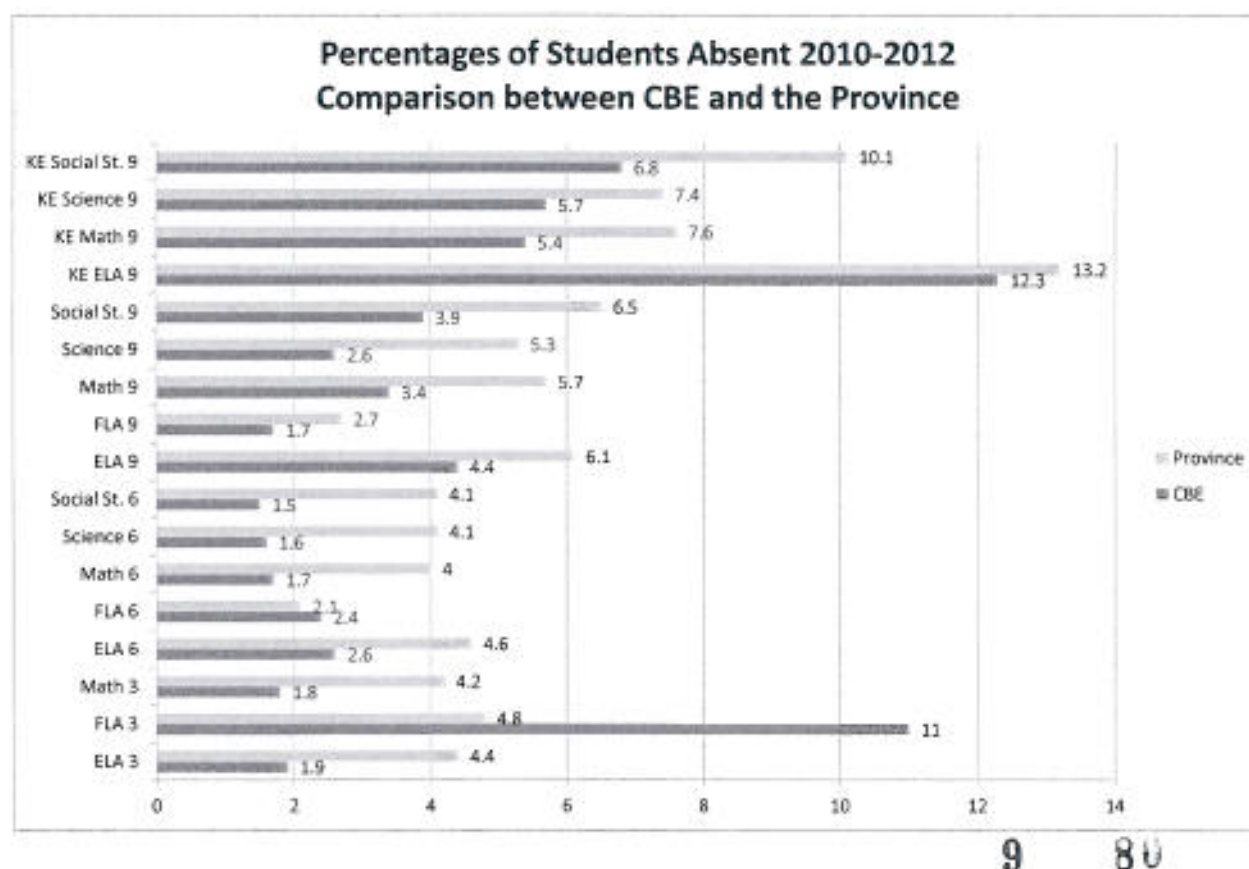
Non-writers: Absent

The table *Percentages of Students Absent 2010 – 2011: Comparison between CBE and the Province* shows the percentages of students absent by grade and subject.

- To ensure that as many students as possible write Provincial Achievement Tests:
 - Students who are absent on the day of the test are expected to write when they return, up to the published return shipment dates for the testing materials.
 - The Administration Directives, Guidelines and Procedures also make provision for a superintendent to authorise a school to implement an alternative test administration schedule(s) for a student who is leaving the school before the scheduled administration date and will not return before the published return shipment date.

It should be noted that the category *Absent* includes:

- Students absent for the test (or, in the case of English language arts, French language arts and Knowledge and Employability (KE) English language arts, one part of the test)
 - Schools are also obligated to mark absent students withdrawn from participation by a parent. A copy of the parent's letter indicating the student will not participate is attached to the principal's statement.
- Students who wrote but whose results were withheld



Non-writers: Excused

The expectation is that most students, including English language learners, students in special education programs and students with learning or physical disabilities **shall complete** the provincial achievement tests **unless excused**. Page 1 of the *Administration Directives, Guidelines & Procedures* section of the *General Information Bulletin* provides the following guidelines:

1. A superintendent may, on an individual basis, excuse a student from writing an achievement test for the following reasons:
 - a. The student is not capable of responding to the assessment in its original or approved accommodated form.
 - b. Participation would be harmful to the student.

Requesting Excused Status

In the fall of 2010, staff from Learning Services and Learning Innovation worked together to provide clear guidelines for schools requesting that students be excused from writing Provincial Achievement Tests.

Schools were given the following general questions to guide the decision whether to request excused status for a student for one or more Provincial Achievement Tests:

- Has the student been exposed to the grade level curriculum?
- For what percentage of the time?
- Is it reasonable to expect that the student write with accommodations in place?

It should be noted that a student cannot be excused on the grounds of a parent request. If a parent indicates that s/he does not wish the student to participate, the school is obligated to mark the student "absent" not "excused" on the List of Students.

1. EXCUSED STATUS FOR STUDENTS IDENTIFIED WITH SPECIAL EDUCATION NEEDS

Principals are asked to provide supporting evidence for a request to excuse a student on the grounds that the student is **not capable of responding** to the assessment **even when test accommodations are provided**.

In the case of students with exceptional PAT writing needs, examples include students assessed with severe disabilities and/or who have not been exposed to the grade level curriculum. Each student who is excused must have an IPP. If the IPP does not clearly substantiate the request for excused status, then up-to-date supporting documentation must be readily available. Schools are asked to provide very specific supporting data; for example, results of any assessments of reading or math.

Requests approved in the past have included students in such classes as Bridges, CSSI, L&L, PLP and SKILL who have not been exposed to the grade level programs of study. Excused status has also been approved in cases where an individual student's program has been modified because assessment indicated that the student was not working at grade level.

In addition, excused status has been granted for all students in such special settings as Christine Meikle School and Emily Follensbee School, William Roper Hull School, Wood's Homes and the Young Adult Program. Each student in such settings presents with complex needs in the severe to profound range of functioning and for a variety of reasons (cognitive, physical, emotional) is not capable of responding to the Provincial Achievement Tests.

2. EXCUSED STATUS FOR ENGLISH LANGUAGE LEARNERS

The results of PATs provide the Calgary Board of Education with valuable data about how our students are doing and about how various cohorts compare. It is important to assess English language learners' progress in achieving the outcomes of the programs of study.

Excused status for ELL is, therefore, only approved for those students who, by virtue of a combination of insufficient competence in the English language and lack of exposure to grade level curriculum, are not capable of responding to the test. In the case of an English language learner this would include such low levels of English language proficiency that comprehension of the instructions and/or questions is impossible. Up-to-date supporting documentation must be available and specific. (i.e. Alberta Education Benchmark evidence and language proficiency assessments) Schools are

asked to include details of the student's education/language background (country of origin, date of arrival in Canada (if applicable), language(s) spoken in the home, previous educational experience, language proficiency on arrival, etc.) and current Language Proficiency Level, as well as the name and results of any Language Proficiency assessment. Documentation should be kept easily accessible at the school.

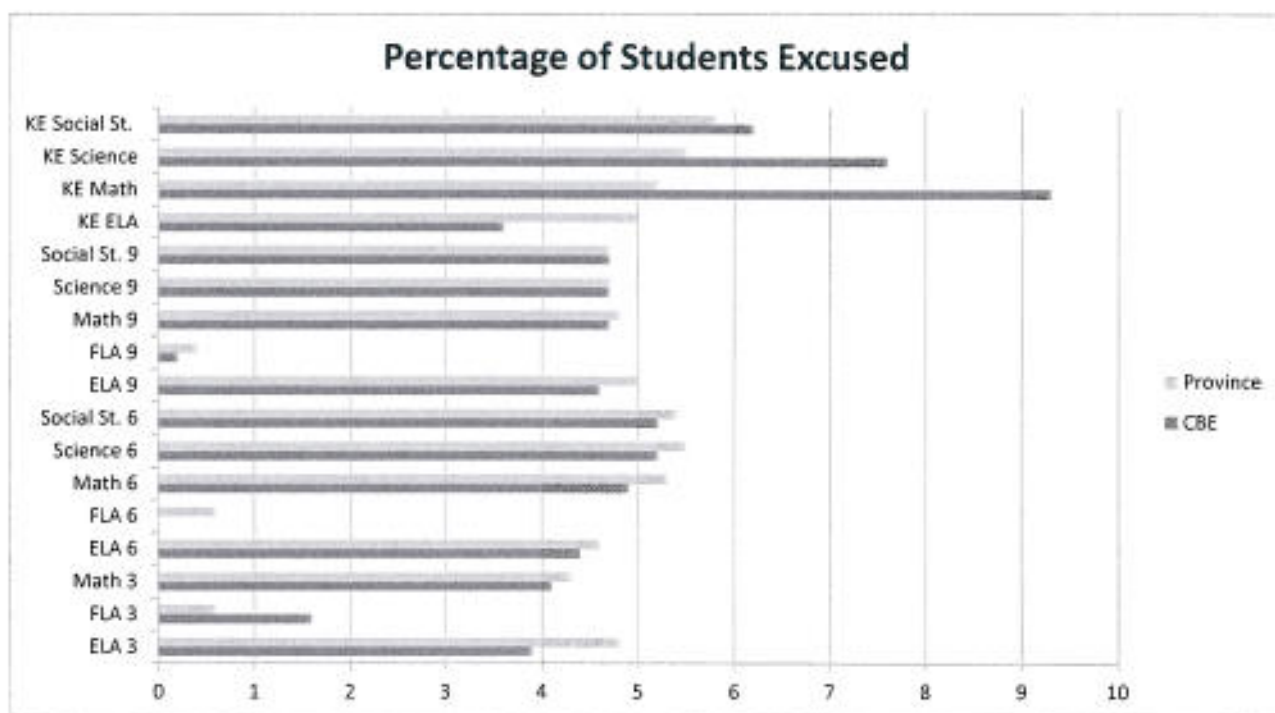
Excused status was granted for English language learners where requests demonstrated that the student had not achieved the necessary competence in English to be capable of responding to the tests or had not been exposed to the grade level curriculum. Such cases included students in LEAD classes or students who had very recently arrived in Canada. In some cases, input was sought from the ELL team. In other cases, schools were asked to provide further information.

3. EXCUSED STATUS ON THE GROUNDS THAT PARTICIPATION WOULD BE HARMFUL TO THE STUDENT

Requests for excused status may also be made on the grounds that participation would be **harmful** to the student, i.e., serious repercussions might occur as a result of writing the test even if test accommodations are provided. An example is when writing the test even with accommodations would exacerbate a severe medical problem. Supporting documentation with regard to harmful participation **must include** a principal's written statement attesting to serious repercussions resulting from writing the tests. This documentation must be readily available in the student's file. Supporting documentation from any professional consultation, for example, from a physician or psychologist, should also be noted on the form and included in the student's file. Approval for excused status has been granted in one situation where a parent had recently and unexpectedly died. In another situation the student had been recently diagnosed with a severe medical problem.

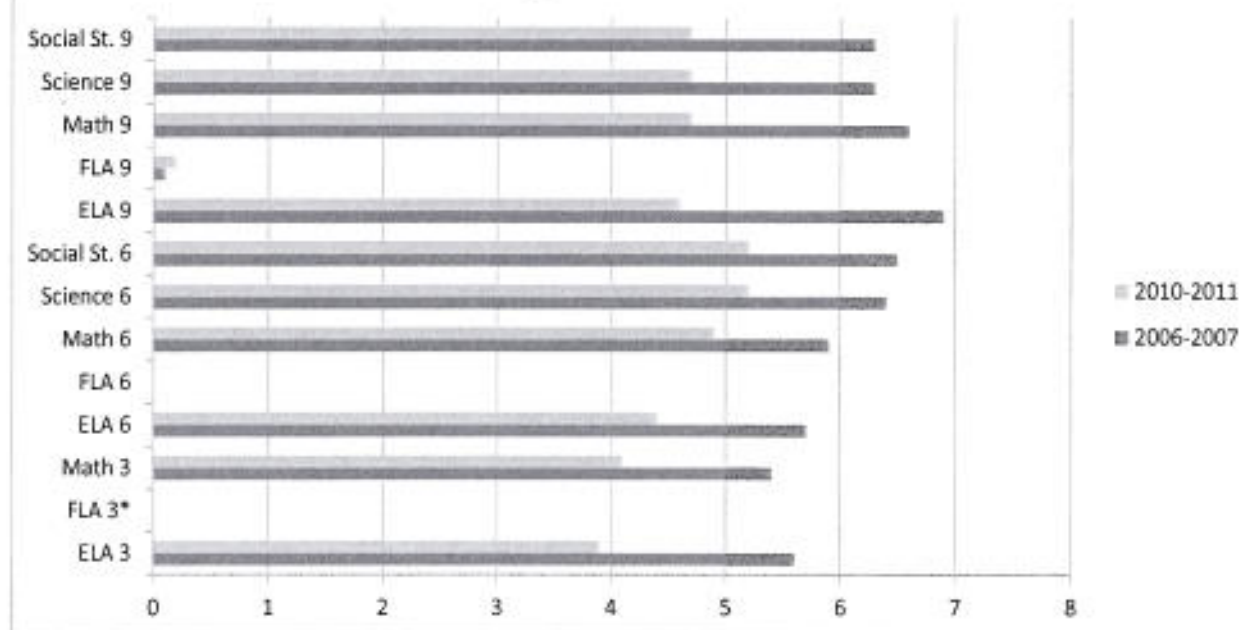
4. PERCENTAGE OF STUDENT EXCUSED: COMPARISON WITH THE PROVINCE AND TRENDS OVER TIME

As the table *Percentage of Students Excused* demonstrates, the percentage of CBE students excused is comparable with the percentage of students excused in the province, with four exceptions: Grade 3 French Language Arts, KE Math, KE Science and KE Social Studies.



The Achievement Test Multiyear Reports also show that the percentage of CBE students excused has also been consistently trending downwards over the period 2006-2007 to 2010-2011 in Grades 3, 6 and 9 ELA and Math, Grades 6 and 9 FLA, Science and Social Studies.

Comparison between 2006-2007 and 2010-2011 Percentages of Students Excused



*First year of reporting on FLA 3 was 2007-2008.

5. CHANGES TO THE REQUEST FORM AS A RESULT OF ANALYSIS OF 2010-2011 PROCESS

- The first year of reporting for KE PATs in English language arts, mathematics and science was 2008-2009; for social studies, 2009-2010. The percentage of students excused in these subjects is trending up. These results indicated the need to track requests for excused status for KE PATs separately from requests for Grade 9 ELA, Math, Science and Social Studies. As a result, KE ELA, Math, Science and Social Studies have been added to the list of subjects for which excused status is being requested.
- FLA was missing from the list of subjects. It has also now been added.

CALGARY BOARD OF EDUCATION
REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA
November 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: 2011-2012 School Enrolment Report

Purpose: Information and for the Record

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

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

Resource Persons: Karen Barry, System Principal, Community Engagement & Operational Planning
Ingrid Schmidt, Senior Planner, Community Engagement & Operational Planning
Anne Trombley, Planning Analyst, Community Engagement & Operational Planning
Conor McGreish, Planning Analyst, Community Engagement & Operational Planning
Joshua Crough, Community Planning Technician, Community Engagement & Operational Planning
Wanda Saxon, Planning Specialist, Capital & Urban Planning, Capital Planning & Development Services
Sherri Lambourne, Manager, Leasing & Property Management, Capital Planning & Development Services
Heather Kirkwood, Manager, Learning Services

I. RECOMMENDATION

It is recommended:

THAT the 2011-2012 School Enrolment Report be received as information and for the record.

II. ISSUE

Executive Limitation (EL) 14: Student Accommodation requires Administration to present to the Board of Trustees a School Enrolment Report, on or before the last public board meeting in November of each year. This report must comply with EL-14E: Student Accommodation Information Requirements.

III. BACKGROUND

EL-14E states in part: Accordingly, the Chief Superintendent shall:

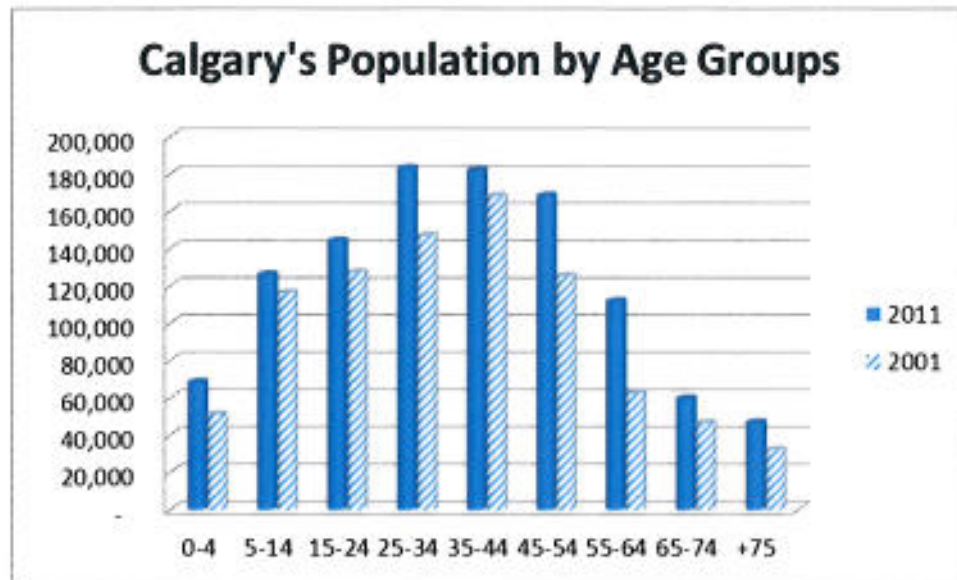
- (e) provide a School Enrolment Report to the Board of Trustees on or before the last public board meeting in November of each year which includes the following information, grouped by Calgary Board of Education's Administrative Areas:
 - (i) the number of students enrolled in each school, by grade and program, including alternative programs, special education programs and system classes, and the number of out-of attendance area students enrolled in each school as of September 30th in the current school year;
 - (ii) provincial capacity of the school, including the number of relocatables and portables;
 - (iii) the utilization rate of each school building not including lease exemptions;
 - (iv) the utilization rate including lease exemptions as of September 1st of the current year for each school building;
 - (v) the amount of surplus space available for leasing but not yet leased; and
 - (vi) a list of the leases and amount of space leased, for each building.

IV. ANALYSIS

City of Calgary's Population

The population in Calgary grew from 1,071,515 in April 2010 to 1,090,936 in April 2011. This represents an increase of 1.81% or 19,421 residents. Calgary's population is projected to increase to 1,153,100 persons in 2015 and 1,244,800 persons in 2020. The most significant increases would occur in the 0-14, 55-64 and 65+ age cohorts.

The chart below compares Calgary's population by age groups over the last decade (April 2001 and April 2011). Calgary's population is young with the majority being in the 25-34 and 35-44 categories.



Natural increase (births minus deaths) continues to be a major source of growth for the city. Births to Calgary mothers were reported at 15,052 between April 2010 and April 2011 which is slightly less than the previous year however over 14,000 babies have been reported annually for five consecutive years. This increase in births should result in healthy enrolment over the long term.

Net migration fluctuates making it difficult to predict from year to year. Net migration is the difference between the number of persons moving into Calgary and the number moving away. Over the past twelve months, 9,563 more people moved to Calgary than moved away from Calgary. This is a significant increase over 2010 when Calgary experienced a negative net migration of about 4,000 residents. Net migration has an impact on enrolment in our schools and programs.

Population and housing statistics are monitored on an annual basis for all residential districts. Panorama Hills continues to lead the way in growth with a population increase of 1,952 residents. Four other communities also had an increase of more than 1,000 residents – Auburn Bay, New Brighton, Cranston and Skyview Ranch.

Calgary Board of Education

Enrolment has increased for the fourth consecutive year. Over the past four years, enrolment has increased by over 3,000 students with enrolment increasing by 1.2% or 1,265 students from 2010 to 2011.

On September 30, 2011, 221 schools reported enrolment. Enrolment was 100,632, kindergarten to Grade 12 and 3,550 at CBe-learn and Chinook Learning Services for a total enrolment of 104,182.

One new school opened for the 2011-2012 school year – Ernest Manning High School with capacity for 1,800 students. To facilitate the City of Calgary's extension of the west light rail transit (LRT) system, the old Ernest Manning High School will be demolished. Enrolment of 1,302 students at the new Ernest Manning High School is an increase of 376 students over last year's enrolment with approximately 300 students being new to the Calgary Board of Education. CBe-learn also relocated to the new Ernest Manning High School.

An agreement with Winsport resulted in the relocation of the National Sport School from Ernest Manning High School to Canada Olympic Park for September 2011. The National Sport School accommodates about 150 students annually.

A new alternative program was announced in the spring of 2011. The All-Boys School opened at Sir James Lougheed School for kindergarten to Grade 5. The program will expand to Grade 6 for next year.

Enrolment at CBe-learn and Chinook Learning Services includes students who are 20 years old or older on September 1st who are not eligible for funding. On September 30, 2011, this represented 1,041 students.

The table below compares September 30, 2010 student enrolment to September 30, 2011 by division:

	Enrolment September 30, 2010	Enrolment September 30, 2011	Difference
Pre-kindergarten	38	51	13
Kindergarten	7,459	7,718	259
Grades 1-3	22,443	23,421	978
Grades 4-6	20,436	20,593	157
Grades 7-9	21,693	21,505	-188
Grades 10-12	25,667	25,547	-120
Outreach Programs	1,046	1,113	67
Unique Settings	709	684	-25
Sub-Total	99,491	100,632	1,141
CBe-learn	637	615	-22
Chinook Learning	2,789	2,935	146
Total	102,917	104,182	1,265

Intake at Grade 1 of 8,146 students is the largest number of Grade 1 students since 1991. Kindergarten and Grade 1 registrations indicate strong enrolment into the future. Based on City of Calgary's census data, CBE's market share for kindergarten was 59.3% and 64.5% for Grade 1. The average over the last five years is 58.9% and 63.9%.

Sixteen schools offer a full day kindergarten program for the 2011-2012 school year with enrolment of 692 students on September 30, 2011. Early Development Centers at Deer Run School and James Short Memorial School accommodate 51 pre-kindergarten students and Children's Village also accommodates pre-kindergarten students.

Enrolment in approved alternative programs by school is reported in Attachment I(b). Enrolment in alternative programs is 18,324 which increased by 1,128 students from September 2010 to September 2011.

Special education classes and enrolment is reported in Attachment II(a) and Attachment II(b). The number of system classes was reduced from 237 to 230.5 from September 2010 to September 2011.

The following table provides a summary of changes in kindergarten to Grade 12 enrolments, out of attendance area students and school capacity utilization rates from September 30, 2010 to September 30, 2011 by Area. The number of out of attendance students is determined by analyzing each school and reporting the results in Attachment I(a).

	<i>Enrolment</i>			<i>Out of Attendance (GR1-12)</i>			<i>Utilization Rates with Exemptions</i>		
	2010	2011	Change	2010	2011	Change	2010	2011	Change
Area I	15,205	15,065	-140	1,158	1,062	-96	78.89%	85.26%	6.37%
Area II	22,070	22,765	695	2,650	2,714	64	80.89%	82.68%	1.79%
Area III	19,323	19,430	107	1,429	1,256	-173	81.85%	82.79%	0.94%
Area IV	15,816	16,053	237	2,176	2,283	107	74.17%	73.98%	-0.19%
Area V	25,322	25,522	200	2,143	2,094	-49	76.74%	77.75%	1.01%
	97,736	98,835	1,099	9,556	9,409	-147	78.54%	80.17%	1.63%

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

V. CONCLUSION

Enrolment increased by 1,265 students from September 30, 2010 to September 30, 2011 with notable increase at Division I.

Over 14,000 births to Calgary mothers were reported for the fifth consecutive year. High birth rates have resulted in large numbers entering kindergarten and Grade 1. It is anticipated that enrolment will continue to increase between 1.3% and 2.2% annually.

Attachments I through VI provide the detailed information requested by the Board of Trustees in EL-14E (c) (i) through (vi) grouped by Area.

This report is provided in compliance with EL-14: Student Accommodation and related exhibit EL-14E.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I(a):	Enrolment by Area, school and program; number of out-of-attendance area students
Attachment I(b):	Alternative program enrolment by school and grade
Attachment II(a):	System special education classes by Area, school and program
Attachment II(b):	System special education enrolment by program, school and grade
Attachment III:	School capacity and utilization
Attachment IV:	Surplus space available for lease but not yet leased
Attachment V:	Lease of space by Area
Attachment VI:	2011/2012 Lease of Surplus School Facilities

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of- Attendance
AREA I																	
ARBOUR LAKE		814							137	168	187	151	171				21
BELVEDERE PARKWAY		249		41	29	33	41	31	32	42							37
BOWCROFT		169		23	28	25	23	25	21	24							32
BOWCROFT	German Bilingual	131		17	23	15	20	21	21	14							0
BOWNESS		1,307												404	464	439	121
BRENTWOOD	System Classes	12			3	3	1	2	2	1							0
BRENTWOOD	Traditional Learning	551		118	131	98	108	95									4
CAPTAIN JOHN PALLISER		208		12	8	20	20	17	50	81							33
CAPTAIN JOHN PALLISER	Montessori	158		32	39	36	29	12	9	1							1
CITADEL PARK		464		82	93	88	98	103									8
DALHOUSIE		19								19							5
DALHOUSIE	Spanish Bilingual	558		136	129	120	102	71									12
DR E W COFFIN		196		23	28	28	27	28	30	34							118
EDGEMONT		703		91	86	92	102	100	113	119							6
F E OSBORNE		758									268	225	265				37
H D CARTWRIGHT		346									106	98	142				37
HAMPTONS (THE)		207		37	43	42	48	37									23
HAWKWOOD		428		52	48	68	71	56	51	82							58
MARION CARSON		524		38	38	45	38	51	165	149							34
RANCHLANDS		252		35	33	29	37	32	40	46							21
ROYAL OAK		523		133	133	92	80	85									0
SCENIC ACRES		139		20	26	32	31	30									15
SILVER SPRINGS		182		26	26	34	27	17	27	25							48
SIMON FRASER		677							70	70	169	165	203				18
SIR WINSTON CHURCHILL		2,004												658	674	672	175
TERRACE ROAD		95		3	7	16	13	20	15	21							13
THOMAS B RILEY		167									46	58	65				11
THOMAS B RILEY	Traditional Learning	171							52	45	35	39					2
THOMAS B RILEY	German Bilingual	16									7	9					0
TOM BAINES		821									254	270	297				2
TUSCANY		774		166	180	147	158	123									3
UNIVERSITY		307		43	48	46	55	40	35	40							81
VARSITY ACRES	French Immersion	590		98	77	88	83	77	65	72							8
W O MITCHELL		181		17	23	28	36	22	23	32							42
WEST DALHOUSIE		394		42	58	51	57	54	72	60							36
AREA I TOTAL		15,065	-	1,286	1,337	1,276	1,305	1,147	1,030	1,145	1,072	1,013	1,143	1,062	1,138	1,111	1,062

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of-Attendance
AREA II																	
ALEX MUNRO		358		43	30	46	41	43	113	42							46
BALMORAL	Traditional Learning	560							128	140	138	154					61
BANFF TRAIL	French Immersion	374		62	61	63	45	46	44	53							38
BEDDINGTON HEIGHTS		426		70	51	63	65	53	57	67							23
BELFAST		224		39	32	37	27	26	32	31							152
BRANTON	French Immersion	703									232	247	224				36
BRIAR HILL		196			37	39	41	30	25	24							66
BUCHANAN		132		19	21	18	22	17	15	20							26
CAMBRIAN HEIGHTS		410		59	63	54	55	56	60	63							25
CAPITOL HILL		237		39	40	36	33	43	27	19							60
CATHERINE N GUNN		359		57	54	57	51	47	52	41							99
COLLINGWOOD	Spanish Bilingual	422		90	94	81	86	71									4
COLONEL IRVINE		440									124	147	169				43
COLONEL MACLEOD		499							93	69	108	116	113				22
COLONEL SANDERS	Traditional Learning	381			53	125	102	101									2
COVENTRY HILLS		596		128	145	127	104	92									10
CRESCENT HEIGHTS		1,518												526	464	526	379
CRESCENT HEIGHTS	Traditional Learning	281											168	58	46	9	3
DR J K MULLOY		95								95							11
DR J K MULLOY	Traditional Learning	368		85	73	63	68	34	45								9
GEORGES P VANIER		195									66	61	68				26
GEORGES P VANIER	French Immersion	242									83	86	73				11
HIDDEN VALLEY		310		60	67	86	97										2
HIDDEN VALLEY	French Immersion	152		44	39	34	35										0
HIGHWOOD	Mandarin Bilingual	308		79	57	59	42	30	17	24							0
HILLHURST		314		36	36	35	28	53	66	60							80
HUNTINGTON HILLS		194		25	19	22	25	32	32	39							40
JAMES FOWLER		1,206												422	325	459	186
JAMES FOWLER	Arts Centered Learning	214												44	82	88	2
JOHN G DIFENBAKER		1,437												437	478	522	100
KING GEORGE	French Immersion	411		80	71	51	61	48	49	51							10
LANGEVIN	Science	609		39	55	49	54	57	52	81	73	76	73				6
LANGEVIN	Mandarin Bilingual	21									11	8	2				0
LANGEVIN	System Classes	8									1	2	5				0
LOUISE DEAN		116												3	29	50	34
MAYLAND HEIGHTS		64			6	12	16	7	8	15							24
MAYLAND HEIGHTS	French Immersion	239		42	47	42	24	30	30	24							3

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of-Attendance
MOUNT VIEW		127		18	21	14	24	17	14	19							29
NORTH HAVEN		234		27	28	33	26	40	39	39							23
PANORAMA HILLS		628		157	135	145	101	90									4
QUEEN ELIZABETH		209		35	29	27	36	26	29	27							20
QUEEN ELIZABETH JR/SR		1,171									195	184	168	200	209	234	217
ROSEDALE		254		24	21	21	24	27	26	28	25	26	32				73
ROSEMONT		114		22	18	16	13	17	11	17							35
SENATOR PATRICK BURNS		138									41	48	49				38
SENATOR PATRICK BURNS	Spanish Bilingual	443							122	108	98	73	42				2
SIMONS VALLEY		515		53	71	70	73	87	72	89							51
SIR JOHN A MACDONALD		724									242	231	251				87
SIR JOHN FRANKLIN	Arts Centered Learning	278							21	32	79	87	59				3
SIR JOHN FRANKLIN	System Classes	41									14	12	15				0
STANLEY JONES		173		21	23	25	37	16	28	23							40
STANLEY JONES	Alice Jamieson	265						24	24	51	62	61	43				0
SUNNYSIDE		148		20	22	21	19	22	25	19							62
THORNCLIFFE		128		17	10	15	20	19	22	25							31
THORNCLIFFE	Traditional Learning	145		95	50												0
VALLEY CREEK		606						74	95	107	99	111	119				19
VALLEY CREEK	French Immersion	148						32	28	27	27	20	14				0
VISTA HEIGHTS		137		28	13	20	19	21	22	14							15
WILLIAM ABERHART		804												272	270	282	342
WILLIAM ABERHART	French Immersion	851												215	250	186	10
WILLIAM ABERHART	Spanish Bilingual	66												36	19	10	0
AREA II TOTAL		22,765	-	1,613	1,502	1,606	1,516	1,428	1,524	1,583	1,679	1,750	1,710	2,239	2,193	2,332	2,714
AREA III																	
ABBEYDALE		318		49	39	44	43	49	50	44							25
ANNE FOOTE		342		41	56	49	48	47	56	45							56
ANNE GALE		591									180	192	219				27
BOB EDWARDS		256									94	97	105				29
BOB EDWARDS	French Immersion	152									61	37	54				1
CAPPY SMART		228		37	38	27	33	41	22	30							5
CECIL SWANSON		304		44	44	40	41	48	36	51							20
CHIEF JUSTICE MILVAIN		487		77	74	62	69	71	68	66							1
CHRIS AKKERMAN	Traditional Learning	583		83	101	174	150	75									0
CLARENCE SANSOM		515									151	182	182				57
COLONEL J F SCOTT		475		58	64	76	76	72	67	62							29
CROSSING PARK		1,120		111	112	111	111	112	112	112	113	112	114				30

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of-Attendance
DOUGLAS HARKNESS		286		40	49	31	44	41	45	36							9
DR. GLADYS M. EGBERT		337									94	116	127				40
DR. GORDON HIGGINS		432									127	132	173				53
ERIN WOODS		416		59	67	63	59	69	42	57							0
ERNEST MORROW		491									162	180	149				59
FALCONRIDGE		496		89	71	72	79	61	65	59							32
FOREST LAWN		1,574												450	496	638	202
G. W. SKENE		200						64	75	61							10
GRANT MACEWAN		575		94	89	71	68	93	80	80							27
GUY WEADICK		256		43	43	35	26	36	37	36							4
IAN BAZALGETTE		367									135	111	121				20
JACK JAMES		541												143	180	218	0
JAMES SHORT MEMORIAL		309	31	67	60	83	68										6
KEELER		256		32	42	34	39	34	33	42							19
LESTER B. PEARSON		1,500												538	494	468	113
LESTER B. PEARSON	French Immersion	106												30	47	29	3
MARLBOROUGH		445		27	47	30	33	112	100	96							6
MONTEREY PARK		587		85	97	73	87	71	79	95							35
O. S. GEIGER		427		68	73	50	53	76	45	62							23
PATRICK AIRLIE		160		20	32	20	24	17	22	25							30
PENBROOKE MEADOWS		251		37	38	33	40	38	31	34							32
PINERIDGE		237		39	42	27	34	35	24	36							20
RADISSON PARK		261		63	55	44	53	46									21
ROLAND MICHENER		206		30	39	29	25	30	23	30							26
RUNDLE		335		49	42	52	43	44	44	61							23
SADDLE RIDGE		426		133	134	99	60										2
SIR WILFRID LAURIER		246							53	44	59	37	53				51
SIR WILFRID LAURIER	Traditional Learning	229							72	71	68	28					1
TARADALE		734		108	121	125	117	107	80	78							1
TERRY FOX		747									257	247	243				58
VALLEY VIEW		266		36	42	36	33	45	40	34							16
WEST DOVER		302		37	50	63	41	33	39	39							30
WEST DOVER	Medicine Wheel	18		18													0
AREA III TOTAL		19,430	31	1,674	1,761	1,653	1,587	1,567	1,440	1,484	1,491	1,471	1,540	1,161	1,207	1,353	1,256
AREA IV																	
A. E. CROSS		540									143	198	199				45
ALEXANDER FERGUSON		257		33	47	48	33	31	37	28							78
ALL BOYS @ Sir James Loughheed		75		2	6	19	15	17	16								0

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of-Attendance
ALTADORE		232		31	43	44	47	28	12	27							31
ALTERNATIVE HIGH		153											1	22	55	75	0
BANTING AND BEST		235		36	43	45	62	49									14
BATTALION PARK		689		97	106	113	114	90	82	87							7
BISHOP PINKHAM		196									69	54	73				35
BISHOP PINKHAM	French Immersion	252								44	64	92	92				14
BISHOP PINKHAM	Spanish Bilingual	17								17							0
CENTRAL MEMORIAL		1,597												442	601	554	584
COLONEL WALKER		108		18	23	10	15	13	18	11							10
CONNAUGHT		244		47	53	28	19	39	28	30							27
EARL GREY		183		22	28	26	30	16	35	26							59
ELBOW PARK		214		14	45	29	41	35	25	25							33
ELBOYA		316		25	36	35	41	21	24	43	28	29	34				55
ELBOYA	French Immersion	203							32	22	51	45	53				32
ERNEST MANNING		1,302												522	363	417	94
GLANORGAN	Traditional Learning	508		78	81	88	75	64	43	50	29						13
GLENBROOK		245		32	43	24	37	32	34	43							26
GLENDALE		200		22	29	28	35	29	26	31							75
HOME EDUCATION	Windsor Park	189			21	20	18	22	21	25	14	25	9	5	1	8	0
JENNIE ELLIOTT		465		71	80	62	102	40	60	50							9
KILLARNEY	Montessori	192		37	43	41	21	16	22	12							5
MOUNT ROYAL		241									71	95	84				48
NATIONAL SPORT SCHOOL		155											23	42	55	35	0
OLYMPIC HEIGHTS		734		104	110	106	110	109	94	101							21
PITTOCK FAMILY SCHOOL	Colonel Walker	138		23	15	27	24	22	13	14							0
RAMSAY		93		16	13	17	9	16	11	11							8
RICHMOND		142		26	33	24	18	20	11	10							29
RIDEAU PARK		425		18	20	24	22	24	37	35	73	82	90				132
RIVERBEND		327		35	38	55	63	49	58	28							14
ROSSCARROCK		162		25	24	20	20	23	26	23							42
SHERWOOD		342							40	33	71	101	97				17
SUNALTA		334		35	51	59	48	48	49	44							121
VINCENT MASSEY		646									215	240	190				58
W H CUSHING WORKPLACE		103		40	27	23	13										0
WEST SPRINGS		342		81	78	62	39	26	36	20							9
WESTERN CANADA		1,501												485	511	505	453
WESTERN CANADA	French Immersion	438												143	147	148	41
WESTGATE	French Immersion	367		64	68	53	71	51	60								3
WESTGATE	Spanish Bilingual	289		75	58	50	52	28	26								3

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of-Attendance
WILDWOOD		413		68	62	70	60	50	49	54							39
WILLIAM REID	French Immersion	209		42	49	51	41	26									2
AREA IV TOTAL		16,053	-	1,218	1,373	1,302	1,296	1,034	1,025	944	629	952	945	1,661	1,733	1,742	2,283
AREA V																	
ACADIA		352		90	81	76	82	63									18
ANDREW SIBBALD		221		42	47	51	39	42									6
BRAESIDE		207		16	36	36	24	32	36	27							22
BRIDLEWOOD		466		75	98	64	75	59	52	43							3
CANYON MEADOWS	Spanish Bilingual	511		117	116	101	105	72									8
CEDARBRAE		215		53	30	29	29	25	30	19							14
CENTENNIAL		1,733												558	611	564	236
CHAPARRAL		412		65	86	86	103	72									5
CHINOOK PARK		205		19	34	27	37	26	35	27							27
CHINOOK PARK	French Immersion	238		43	45	37	38	32	20	23							14
CRANSTON		382		96	99	63	67	57									3
DAVID THOMPSON		647						103	128		121	128	167				31
DEER RUN		356	20	54	49	49	54	42	39	49							11
DOUGLASDALE		315		53	64	67	63	68									20
DOUGLASDALE	System Classes	19			3	3	5	1	2	5							0
DR E P SCARLETT		1,374												439	457	478	374
DR E P SCARLETT	French Immersion	237												58	85	84	8
ETHEL M JOHNSON		364		40	46	38	47	59	64	70							20
EVERGREEN		380		101	93	82	52	52									2
FAIRVIEW	French Immersion	401						57	68		83	95	88				40
FAIRVIEW	Traditional Learning	327						70	85		90	82					0
FISH CREEK		561		39	41	68	54	63	149	147							57
HAROLD PANABAKER		193									54	38	65				19
HAROLD PANABAKER	French Immersion	188									88	44	55				1
HAULTAIN MEMORIAL		217		33	34	26	28	27	37	32							22
HAYSBORO		153		20	25	19	29	23	19	18							16
HENRY WISE WOOD		1,283												366	431	486	173
HENRY WISE WOOD	Traditional Learning	113										75		38	-	-	3
JANET JOHNSTONE		285		58	64	50	67	47									22
JANET JOHNSTONE	French Immersion	148		50	37	24	20	17									0
JOHN WARE		394									116	134	144				67
JUNO BEACH ACADEMY	Dr Norman Bethune	133									11	22	29	20	30	21	0
LAKE BONAVISTA		84		11	22	19	18	14									29
LAKE BONAVISTA	Montessori	212		34	43	49	33	26	17	10							1

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of- Attendance
LE ROI DANIELS	Traditional Learning	411		73	81	86	86	85									3
LORD BEAVERBROOK		1,648												505	560	583	123
LORD BEAVERBROOK	Arts Centered Learning	231												85	59	86	1
LOUIS RIEL		251			9	14	13	18	19	22	41	52	73				43
LOUIS RIEL	Science	245		34	21	20	25	25	25	37	35	23					0
MAPLE RIDGE		270		42	63	59	51	55									9
MCKENZIE LAKE		488		90	96	98	89	115									18
MCKENZIE TOWNE		477		124	129	81	84	59									4
MIDNAPORE		192		25	27	28	34	24	24	30							18
MIDNAPORE	Mandarin Bilingual	53		33	20												0
MIDSUN		727									245	249	233				24
MOUNTAIN PARK		876							185	201	188	149	153				21
NELLIE MCCLUNG		450		43	45	46	63	82	67	104							81
NICKLE		587							103	105	129	131	118				64
PRINCE OF WALES		330		50	45	57	40	55	41	42							136
R T ALDERMAN		443							51	45	72	144	131				37
ROBERT WARREN		55										30	25				13
ROBERT WARREN	Spanish Bilingual	213							81	57	47	29	19				0
SAM LIVINGSTON	French Immersion	457		91	95	93	90	88									17
SAMUEL W SHAW		726							114	130	147	180	155				36
SOMERSET		318		63	61	68	67	59									27
SUNDANCE		160		20	28	17	25	26	22	22							17
SUNDANCE	French Immersion	312		50	71	53	25	32	41	40							23
WILLOW PARK	Arts Centered Learning	653							87	116	150	150	150				2
WILMA HANSEN		398									112	140	146				15
WOODBINE		327		52	52	58	51	50	24	40							32
WOODLANDS		255		28	47	39	32	46	31	32							26
WOODMAN		627							47	47	151	200	182				32
AREA V TOTAL		25,522	20	1,927	2,063	1,881	1,844	1,738	1,682	1,622	1,880	2,020	2,010	2,090	2,233	2,302	2,094

OUTREACH PROGRAMS

DISCOVERING CHOICES	Downsview (Area IV)	356												10	52	293
DISCOVERING CHOICES II	Warborough (Area II)	401												7	49	345
START OUTREACH - BOWNESS	Bowness (Area I)	184													20	164
WESTBROOK OUTREACH	Westbrook (Area IV)	173												1	15	157
TOTAL OUTREACH PROGRAMS		1,113		-	-	-	-	-	-	-	-	-	-	18	136	959

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	Number of Out-of-Attendance
UNIQUE SETTINGS																	
RADAC Area II		13										1		2	5	4	
CHILDREN'S VILLAGE Area II		46	2	7	3	5	7	11	8	3							
CHRISTINE MEKLE Area II		89									6	10	16	18	19	18	
DR GORDON TOWNSEND Area I		11				1	1	1	3	1	2		1				1
DR OAKLEY Area IV		135					4	25	46	27	21	9	3				
EMILY FOLLENSBEE Area IV		79		3	9	12	7	3	5	9	11	8	12				
NEXUS/TRUST TREATMENT Area II		17												2	7	8	
WEST VIEW SECONDARY Area I		90									2	3		14	32	39	
WILLIAM ROPER HULL Area V		116			1	2	2	7	8	8	12	17	18	16	18	9	
WOOD'S HOMES Area I		63				1	1				6	15	14	15	8	3	
YOUNG ADULT PROGRAM Area I		25									2	2		7	11	3	
TOTAL UNIQUE SETTINGS		684	2	10	13	21	22	47	70	48	60	64	67	74	101	85	
CBe-LEARN*		615									3	13	27	46	77	449	
CHINOOK LEARNING SERVICES*		2,935											9	31	44	2,851	
SUB-TOTAL		3,550	-	-	-	-	-	-	-	-	3	13	36	77	121	3,300	
*includes students 20 years old and older (1,041)																	
TOTAL ENROLMENT		104,162	53	7,728	8,159	7,739	7,579	6,961	6,771	7,026	7,014	7,283	7,451	8,372	8,862	13,184	

School Enrolment Report

Attachment I(b)

Alternative Programs and Schools	Grades													Total
	0	1	2	3	4	5	6	7	8	9	10	11	12	
Alice Jamieson Girls' Academy @ Stanley Jones					24	24	51	62	61	43				265
All - Boys School @ Sir James Lougheed	2	6	19	15	17	16								75
Arts Centered Learning						108	148	229	237	209	130	141	174	1,376
James Fowler High School											44	82	88	214
Lord Beaverbrook High School											86	59	86	231
Sir John Franklin School						21	32	79	87	59				278
Willow Park School						87	116	150	150	150				653
French Immersion (Early and Late)	666	660	589	533	479	436	424	689	666	654	456	529	447	7,228
Banff Trail School	62	61	63	45	46	44	53							374
Bishop Pinkham School							44	64	92	92				292
Bob Edwards School								61	37	54				152
Branton School								232	247	224				703
Chinook Park School	43	45	37	38	32	20	23							238
Dr E P Scarlett High School											68	85	84	237
Elboya School						32	22	51	45	53				203
Fairview School						67	68	83	95	88				401
Georges P Vanier School								83	86	73				242
Harold Panabaker School								88	44	56				188
Hidden Valley School	44	39	34	35										152
Janet Johnstone School	50	37	24	20	17									148
King George School	80	71	51	61	48	49	51							411
Lester B Pearson High School											30	47	29	106
Mayland Heights School	42	47	42	24	30	30	24							239
Sam Livingston School	91	95	93	90	88									457
Sundance School	50	71	53	25	32	41	40							312
Valley Creek School					32	28	27	27	20	14				148
Varsity Acres School	98	77	88	83	77	65	72							560

School Enrolment Report

Attachment I(b)

Alternative Programs and Schools	Grades												Total	
	0	1	2	3	4	5	6	7	8	9	10	11		12
Western Canada High School											143	147	148	438
Westgate School	64	68	53	71	51	60								367
William Aberhart High School											215	250	186	651
William Reid School	42	49	51	41	26									209
German Bilingual	17	23	15	20	21	21	14	7	9					147
Bowcroft School	17	23	15	20	21	21	14							131
Thomas B Riley School								7	9					16
Juno Beach Academy @ Dr Norman Bethune								11	22	29	20	30	21	133
Chinese (Mandarin) Bilingual	112	77	59	42	30	17	24	11	8	2				382
Highwood School	79	57	59	42	30	17	24							308
Langevin School								11	8	2				21
Midnapore School	33	20												53
Medicine Wheel Learning Centre @ West Dover	18													18
Montessori Elementary Education	103	125	126	83	54	48	23							562
Captain John Palliser School	32	39	36	29	12	9	1							158
Killarney School	37	43	41	21	16	22	12							192
Lake Bonavista School	34	43	49	33	26	17	10							212
Piitoayis Family School @ Colonel Walker	23	15	27	24	22	13	14							138
Science School	73	76	69	79	82	77	118	108	99	73				854
Langevin School	39	55	49	54	57	52	81	73	76	73				609
Louis Riel School	34	21	20	25	25	25	37	35	23					245
Spanish Bilingual (Intl. Spanish Academy)	418	397	352	345	242	209	182	145	102	61	36	19	10	2,518
Bishop Pinkham School							17							17

School Enrolment Report

Attachment I(b)

Alternative Programs and Schools	Grades												Total	
	0	1	2	3	4	5	6	7	8	9	10	11		12
Canyon Meadows School	117	116	101	105	72									511
Collingwood School	90	94	81	86	71									422
Dalhousie School	136	129	120	102	71									558
Robert Warren School						61	57	47	29	19				213
Senator Patrick Burns School						122	108	98	73	42				443
Westgate School	75	58	50	52	28	26								289
William Aberhart High School											36	19	10	65
Traditional Learning Centre	533	570	634	589	454	410	391	350	303	243	96	46	9	4,628
Balmoral School						128	140	138	154					560
Brentwood School	119	131	98	108	95									551
Chris Akkerman School	83	101	174	150	75									583
Colonel Sanders-TLC		53	125	102	101									381
Crescent Heights High School										168	58	46	9	281
Dr J K Mulloy School	85	73	63	68	34	45								368
Fairview School						70	85	90	82					327
Glamorgan School	78	81	88	75	64	43	50	29						508
Henry Wise Wood High School										75	38			113
Le Roi Daniels School	73	81	86	86	85									411
Sir Wilfrid Laurier School						72	71	58	28					229
Thomas B Riley School						52	45	35	39					171
Thorncliffe School	95	50												145
Total														18,324

CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES 2011-2012
(excluding Unique Settings)

Area	School	Class	# of Classes
I	Arbour Lake	L&L III	2
I	Bowness	PLP IV	2
I	Brentwood	CSSI	2
I	Captain John Paliser	L&L II	1
I	Captain John Paliser	Vision Program	1
I	F E Osborne	PLP III	1
I	H.D. Cartwright	ACCESS III	1
I	H.D. Cartwright	BRIDGES III	1
I	Hawkwood	BRIDGES II	1
I	Ranchlands	PLP II	1
I	Simon Fraser	L&L III	2
I	Sir Winston Churchill	Mental Health IV (The Class)	1
I	Terrace Road	PLP II	1
I	Thomas B. Riley	ALP III	1
I	Thomas B. Riley	PLP III	1
I	University	CSSI	2
II	Banff Trail	L&L II (French Immersion)	1
II	Briar Hill	SKILL II	1
II	Buchanan	SKILL I / II	2
II	Cambrian Heights	PLP II	1
II	Capitol Hill	BRIDGES I	1
II	Capitol Hill	TASC I/II	2
II	Colonel Irvine	PLP III	1
II	Colonel Irvine	TASC III	1
II	Colonel Macleod	BRIDGES III	1
II	Crescent Heights High	ACCESS IV	1
II	Crescent Heights High	BRIDGES IV	1
II	Georges P. Vanier	PLP III	1
II	Georges P. Vanier	L&L III	2
II	Hillhurst	GATE II	7
II	Huntington Hills	L&L II	2
II	Huntington Hills	PLP II	1
II	James Fowler High	PLP IV	2
II	Langevin	ACCESS III	1
II	North Haven	BRIDGES II	1
II	Queen Elizabeth	Deaf and Hard of Hearing VII	2
II	Queen Elizabeth High	Deaf and Hard of Hearing III/IV	4
II	Queen Elizabeth High	GATE III	12
II	Queen Elizabeth High	GATE IV	7
II	Simons Valley	Mental Health Transitions II	1
II	Sir John A. Macdonald	L&L III	1
II	Sir John A. Macdonald	PLP III	1
II	Sir John Franklin	ACCESS III	1
II	Sir John Franklin	AIM	2
II	Sir John Franklin	CSSI III	1
II	Stanley Jones	Deaf and Hard of Hearing I/II	3
II	William Aberhart High	ACCESS IV	1
II	William Aberhart High	ALP IV	2
III	Annie Foote	BRIDGES I	1
III	Annie Gale	L&L III	1
III	Annie Gale	PLP III	1
III	Cappy Smart	Behavioural/Emotional III (Children's Village Transition)	1
III	Cappy Smart	SKILL VII	2
III	Cecil Swanson	SKILL VII	2
III	Clarence Sansom	BRIDGES III	1
III	Dr. Gladys M. Egbert	Behavioural/Emotional III (Hull Outreach)	1
III	Dr. Gladys M. Egbert	BRIDGES III	2
III	Dr. Gladys M. Egbert	PLP III	1
III	Dr. Gordon Higgins	PLP III	2
III	Ernest Morrow	L&L III	1

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CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES 2011-2012
(excluding Unique Settings)

Area	School	Class	# of Classes
III	Ernest Morrow	PLP III	2
III	Forest Lawn High	Mental Health IV (The Class)	2
III	Forest Lawn High	PLP IV	2
III	G.W. Skene	BRIDGES II	1
III	Guy Weadick	BRIDGES II	1
III	Ian Bazalgette	BRIDGES III	2
III	Jack James High	PLP IV	2
III	James Short Memorial	BRIDGES I	1
III	James Short Memorial	Early Development Centre	4
III	Keeler	L&L II	2
III	Keeler	PLP II	1
III	Lester B. Pearson High	ACCESS IV	1
III	Pineridge	CSSI	3
III	Roland Michener	PLP II	2
III	Sir Wilfrid Laurier	L&L III	2
III	Valley View	Behavioural/Emotional II (Hull Outreach)	1
III	Valley View	BRIDGES II	1
IV	AE Cross	L&L III	2
IV	AE Cross	PLP III	2
IV	Alternative High	HERA	1
IV	Alternative High	RADAR	1
IV	Bishop Pinkham	CSSI	1
IV	Central Memorial	Behavioural/Emotional III (Hull Transition)	1
IV	Earl Grey	L&L II	1
IV	Ernest Manning High	ACCESS IV	1
IV	Ernest Manning High	Mental Health IV (The Class)	1
IV	Ernest Manning High	PLP IV	2
IV	Jennie Elliott	TASC VII	2
IV	Mount Royal	ACCESS III	1
IV	Richmond	BRIDGES VII	1
IV	Rosscarrock	PLP II	1
IV	Sherwood	Behavioural/Emotional I/II (Hull Outreach)	1
IV	Sherwood	PLP III	1
IV	Sunalta	ASD Cluster	1
IV	Sunalta	BRIDGES I	1
IV	Vincent Massey	BRIDGES III	1
IV	Wildwood	SKILL VII	2
V	Braeside	BRIDGES I	1
V	Braeside	BRIDGES II	1
V	Centennial High	Mental Health IV (The Class)	1
V	Centennial High	PLP IV	2
V	Chinook Park	CSSI	2
V	Deer Run	Early Development Centre	4
V	Douglasdale	CSSI	3
V	Dr EP Scarlett High	CSSI IV	1
V	Ethel M. Johnson	L&L II	2
V	Ethel M. Johnson	PLP II	2
V	Ethel M. Johnson	SKILL VII	2
V	Harold Panabaker	L&L III	2
V	Henry Wise Wood High	ACCESS IV	1
V	Henry Wise Wood High	GATE IV	7
V	Henry Wise Wood High	PLP IV	1
V	John Ware	GATE III	12
V	John Ware	Mental Health III	1
V	Lord Beaverbrook High	ALP IV	2
V	Lord Beaverbrook High	Mental Health IV (The Class)	1
V	Louis Riel	L&L III	1
V	Maple Ridge	Connections I	1
V	MidSun	ACCESS III	1
V	MidSun	ALP III	1

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CALGARY BOARD OF EDUCATION
SPECIAL EDUCATION CLASSES 2011-2012
(excluding Unique Settings)

Area	School	Class	# of Classes
V	Nellie McClung	GATE II	8.5
V	Nellie McClung	Mental Health II	1
V	Nickle	BRIDGES III	2
V	Nickle	L&L III	2
V	R T Alderman	ASD cluster	2
V	Samuel W. Shaw	PLP III	2
V	Wilma Hansen	PLP III	1

Total

230.5

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

ALP – Adapted Learning Program

ASD Cluster – Autism Spectrum Disorder

CSSI – Communication, Sensory and Social Interaction

GATE – Gifted and Talented Education

L&L – Learning and Literacy Program

PLP – Paced Learning Program

SKILL – Social Knowledge, Independent Living and Language

STOP – Short-Term Observation Program

TASC – Training in Attitude, Social Skills and Communication

Special Education Enrolment in System Classes (excluding Unique Settings)

Attachment II(b)

Grades	1	2	3	4	5	6	7	8	9	10	11	12	Ttl
ACCESS (Attitude, Community, Competence, Elements of Academic Curriculum, Social Skills)													95
Crescent Heights High School										1	4	5	10
Ernest Manning High School										1	2	5	8
H D Cartwright School							3	1	7				11
Henry Wise Wood High School										2	2	6	10
Langevin School							1	2	5				8
Lester B Pearson High School										2	5	3	10
MidSun School							3	3	2				8
Mount Royal School							4	5	2				11
Sir John Franklin School							3	2	3				8
William Aberhart High School										6	2	3	11
Adapted Learning Program													59
Lord Beaverbrook High School										4	11	2	17
MidSun School							3	2	3				8
Thomas B Riley School							4	4	5				13
William Aberhart High School										9	7	5	21
ASD Cluster (Autistic Spectrum Disorder)													25
R T Alderman School					1	1	7	4	4				17
Sunalta School	1	2	2	1		2							8
Bridges													158
Annie Foote School	2	2	2										6
Braeside School		4	1	5	4	3							17
Capitol Hill School	1	3	4										8
Clarence Sansom School							2	4	1				7
Colonel Macleod School							2	4	2				8
Crescent Heights High School										2	6	1	9
Dr Gladys McKelvie Egbert School							1	5	10				16
G W Skene School				1	4	1							6
Guy Weadick School				1	2								3
H D Cartwright School							2	2	3				7
Hawkwood School				1	1	1							3
Ian Bazalgette School							5	2	8				15
James Short Memorial School	2	1	3										6
Nickle School							2	5	7				14
North Haven School				1	3	3							7
Richmond School				2	3	2							7
Sunalta School	1	2	4										7
Valley View School				3	3	1							7
Vincent Massey School							2	2	1				5

Special Education Enrolment in System Classes (excluding Unique Settings)

Attachment II(b)

Grades	1	2	3	4	5	6	7	8	9	10	11	12	Ttl
CSSI (Communications, Sensory, Social Interaction)													87
Bishop Pinkham School							1	1	4				6
Brentwood School	3	3	1	2	2	1							12
Chinook Park School	2	3	1	1	4								11
Douglasdale School	3	3	5	1	2	5							19
Dr E P Scarlett High School											3		3
Pineridge School	5	4	4		3	1							17
Sir John Franklin School							3	2	1				6
University School	1	1	1	6	3	1							13
DHH (Deaf and Hard of Hearing)													77
Stanley Jones School	8	4	7	2	2	4							27
Queen Elizabeth School	1	6		4	6	2							19
Queen Elizabeth High School							5	6	6	5	3	6	31
Early Development Centre													51
Deer Run School													20
James Short Memorial School													31
Early Learning Opportunity													5
Maple Ridge School		3	2										
Elem Mental Health Programs - Transitions													18
Nellie McClung School				1	4	3							8
Simons Valley School				3	1	6							10
GATE (Gifted and Talented Education)													843
Henry Wise Wood High School									42	29	44		115
Hillhurst School				28	38	46							112
John Ware School							61	64	63				188
Nellie McClung School				45	34	53							132
Queen Elizabeth High School							57	63	67	38	38	33	296
Hera													9
Alternative High School									1	3	3	2	
Jr High Mental Health Programs - Transitions/AIM													15
John Ware School							2	7	6				
L&L (Learning and Literacy)													356
A E Cross School							8	8	9				25
Annie Gale School							8	6					14
Arbour Lake School							8	9	10				27

Special Education Enrolment in System Classes (excluding Unique Settings)

Attachment II(b)

Grades	1	2	3	4	5	6	7	8	9	10	11	12	Ttl
Banff Trail School						7							7
Captain John Palliser School				1	5	7							13
Earl Grey School				2	5	4							11
Ernest Morrow School							1	7	9				17
Ethel M Johnson School				3	11	13							27
Georges P Vanier School							9	9	9				27
Harold Panabaker School							11	9	8				28
Huntington Hills School				6	10	10							26
Keeler School				10	4	17							31
Louis Riel School								1	8				9
Nickle School							9	11	8				28
Simon Fraser School							10	5	4				19
Sir John A Macdonald School							6	10					16
Sir Wilfrid Laurier School							16	5	10				31
PLP (Paced Learning Program)													525
A E Cross School							2	6	10				18
Annie Gale School							6	2	6				14
Bowness High School										9	13	11	33
Cambrian Heights School				1	2	1	5						9
Centennial High School										13	12	6	31
Colonel Irvine School							1	6	4				11
Dr Gladys McKelvie Egbert School							3	4	5				12
Dr Gordon Higgins School							11	7	13				31
Ernest Manning High School										5	11	12	28
Ernest Morrow School							12	8	8				28
Ethel M Johnson School				8	9	7							24
F E Osborne School							5		7				12
Forest Lawn High School										6	11	10	27
Georges P Vanier School							7	5	2				14
Henry Wise Wood High School										5	5	3	13
Huntington Hills School				1	1	6							8
Jack James High School										8	10	13	31
James Fowler High School										17	9	7	33
Keeler School						8	5						13
Ranchlands School				3	3	5							11
Roland Michener School				7	8	9							24
Rosscarrock School				1	3	6							10
Samuel W Shaw School							9	7	13				29
Sherwood School							1	4	3				8

Special Education Enrolment in System Classes (excluding Unique Settings)

Attachment II(b)

Grades	1	2	3	4	5	6	7	8	9	10	11	12	Ttl
Sir John A Macdonald School							5	3	4				12
Terrace Road School				2	2	8							12
Thomas B Riley School							4	2	5				11
Wilma Hansen School							3	10	5				18
RADAR													4
Alternative High School										2	2		
SKILL (Social Knowledge, Independent Living and Language)													89
Briar Hill School	2	2	2	1		1							8
Buchanan School		1	7	2	2	5							17
Cappy Smart School	2	1	2	6	1	3							15
Cecil Swanson School	2	2	4	2	2	4							16
Ethel M Johnson School	1	1	3	4	1	6							16
Wildwood School	6	2	1	1	2	5							17
TASC (Training in Attitude, Social Skills and Communication)													26
Capitol Hill School	2	2	1	2	3	2							12
Colonel Irvine School							4						4
Jennie Elliott School	2	2	3	1	1	1							10
The Class													109
Centennial High School										1	4	4	9
Ernest Manning High School											5	9	14
Forest Lawn High School										4	6	14	24
Lord Beaverbrook High School										2	9	6	17
Sir John Franklin School							8	8	11				27
Sir Winston Churchill High School										7	6	5	18
Vision Program													9
Captain John Palliser School	1	2	2	2	1	1							

SCHOOL ENROLMENT REPORT - School Capacity and Utilization

ii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
AREA I						
ARBOUR LAKE	909	832	8	92%	92%	909
BELVEDERE PARKWAY	615	245	-	40%	40%	615
BOWCROFT	498	298	-	60%	62%	477
BOWNESS	1,525	1,455	-	95%	95%	1,525
BRENTWOOD	645	530	-	82%	82%	645
CAPTAIN JOHN PALLISER	603	394	-	65%	68%	582
CITADEL	456	441	6	97%	97%	456
DALHOUSIE	532	513	3	96%	96%	532
DR E W COFFIN	204	193	1	95%	95%	204
EDGEMONT	631	686	14	109%	109%	631
F E OSBORNE	780	804	2	103%	103%	780
H D CARTWRIGHT	496	390	2	79%	79%	496
HAMPTONS	209	195	4	93%	93%	209
HAWKWOOD	614	436	-	71%	71%	614
MARION CARSON	504	519	3	103%	105%	494
RANCLANDS	545	249	8	46%	46%	545
ROYAL OAK	550	475	10	86%	86%	550
SCENIC ACRES	175	135	8	77%	77%	175
SILVER SPRINGS	309	175	1	57%	57%	309
SIMON FRASER	664	709	6	107%	107%	664
SIR WINSTON CHURCHILL	2,015	2,104	6	104%	104%	2,015
TERRACE ROAD	302	106	-	35%	37%	284
THOMAS B RILEY	684	398	-	60%	60%	684
TOM BAINES	714	843	1	118%	118%	714
TUSCANY	612	705	14	115%	115%	612
UNIVERSITY	758	334	-	44%	45%	747
VARSITY ACRES	580	513	3	88%	88%	580
W O MITCHELL	505	197	8	39%	40%	497
WEST DALHOUSIE	373	385	6	103%	103%	373
AREA I TOTAL	17,987	15,259	114	85%	85%	17,898
AREA II						
ALEX MUNRO	410	349	-	85%	85%	410
BALMORAL	641	562	-	88%	88%	641
BANFF TRAIL	406	347	-	85%	85%	406
BEDDINGTON HEIGHTS	545	407	8	75%	75%	545
BELFAST	251	215	1	86%	86%	251
BRANTON	764	715	6	94%	94%	764
BRIAR HILL	301	206	-	68%	82%	251
BUCHANAN	304	155	-	51%	58%	267
CAMBRIAN HEIGHTS	383	409	-	107%	128%	320
CAPITOL HILL	302	248	-	82%	87%	284
CATHERINE N GUNN	413	385	-	93%	93%	413
COLLINGWOOD	552	377	-	68%	68%	552
COLONEL IRVINE	903	486	-	54%	54%	903

SCHOOL ENROLMENT REPORT - School Capacity and Utilization

ii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
COLONEL MACLEOD	666	545	4	79%	79%	666
COLONEL SANDERS	301	381	-	127%	127%	301
COVENTRY HILLS	637	552	11	87%	87%	637
CRESCENT HEIGHTS	2,150	1,887	-	88%	88%	2,150
DR J K MULLOY	501	425	-	85%	85%	501
G P VANIER	685	469	-	68%	68%	685
HIDDEN VALLEY	383	414	10	108%	108%	383
HIGHWOOD	350	271	-	77%	82%	329
HILLHURST	404	304	-	75%	75%	404
HUNTINGTON HILLS	319	192	-	60%	60%	319
JAMES FOWLER	1,980	1,530	-	77%	77%	1,980
JOHN G DIEFENBAKER	1,300	1,491	4	115%	115%	1,300
KING GEORGE	728	377	-	52%	54%	696
LANGEVIN	666	637	-	96%	96%	666
LOUISE DEAN	210	188	-	90%	101%	187
MAYLAND HEIGHTS	517	292	-	56%	59%	493
MOUNT VIEW	209	126	-	60%	60%	209
NORTH HAVEN	411	247	-	60%	60%	411
PANORAMA HILLS	558	572	8	103%	103%	558
QUEEN ELIZABETH	372	202	-	54%	60%	339
QUEEN ELIZABETH JR/SR	1,405	1,203	-	86%	86%	1,405
ROSEDALE	216	248	2	115%	115%	216
ROSEMONT	269	109	-	41%	41%	269
SENATOR PATRICK BURNS	955	585	-	61%	61%	955
SIMONS VALLEY	610	535	12	88%	88%	610
SIR JOHN A MACDONALD	905	770	4	85%	85%	905
SIR JOHN FRANKLIN	640	417	-	65%	65%	640
STANLEY JONES (includes Alice Jamieson Girls' Academy)	616	456	-	74%	74%	616
SUNNYSIDE	255	140	-	55%	58%	243
THORNCLIFFE	232	239	-	103%	103%	232
VALLEY CREEK	896	780	12	87%	87%	896
VISTA HEIGHTS	214	159	-	74%	77%	206
WILLIAM ABERHART	1,599	1,574	4	98%	98%	1,599
AREA II TOTAL	28,354	23,178	86	82%	83%	28,033
AREA III						
ABBEYDALE	421	328	6	78%	81%	406
ANNIE FOOTE	473	356	9	75%	75%	473
ANNIE GALE	747	635	8	85%	85%	747
BOB EDWARDS	564	460	-	82%	82%	564
CAPPY SMART	402	262	4	65%	65%	402
CECIL SWANSON	423	328	6	78%	78%	423
CHIEF JUSTICE MILVAIN	492	455	10	92%	92%	492
CHRIS AKKERMAN	414	542	6	131%	131%	414
CLARENCE SANSOM	747	551	8	74%	74%	747
COLONEL J F SCOTT	446	466	8	104%	104%	446

SCHOOL ENROLMENT REPORT - School Capacity and Utilization

ii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/Exempt PROV CAP.
CROSSING PARK	1,029	1,093	15	106%	106%	1,029
DOUGLAS HARKNESS	352	302	2	86%	86%	352
DR G M EGBERT	695	419	4	60%	60%	695
DR GORDON HIGGINS	614	476	8	78%	78%	614
ERIN WOODS	479	405	8	85%	85%	479
ERNEST MORROW	964	585	-	61%	61%	964
FALCONRIDGE	546	512	12	94%	94%	546
FOREST LAWN	2,216	1,768	-	80%	80%	2,216
G W SKENE	415	226	2	54%	54%	415
GRANT MACEWAN	575	552	12	96%	96%	575
GUY WEADICK	418	245	6	59%	59%	418
IAN BAZALGETTE	634	445	1	70%	70%	634
JACK JAMES	885	823	-	93%	93%	885
JAMES SHORT MEMORIAL	423	310	1	73%	73%	423
KEELER	344	282	-	82%	86%	328
LESTER B PEARSON	1,715	1,654	-	96%	96%	1,715
MARLBOROUGH	494	464	2	94%	94%	494
MONTEREY PARK	626	561	17	90%	90%	626
O S GEIGER	483	405	9	84%	84%	483
PATRICK AIRLIE	246	182	2	74%	74%	246
PENBROOKE MEADOWS	376	251	-	67%	67%	376
PINERIDGE	432	284	6	66%	66%	432
RADISSON PARK	400	281	-	70%	70%	400
ROLAND MICHENER	330	227	1	69%	69%	330
RUNDLE	482	343	10	71%	71%	482
SADDLE RIDGE	550	386	10	67%	67%	550
SIR WILFRID LAURIER	593	495	-	83%	83%	593
TARADALE	633	686	10	108%	108%	633
TERRY FOX	743	771	-	104%	104%	743
VALLEY VIEW	633	310	-	49%	49%	633
WEST DOVER	411	352	-	86%	86%	411
AREA III TOTAL	24,865	20,458	203	82%	82%	24,834
AREA IV						
A E CROSS	1,066	560	-	54%	54%	1,066
ALEXANDER FERGUSON	227	249	-	110%	110%	227
ALL BOYS @ Sir James Loughheed	227	88	-	39%	39%	227
ALTADORE	301	231	-	77%	77%	301
ALTERNATIVE HIGH	170	245	-	144%	144%	170
BANTING AND BEST	304	263	2	87%	87%	304
BATTALION PARK	634	661	13	104%	104%	634
BISHOP PINKHAM	797	527	-	66%	66%	797
CENTRAL MEMORIAL	1,795	1,677	-	93%	93%	1,795
COLONEL WALKER (includes Pitsoyis Family School)	783	252	1	32%	32%	783
CONNAUGHT	593	254	-	43%	43%	593
EARL GREY	274	182	-	66%	69%	264

SCHOOL ENROLMENT REPORT - School Capacity and Utilization

iii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
ELBOW PARK	248	215	2	87%	87%	248
ELBOYA	442	523	-	118%	121%	434
ERNEST MANNING	1,800	1,402	-	78%	78%	1,800
GLAMORGAN	654	471	-	72%	74%	640
GLENBROOK	500	257	-	51%	53%	482
GLENDALE	305	197	-	65%	66%	297
JENNIE ELLIOTT	650	468	-	72%	73%	638
KILLARNEY	325	178	-	55%	57%	313
MOUNT ROYAL	438	283	-	65%	65%	438
OLYMPIC HEIGHTS	638	690	14	108%	108%	638
RAMSAY	302	91	-	30%	37%	247
RICHMOND	304	149	-	49%	54%	276
RIDEAU PARK	442	426	-	96%	96%	442
RIVERBEND	548	330	6	60%	60%	548
ROSSCARROCK	394	171	-	43%	46%	371
SHERWOOD	993	434	-	44%	44%	993
SUNALTA	599	357	-	60%	63%	569
VINCENT MASSEY	930	670	-	72%	72%	930
W H CUSHING WORKPLACE	125	83	-	66%	74%	112
WEST SPRINGS	550	306	10	56%	56%	550
WESTERN CANADA	2,180	1,961	-	90%	90%	2,180
WESTGATE	674	589	-	87%	87%	674
WILDWOOD	551	447	-	81%	81%	551
WILLIAM REID	224	188	2	84%	84%	224
AREA IV TOTAL	21,987	16,095	50	73%	74%	21,756
AREA V						
ACADIA	554	367	-	66%	66%	554
ANDREW SIBBALD	410	210	-	51%	51%	410
BRAESIDE	543	243	-	45%	45%	543
BRIDLEWOOD	600	451	12	75%	75%	600
CANYON MEADOWS	479	461	-	96%	96%	479
CEDARBRAE	314	199	-	63%	63%	314
CENTENNIAL	1,807	1,871	-	104%	104%	1,807
CHAPARRAL	495	394	8	79%	79%	495
CHINOOK PARK	630	448	-	71%	71%	630
CRANSTON	550	356	10	65%	65%	550
DAVID THOMPSON	937	675	-	72%	72%	937
DEER RUN	453	349	6	77%	77%	453
DOUGLASDALE	525	358	11	68%	68%	525
DR E P SCARLETT	1,760	1,679	-	95%	95%	1,760
ETHEL M JOHNSON	446	414	-	93%	93%	446
EVERGREEN	550	340	10	62%	62%	550
FAIRVIEW	1,140	738	-	65%	65%	1,140
FISH CREEK	614	584	-	95%	95%	614
HAROLD PANABAKER	595	366	4	62%	62%	595

SCHOOL ENROLMENT REPORT - School Capacity and Utilization

ii. Capacity of the school, including the number of relocatables and portables.

iv. The provincial utilization rate of each school building not including lease exemptions.

vi. The utilization rate including lease exemptions as of September 1 of the current year for each school building. (Assumes approval of exemptions by Alberta Infrastructure.)

SCHOOL	PROV CAP.	WEIGHTED ENROL.	# OF PORT/ RELOCS	% Utiliz. w/o Exempt	% Utiliz. w/ Exempt	w/exempt PROV CAP.
HAULTAIN MEMORIAL	332	211	-	64%	64%	332
HAYSBORO	320	157	-	49%	51%	307
HENRY WISE WOOD	1,946	1,472	-	76%	76%	1,946
JANET JOHNSTONE	473	396	8	84%	87%	455
JOHN WARE	516	438	1	85%	85%	516
JUNO BEACH @ Dr. Norman Bethune	331	143	-	43%	43%	331
LAKE BONAVISTA	309	278	-	90%	90%	309
LE ROI DANIELS	372	375	-	101%	101%	372
LORD BEAVERBROOK	2,415	2,069	-	86%	86%	2,415
LOUIS RIEL	936	525	-	56%	56%	936
MAPLE RIDGE	400	269	-	67%	67%	400
MCKENZIE LAKE	608	477	2	78%	78%	608
MCKENZIE TOWNE	607	445	-	73%	73%	607
MIDNAPORE	506	234	12	46%	46%	506
MIDSUN	843	781	-	93%	93%	843
MOUNTAIN PARK	937	926	16	99%	99%	937
NELLIE McCLUNG	452	451	-	100%	100%	452
NICKLE	779	661	3	85%	85%	779
PRINCE OF WALES	384	321	4	84%	84%	384
R T ALDERMAN	843	505	1	60%	60%	843
ROBERT WARREN	467	260	4	60%	60%	467
SAM LIVINGSTON	528	412	7	78%	78%	528
SAMUEL W. SHAW	861	808	12	94%	94%	861
SOMERSET	395	305	4	77%	77%	395
SUNDANCE	473	451	8	95%	95%	473
WILLOW PARK	766	687	-	90%	90%	766
WILMA HANSEN	747	462	8	62%	62%	747
WOODBINE	455	317	7	70%	71%	445
WOODLANDS	409	257	4	63%	63%	409
WOODMAN	1,018	655	-	64%	64%	1,018
AREA V TOTAL	33,831	26,271	162	78%	78%	33,790
TOTALS	127,024	101,261	615	80%	80%	126,311

School Enrolment Report

vi. The amount of surplus space available for lease but not yet leased.

Surplus space available for lease is interpreted to mean classrooms in excess of a school's needs. The table below summarizes the number of potential excess classrooms by area. Excess classrooms were defined as follows:

- All schools with a utilization rate of 85% or more, based on rated room capacity, were considered to be full and have no excess classrooms.
- In the remaining schools, classrooms between actual utilization and 85% utilization were considered to be potential excess classrooms.

Area	Number of Schools with potential excess classrooms	Potential Excess Classrooms
Area I	14	59
Area II	24	67
Area III	23	72
Area IV	25	93
Area V	32	115
CBE Total	118	406

The above table does not include space in closed schools, as these buildings are in use or approved for disposition.

2011-2012 Lease of Space by Area
(includes Full-Time and Part-Time Leases)

Area	School	Tenant	Square Metres
I	Belvedere-Parkway Bungalow	Bowness Montgomery Day Care Association	338.20
I	Bowcroft School	Families Matter Society of Calgary	170.50
I	Captain John Palliser School	Captain John Palliser Out-of-School Care	74.30
I	Captain John Palliser School	Pre-Kindergarten Educational Services	161.40
I	Dr. E.W. Coffin School	Millennium Kidz N Kare Ltd.	129.40
I	Marion Carson School **New	Varsity Community Association Before and After School Childcare	81.40
I	Parkdale Centre **New	Westmount Charter School (Board Offices)	163.00
I	Terrace Road School	University Heights Nursery School Association	72.60
I	Terrace Road School **New	Summit Kids	71.90
I	University School	Calgary Science Network	80.50
I	University School	Summit Kids	107.10
I	W.O. Mitchell School	Summit Kids	67.40
I	West Dalhousie School	YMCA Calgary	447.80
II	Banff Trail School	Ranchlands Children Come First Association	148.40
II	Belfast School	Belfast Student Care	134.40
II	Briar Hill School	Hounsfield Heights - Briar Hill Parent-Child Co-op Playschool	81.40
II	Briar Hill School	Hounsfield Heights-Briar Hill Community Kindergarten	81.20
II	Briar Hill School	Society of Briar Hill Children's Programs	294.80
II	Buchanan School	Ranchlands Children Come First Association	77.90
II	Cambrian Heights School	Alberta Health Services	373.00
II	Cambrian Heights School	Ranchlands Children Come First Association	58.90
II	Cambrian Heights School	Renfrew Educational Services	172.00
II	Capitol Hill School	Adventurers School Age Care Ltd.	159.30
II	Colonel Sanders School	Northmount Student Care	131.00
II	Coventry Hills School	YMCA Calgary	438.40
II	Highwood School **New	Ranchlands Children Come First Association	186.50
II	Huntington Hills School	Huntington Hills Community Association	56.10
II	King George School	Pleasant Heights After School Care Association	257.00
II	Louise Dean School	Catholic Family Service of Calgary	392.40
II	Mayland Heights School **New	Calgary Board of Education Retired Employees Association	82.50
II	Mayland Heights School	Millie's Child Environments Limited	109.30
II	Mount View School	Churchill Park Family Care Society	89.50
II	North Haven School **New	Summit Kids	161.40
II	Panorama Hills School	Pleasant Heights After School Care Association	88.00
II	Queen Elizabeth School	Adventurers School Age Care Ltd.	288.00
II	Rosemont School	Rosemont Community Childcare	167.20
II	Sunnyside School	Pre-Kindergarten Educational Services	106.80
II	Sunnyside School	Sunnyside Out-of-School Care	108.70
II	Valley Creek School	YMCA Calgary	305.60
II	Vista Heights School	Pre-Kindergarten Educational Services	75.30
III	Abbeydale School	Ben Calf Robe Society	128.50
III	Keeler School	Families Matter Society of Calgary	141.80
III	West Dover School	Melis Calgary Family Services	72.00
IV	Alexander Ferguson School	Alexander Ferguson Elementary School Society	66.70
IV	Altadore School	Peter Pan Daycare Inc.	110.90
IV	Connaught School	Churchill Park Family Care Society	68.30
IV	Dr. Oakley School	The CanLearn Society for Persons with Learning Difficulties	998.30

2011-2012 Lease of Space by Area
(includes Full-Time and Part-Time Leases)

Area	School	Tenant	Square Metres
IV	Earl Grey School	Earl Grey Out of School Care	81.00
IV	Earl Grey School	Thumbelina Nursery School Society	86.20
IV	Elboya School	Pre-Kindergarten Educational Services	71.40
IV	Glamorgan School **New	Maple Roots Inc.	119.00
IV	Glenbrook School	Glenbrook Community Preschool	151.20
IV	Glendale School **New	Quality Care Inc.	70.80
IV	Jennie Elliott School	Jennie Elliott Student Care	91.90
IV	Killarney School	Kidzinc School Care Society of Alberta	95.70
IV	Killarney School	Montessori Casa (Montessori Preschool)	146.70
IV	Ramsay School	Janus Academy Society	463.90
IV	Richmond School	Richmond Child Care Association	247.40
IV	Rideau Park School	Calgary Catholic Immigration Society	137.00
IV	Riverbend School	YMCA Calgary	67.80
IV	Rosscarrock School	Creative Discoveries Nursery School	103.00
IV	Rosscarrock School	Kidzinc School Care Society of Alberta	88.30
IV	Sunalta School	Scarboro Community Preschool	120.10
IV	Sunalta School	Sunalta Student Care	105.20
IV	Viscount Bennett Centre **New	Alberta Computers for Schools	200.00
IV	W.H. Cushing Workplace School	Society of Briar Hill Children's Programs	81.80
IV	Wildwood School	Kidzinc School Care Society of Alberta	58.90
IV	Windsor Park School	REACH Services	780.70
V	Andrew Sibbald School **New	The Adventures	119.00
V	Chinook Park School	YMCA Calgary	131.50
V	Douglasdale School	A Step Ahead - Child Development Services	99.70
V	Haysboro School	YMCA Calgary	57.40
V	Janet Johnstone School **New	Creations Child Care	149.00
V	Kingsland School **New	Boys and Girls Clubs of Calgary	161.00
V	Kingsland School **New	G.R.I.T. Calgary Society	92.90
V	Lake Bonavista School	Montessori Casa (Montessori Preschool)	83.70
V	Lake Bonavista School	The Adventures	76.80
V	Maple Ridge School	Club Ed.	89.10
V	McKenzie Towne School **New	The Adventures	120.00
V	Midnapore School **New	Mid-Sun Child Care	80.50
V	Nellie McClung School	YMCA Calgary	77.30
V	Prince of Wales School	Topp Kids Child Care Centre	112.00
V	Sam Livingston School	The Adventures	118.90
V	Sundance School	Children Can Succeed Inc.	224.10
V	Woodbine School	Pre-Kindergarten Educational Services	80.30
V	Woodlands School **New	Woodlands Out of School Care	85.30

**** New lease in the school**

Total Square Metres Lease:	Area I	1,965.50
	Area II	4,625.00
	Area III	342.30
	Area IV	4,612.20
	Area V	1,958.50
GRAND TOTAL		13,503.50

2011-2012 Lease of Surplus School Facilities

Area	School	Tenant	Square Metres
I	Jerry Potts School	Greater Southern Public Francophone Education Region No. 4	2,915.10
I	Sir William Van Horne School	Westmount Charter School	9,670.16
I	Parkdale School	Westmount Charter School	4,232.00
II	Greenview School	Foundations for the Future Charter Academy	4,669.40
III	Mountain View School	Almadina School Society	3,846.00
IV	Bel-Aire School	Calgary Girls' School Society	1,252.00
IV	Clem Gardner School	Calgary Science School Society	7,107.00
IV	Glenmeadows School	Calgary Arts Academy Society	2,874.90
IV	Knob Hill School	Calgary Arts Academy Society	2,270.60
IV	Lakeview School	Calgary Girls' School Society	3,594.00
IV	Ogden School	Foundations for the Future Charter Academy	4,887.80
IV	Spruce Cliff School	Quest Children's Society	2,387.70
V	Alice M. Curtis School	Foundations for the Future Charter Academy	3,441.50
V	Andrew Davison School	Foundations for the Future Charter Academy	4,309.00
V	Fred Seymour School	Greater Southern Catholic Francophone Education Region No. 4	3,007.60
V	Southwood School	Foundations for the Future Charter Academy	4,192.00

Total Square Metres Lease: Area I 16,817.26

Area II 4,669.40

Area III 3,846.00

Area IV 24,374.00

Area V 14,950.10

GRAND TOTAL 64,656.76

Prepared by Leasing & Property Development

CALGARY BOARD OF EDUCATION

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

November 15, 2011

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **imagineCALGARY Partnership Update**

Purpose: Information

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

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

Resource Persons: Ross Jaques, System Principal, Facilities & Environmental Services
Roy Strum, Curriculum Consultant, Energy & Environmental Services

I. RECOMMENDATIONS

It is recommended:

THAT the Board of Trustees accepts this report for information and for the record.

II. ISSUE

Executive Limitation 3: Information, Counsel and Support to the Board of Trustees states, in part,

Accordingly, the Chief Superintendent shall not fail to:

1. provide the following information in timely, accurate and understandable manner:
 - m) an annual report, by November 30th, regarding how the Calgary Board of Education is currently contributing towards achieving the 30-year targets of imagineCALGARY and how the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure.

The purpose of this report is to outline this contribution.

III. BACKGROUND

The origin of the imagineCALGARY project was as a city-led initiative that engaged over 18,000 citizens to develop a 100 year vision and plan for a sustainable urban environment for Calgarians. The goal of the project is to ensure a prosperous economy, clean environment and high quality of life for the people who live in Calgary in the decades to come. The imagineCALGARY project led to an articulation of a vision statement that represents the collective values of the city community and the expressed hopes for what this community will become in the next 100 years. One hundred and fourteen targets have been established in the plan to ensure long-term progress toward the stated vision. These targets are broken into five major sectors which include:

- a. Built Environment & Infrastructure Targets
- b. Economic System Targets
- c. Governance System Targets
- d. Natural Environment Targets
- e. Social System Targets

On June 21, 2006, the Board of Trustees agreed that the Calgary Board of Education would become an imagineCALGARY partner. In so doing, the Board of Trustees committed the Calgary Board of Education to continue to work towards the targets to report and share the progress that the organization has made. Support for the imagineCALGARY Charter (vision, goals and targets) allows the Calgary Board of Education to showcase and celebrate its existing success in shaping our city's future.

IV. ANALYSIS

Introduction

Addressing the diverse and complex needs of our students is the primary focus of any planning in the Calgary Board of Education. A cause and effect relationship between the work of the Calgary Board of Education and the achievement of imagineCALGARY targets is not the goal of either organization. It is very evident, however, that many of the targets outlined in the imagineCALGARY document are closely related to identified areas of focus of the Calgary Board of Education. This relationship positions the Calgary Board of Education as a key partner in the achievement of the goals identified through the imagineCALGARY project. The Calgary Board of Education's focus on students and the corresponding corporate responsibilities necessarily frames the subset of Calgary Board of Education's substantial contribution to the imagineCALGARY initiative. This contribution is not only felt in the present tense but will unquestionably impact the future as Calgary Board of Education students become part of the preferred outcome that imagineCALGARY envisions for the city of Calgary.

How the Calgary Board of Education is currently contributing towards achieving the 30-year targets of imagineCALGARY.

Attachment I of this report is designed to clearly illustrate “**how the Calgary Board of Education is currently contributing to achieving the 30-year targets of imagineCALGARY.**” The attachment is designed in four columns with two upper headings. The first heading indicates which of the Calgary Board of Education Ends Statement is applicable. The second heading refers to the Alberta Education Outcome. The first two columns are a reproduction of applicable sections of Calgary Board of Education Strategies to Achieve Outcomes and Actions to Achieve Strategies from the 2009-2010 Annual Education Report and 2010-2013 Three Year Education Plan. Because it is the primary planning document of the Calgary Board of Education, using this document clearly establishes a correlation of common direction between the Calgary Board of Education and many imagineCALGARY targets which are quoted in the third column. The fourth column of the table gives samples of how the Calgary Board of Education work is connecting with imagineCALGARY 30-year targets. These samples are not meant to establish a one-to-one correlation with the imagineCALGARY targets; rather, they are indicators of the daily work that goes on in schools and service units that, in some part, share common ground with imagineCALGARY. These samples are designed to be illustrative of the breadth of the work that goes on in the Calgary Board of Education rather than the depth. The depth of the work is readily available in the Ends and Executive Limitations Annual Monitoring reports as well as information reports, Administrative Regulations, Capital and Operating Budgets.

It is worthy to note that, although connections are made to 44 of the 30-year imagineCALGARY targets, the Calgary Board of Education also contributes to imagineCALGARY targets with shorter timelines. With few exceptions, Attachment I is silent on the 10-, 15- and 20-year imagineCALGARY targets as they are beyond the scope of this policy provision.

How the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure.

In 2007, imagineCALGARY started a planned shift away from being a City of Calgary led initiative toward a community partner led initiative. As such, a new governance structure was established and was activated on January 1, 2008. The governance structure is comprised of three major committees, Steering Committee, Collaborative Action Committee, and Communications Committee. A Calgary Board of Education Board of Trustees liaison report, submitted June 15, 2010, outlines the partnership work plans of each of these three committees.

Since the development of the new governance structure, the Calgary Board of Education has had representation on the executives of all three major committees and, as such, has attended committee meetings when called to do so. Additionally, Calgary Board of Education employees have taken key roles in planning, facilitating and sometimes speaking at imagineCALGARY partnership events.

Over the past year the City of Calgary once again applied resources to imagineCALGARY through the Office of Sustainability. A multiple party review regarding the current state of imagineCALGARY led to work, which is still in its infancy, to improve and reframe imagineCALGARY. A movement toward placing more emphasis on a less resource intensive governance structure and more action and collective measurement by partners was just starting to emerge during the 2010-2011 school year. This Constellation Model, as it is known, will continue to shape the organization in the years to come, and the Calgary Board of Education will continue to play an important part in a reframed imagineCALGARY.

V. CONCLUSION

“ImagineCALGARY is the blueprint helping Calgarians create a sustainable future and exceptional quality of life for generations to come.” (imagineCALGARY Website) The over 100,000 students enrolled with the Calgary Board of Education will clearly contribute to transforming that blueprint into a preferred future. With this reality in mind, long term planning and our daily support of students clearly blends the Calgary Board of Education into being a significant piece of the imagineCALGARY landscape.

The Chief Superintendent is required to provide an annual report to the Board of Trustees reflecting on the extent to which the Calgary Board of Education contributes to this imagineCALGARY Partnership and its 30-year targets. This report fulfills this obligation and demonstrates the breadth of the Calgary Board of Education’s commitment to the citizens of Calgary.



NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Attachment I - CBE Connections and Contributions to 30 Year imagineCAGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		The education system meets the needs of all K-12 students and supports our society and the economy.	
CBE Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
<p>Provide access to quality programs that are responsive to student needs, shifting student and community demographics, and community choice.</p>	<ul style="list-style-type: none"> Develop, implement and monitor standards of practice across all programs. Implement coherent service delivery frameworks to maximize responsiveness to schools and Areas. Engage staff and collective bargaining units to explore flexible delivery options and multiple work settings that develop multiple channels of learning and teaching that extend access and build flexibility to support success for each student. Redefine, in collaboration with Alberta Education, the conditions (legislative and regulatory) required to support the personalization of learning. Continue to implement the Learning Resource 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. Focus on optimizing the learning environment to respond to changing learning conditions. 	Lifelong learning T1 By 2016, by the age of six years, 85 per cent of Calgary children exhibit school readiness, as reflected by physical well-being and appropriate motor development; emotional health and a positive approach to new experiences; age-appropriate social knowledge and competence; age appropriate language skills; and age – appropriate general knowledge and cognitive skills.	<p>Every year the CBE offers a large number of full and half-day preschool as well as full day and half-day kindergarten opportunities throughout the city.</p>
		T2 By 2016, 95 percent of Calgary students succeed in elementary and junior high school, as measured by standardized achievement testing in grades three, six and nine.	<p>CBE students in grades 3, 6 and 9 and 12 generally outperform other jurisdictions and the province on the annual Provincial Tests.</p> <p>Each year individual schools analyze data and implement strategies to address specific achievement gaps.</p>
		Self-determination T5 By 2036, all publicly provided goods and services are affordable, accessible and priced in accordance with public benefits	<p>On an annual basis CBE Administration recommends student fees and transportation fees levels are subsequently ratified by the Board of Trustees. Executive Limitation 18 and 18E speak specifically to being closely attentive to student fees.</p>
		Goods and Services T7 By 2036, all commercial buildings are accessible to people with disabilities.	<p>CBE's Barrier Free Audit ranks every school within the jurisdiction in terms of its barrier free accessibility. A \$250,000 budget is in place to strategically improve the accessibility of CBE buildings.</p>
		T4 By 2036, we are developing "complete communities" that, among other aspects, allow people to obtain daily	<p>The Ten Year Accommodation and Facilities Strategy and the School Capital Plan, track and respond to growth profiles of the city that</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		The education system meets the needs of all K-12 students and supports our society and the economy.	
CBE Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		goods and services within a reasonable walking distance from home.	inform the appropriate placement of schools and school sites.
		Communications T4 By 2036, Calgary increases the number of facilities and spaces that encourage human interaction, and they are widely distributed throughout the city.	CBE currently operates in 242 buildings which are distributed broadly throughout the city. Most buildings are available to the public through the Rental Inventory which is operated by the City of Calgary, Parks and Recreation.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		High School completion rates are showing continual improvement.	
CBE Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
Establish district wide professional development in support of personalized learning and district coherence.	<p>Design and implement job embedded professional development that influences practice by providing experiences that:</p> <ul style="list-style-type: none"> Describe optimal teaching and learning. Focus on the tasks that students are asked to do. Build conceptual frameworks 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. Dedicate school staff time to work in professional learning communities focused on the instructional core. Support professional development in a distributed 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, English Language Learners 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. Implement strategies that support the acquisition of skills and knowledge required to implement the personalization of learning through the lens of the instructional core. Work with post-secondary institutions to focus teacher and support staff training programs on the instructional core. Build staff understanding of Knowledge and Employability courses and ways to meet student learning needs within those courses and inclusive educational settings. 	<p>Meaningful Work T2 By 2036, the high school graduation rate for individuals up to age 21 increases to 95 per cent, and 75 percent of adults aged 21 to 25 complete a post-secondary or vocational education program.</p> <p>Lifelong Learning T3 By 2036, 95 percent of Calgary Youth complete high school by age 21 and complete some form of post-secondary education or training.</p>	CBE's five year completion rate (2009) for high school is 78 per cent. The four year transition rate from high school to post-secondary is 38 per cent while six year transition rates are 60.1 per cent.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		Students are well prepared for lifelong learning and employment	
CBE Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
Expand the concept of schooling.	<ul style="list-style-type: none"> Develop and implement an engagement plan to support Area Directors and school principals in expanding the concept of schooling. Develop multiple channels of learning and teaching to support success for each student. Provide opportunities for campus, community and experiential learning to prepare students for lifelong learning and employment. <ul style="list-style-type: none"> Provide opportunities for campus, community and experiential learning to prepare students for lifelong learning and employment. Work in collaboration with Alberta Education to demonstrate integrated middle school learning that is problem/project based. 	Creative Self Expression T1 By 2016, 90 per cent of Calgarians report that they have opportunities to express their unique gifts and talents. T3 By 2026, 90 per cent of Calgarians report that participation in creative activities is an important part of their lives.	The mega strategy of personalized learning and a wide offering of program and extracurricular opportunities within regular and alternative programs afford students many opportunities to develop and express their gifts and talents. CBE students at all levels are afforded opportunities for creative expression. Curricular, extra-curricular, and alternative programs provide opportunities for many different forms of creative expression.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		The jurisdiction demonstrates effective working relationships.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
Develop a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility, where all employees find meaning, increase skill development and personal satisfaction.	<ul style="list-style-type: none"> Build a culture of affirmation and respect. Build human resource capacity. Develop a framework for cultural competency. Identify and implement culturally responsive practices. Review existing protocols and make recommendations in response to internal complaints. Support the Working Relationships Commitment. 	Relationships T1 By 2036, 95 per cent of Calgarians of every age and ability report that they value and have mutually supportive relationships in several settings, such as at home, school and work and in the community,	CBE operates with a Working Relationship Commitment document. Several Administrative Regulations offer clear expectations of how all people are treated within the CBE.
		Meaningful Work T5 By 2036, 85 per cent of employees express a high degree of job satisfaction.	64.5 per cent of Facilities and Environmental Services employees reported that it was "a great place to work" in 2009.
Develop a comprehensive partnership framework built around optimizing learning opportunities for students.	<ul style="list-style-type: none"> Promote stakeholder relationships focused on student learning outcomes. Develop and implement a cohesive philosophy and guidelines governing all external relationships to support student learning outcomes. Develop a comprehensive internal and external engagement process to support implementation of the Career and Technology strategy. 	Meaningful Work T3 By 2036, 95 per cent of entrants in the trades-related programs complete their programs and 98 per cent of graduates are employed in their fields of study within six months of graduation.	The Career and Technology Centre strategy engages various trades related stakeholders which should advantage many CBE students as they seek post-secondary education and career opportunities. Last year, there were 239 Registered Apprenticeship Program courses completed by CBE students.
		Sufficient Income T2 By 2036, all children of low-income families who are residents of Calgary have the opportunity to complete post-secondary education or appropriate training to enable them to fully participate in the economy.	Ends 1: Mega End reads "Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning." Annual monitoring reports are presented to the Board of Trustees for Ends 1.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		The jurisdiction demonstrates effective working relationships.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		Sense of community T1 By 2010, 90 per cent of Calgarians agree that there is a strong sense of community in Calgary, and at least 80 per cent of Calgarians report high levels of satisfaction, sense of belonging, attachment and civic pride.	Current Accountability Pillar Surveys indicate 86 per cent of students, parents and teachers feel that CBE schools provide a safe and caring environment, where students are learning the importance of caring for others and learning respect for others..
Create informed, positive school cultures through public relations, participation and communications.	<ul style="list-style-type: none"> Design and implement a public participation process with internal and external stakeholders being given opportunities to advise on decision-making processes. Examine opportunities to incorporate new communications technologies to respond to and enable the changing learning environment. 	Conflict Resolution T4 By 2036, 100 per cent of personal conflicts among students, parents, administrators, support staff and elected representatives in the education system are resolved through collaborative means.	<p>The CBE has worked to preempt many conflicts through utilizing the International Association for Public Participation (IAP2) framework to do extensive public engagement work with school communities. Dozens of CBE staff have earned certification with the association.</p> <p>Executive Limitation 4: Treatment of Parents and Citizens and Executive Limitation 7: Treatment of Staff and Volunteers are explicit in their expectations of how CBE deals with different stakeholders.</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 1: Mega End			
Alberta Education Outcome		The jurisdiction demonstrates leadership, innovation and continuous improvement.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
Promote an understanding of system alignment and coherence in support of the Three Year Education Plan.	<ul style="list-style-type: none"> Develop and support service unit infrastructure plans to enable the Three-Year Education Plan. Fully align the annual operating and capital budget process with the Three Year Education planning process. Further refine the Resource Allocation Method (RAM) to best align resources with the needs of students. Develop and introduce a workforce forecasting and planning model. 	Goods and Services T1 By 2036, over 50 per cent of Calgary businesses adopt a protocol for sustainable practices and report on it regularly.	<p>Through programs like EcoLead, an environmental management program, CBE is currently mapping processes and setting targets to become increasingly sustainable.</p> <p>Each year an Environmental Stewardship Report and an Energy Conservation Action Plan is brought to Superintendents' Team and the Board of Trustees.</p>
Champion the CBE as the leader in public education and establish its image locally, provincially and globally.	<ul style="list-style-type: none"> Promote the CBE as a model of local and global environmental stewardship. Leverage innovative programs and practices to promote CBE leadership across the province and internationally. Lead collaborative efforts with post-secondary institutions, foundations, other school districts and schools. Develop stakeholder engagement in global learning strategies. 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. Develop and implement system research initiatives to highlight the CBE as a knowledge-generating organization. 	Self-determination T9 By 2008, and every year thereafter, groups/organizations/government report on how they have considered and adopted the imagineCALGARY targets and strategies that are relevant to them and in which they have been identified as having a role.	<p>On an annual basis the CBE imagineCALGARY (ice) report is presented to the Board of Trustees. For the past 4 years the CBE report is one of two among all imagineCALGARY partners that is highlighted on their website. ImagineCALGARY is referenced directly in: A Framework to Advance Environmental Stewardship Within the CBE and the Five Year Implementation Plan 2007-2012. Collaboration with imagineCALGARY partners has been written into the major responsibilities section of Position Descriptions within FES as appropriate.</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCAGARY Targets

Ends 2: Academic Success			
Alberta Education Outcome		Students demonstrate high standards in learner outcomes.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCAGARY Targets	Samples of CBE Contributions
Implement a learning model that establishes a system-wide focus on the relationships between the teacher, the student and the content: the instructional core.	<p>Student</p> <ul style="list-style-type: none"> • Increase students' opportunities and abilities for self-direction and active agency in their learning. • Provide strategies, skills and opportunities for students to be active participants instructional design and assessment practices. • Engage students in the development of learner profiles and individual student learning plans. • Increase student engagement in setting individual learning goals and assessing learning through portfolio practices, including e-portfolios. • Increase student access to learning and resources by opening a network for student owned digital devices/ mobile learning devices. • 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. <p>Teacher</p> <ul style="list-style-type: none"> • Refine and promote understanding of the Calgary Board of Education's personalized learning model for each student/all students. • Expand the design of relevant, rigorous, and authentic learning tasks within disciplinary and interdisciplinary contexts. • Develop practices, supports, and infrastructures that provide anytime, anywhere access to reliable, enabling, and inclusive 	<p>Self-esteem</p> <p>T2 By 2036, 95 per cent of children aged six to 11 years, report a high sense of self-worth, and 80 per cent of Calgary adolescents, both male and female, describe themselves as productive or potentially productive members of society, able to change themselves or their lives through their own actions, having the personal power to effect change in the world and being optimistic about their future.</p>	Ends 4: Personal Development, states that, "Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential." More specifically it speaks to students becoming confident and autonomous, adaptable, critical and creative thinkers, resilient, and making a difference based upon personal convictions. Annual monitoring reports are presented to the Board of Trustees for Ends 4.

Ends 2: Academic Success			
Alberta Education Outcome		Students demonstrate high standards in learner outcomes.	
	<p>learning technologies.</p> <p>Content</p> <ul style="list-style-type: none"> • Increase focus in all programs on providing tasks that demand high levels of intellectual engagement and that address all levels of Bloom's Taxonomy. • Ensure multiple avenues for the creation, representation, and integration of essential understandings and specific learning outcomes through differentiated curriculum, digital learning environments, universal design for learning, and inquiry based learning practices. • Develop and deliver curriculum which addresses culturally-different experiences and perspectives, unique student interests and talents, and the needs of all learning programs. 	<p>Communications</p> <p>T2 By 2036, all Calgarians have easy access to current forms of communications technology and resources.</p> <p>T3 By 2036, Calgarians increase their use of communication technology to support sustainability.</p>	<p>Use of communications technology within the CBE has grown almost exponentially over the past 10 years.</p> <p>Among many initiatives from the Learning Innovation department are:</p> <ul style="list-style-type: none"> - Inclusive learning technologies - Desire to Learn in ePortfolios - Portal - Student owned devices - One to one teacher laptops - Local Area Wireless Network (LAWN) - Service Desk - School Based evergreening strategy - SMART hardware and software - Student mail - Video Conferencing <p>The student to computer ratio for CBE owned computers exceeds 1 to 3.5.</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 2: Academic Success			
Alberta Education Outcome		Key Learning Outcomes for First Nations, Métis and Inuit (FNMI) students improve.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
Identify and implement promising practices in Aboriginal Education.	<ul style="list-style-type: none"> • Increase the knowledge and understanding of FNMI cultures by increasing the level of support to administrators, teachers, support staff, students and families. • Increase inclusion of Aboriginal perspectives into the Programs of Study. • Investigate culturally fair assessments. • Investigate replacing current Tuition Agreements with Enhancement Agreements. • Establish an Elder Advisory council to build a communication bridge between the CBE and FNMI community. 	Equity T3 By 2020, all public institutions and systems create and implement an urban Aboriginal policy that recognizes the detrimental colonial history experienced by First Nations, Metis, and Inuit people; reduces barriers to public participation and governance, and supports economic, social and political advancements.	The CBE Aboriginal Education Team provides system leadership through the implementation and support of Aboriginal education programs and services.

Attachment I - CBE Connections and Contributions to 30 Year imagineCANGARY Targets

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCANGARY Targets	Samples of CBE Contributions
Embed democratic participation, leadership, volunteerism and service in student learning.	<ul style="list-style-type: none"> Promote local initiatives in all schools. Organize a student leadership conference on social justice issues and conduct a post-conference review of outcomes. Develop performance and assessment criteria for student citizenship practices within the learning environment. 	<p>Sense of Community</p> <p>T2 By 2010, 80 per cent of citizens experience a high sense of community in their neighborhoods and affinity-related communities, as reflected by residents' reports of neighborhood participation and volunteering, sense of belonging, neighborliness and reciprocity, sense of efficacy, attachment, safety and voter turnout.</p> <p>T3 By 2010, at least 75 per cent of Calgarians report that they volunteer for the benefit of others who are outside their circles of family and friends.</p>	<p>Ends 3 Citizenship focuses on students being informed and involved members of the community. There are strong indications that students feel they can make a difference in the community.</p> <p>The CBE is supported by thousands of adults, most of whom are parents, who volunteer with schools in a vast number of ways (e.g. field trips, school council, classroom helpers etc.) Volunteering within the student body is evident in virtually all schools, e.g. disaster relief efforts, environmental clubs, charity drives etc.</p>
Implement the Global Learning Strategy.	<ul style="list-style-type: none"> Promote authentic global initiatives and connect learning activities and outcomes to global issues. Embed global citizenship within student learning plans. Implement the International Certificate system-wide in all high schools. 	<p>Meaning, purpose and connectedness</p> <p>T2 By 2036, 100 per cent of Calgarians report that they feel respected and supported in their pursuits of meaning, purpose in life and experiencing ongoing feelings of connectedness, and that they extend respect and support to others who meet this need in ways different from their own.</p>	<p>In recent Accountability Pillar Surveys CBE students report that they have been encouraged to respect people who are different from them. Thousands of CBE students are enrolled in language and culture courses. More than 500 international students attend CBE schools and national and international travel remains popular with the CBE student body.</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		Equity T4 By 2036, racism and discrimination is dealt with by having public and private sector institutions and organizations throughout the city introduce meaningful and effective policies and processes and measurable outcomes	Administrative Regulation 3045 Multiculturalism, is prescriptive about treatment and is focused on the community, school and the student. As well, CBE is undertaking very intentional work to distinguish itself as a 'Culturally Competent' organization.
Embed environmental literacy and stewardship in the culture of the school.	<ul style="list-style-type: none"> Engage staff and students in action projects that reduce their ecological footprint. Align EcoSites initiative with the Comprehensive Health program. Engage staff and students in the 50% waste reduction initiative. Engage staff and students in the 10% electricity reduction initiative. 	Transportation T1 By 2036, we reduce the annual private vehicle kilometers travelled per capita by 20 per cent. T4 By 2036, there is a 50 per cent reduction from 1990 levels in the pollution (greenhouse gases) associated with automobiles.	6 CBE schools were involved with Clean Air Champions, and initiative that engages students in self-propelled transportation (walk, bike, skateboard) to and from school. Currently gas consumption is being reviewed for our fleet vehicles with an eye to produce greater efficiencies. CBE schools were encouraged to participate in Walk to School day and Bike to School day New CBE schools are being fitted with car charging stations in anticipation of electric vehicles. They also have reserved parking for staff that choose to carpool. CBE staff have access to an internal carpool website where they can coordinate carpooling to and from work to alleviate the number of single driver vehicles on the road. Our student transportation providers both have idle free policies for their fleets.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALKARY Targets

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALKARY Targets	Samples of CBE Contributions
		Waste Management T1 By 2036, 85 percent of the waste generated in Calgary is diverted from landfills.	As part of the 50% Waste Reduction Strategy, CBE recycles electronics, paper products, batteries, plastics, books, beverage containers, tires, aggregate, ink/toner cartridges, cell phones etc.
		T2 By 2036, 75 per cent of construction waste materials are recovered for reuse and/or recycling.	Contract for demolition of CBE buildings include a requirement that the vendor recycle building materials such as steel and concrete. All new schools built within the last two years require construction waste to be diverted from land fill.
		Economic Well Being T6 By 2036, alternative ways to measure economic well-being are commonly used to support sustainability principles in decision-making.	The Environment and Energy Services (EES) department's Implementation Plan outlines intention to use sustainable principles in all levels of governance in the CBE. CBE is presently exploring triple bottom line reporting and life cycle analysis in decision making for equipment and supplies purchases. EcoSites is a CBE initiative that encourages, recognizes, and celebrates environmental literacy in CBE schools. EcoSites take action to learn about, care about, and take action for the environment. Seventy-two CBE schools were involved with EcoSites in 2010-11.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		<p>Goods and services</p> <p>T3 By 2036, all Calgarians consume more responsibly.</p> <p>T5 By 2036, all new commercial buildings are designed to encourage the use of alternative forms of transportation (e.g. walking, cycling and transit)</p> <p>T6 By 2036, all new and retrofitted non-residential buildings are built to be within five percent of the highest energy and water-efficient design available out of all economically competitive products, as measured on a life cycle basis.</p> <p>Equity</p> <p>T2 By 2010 all public institutions and organizations implement sustainability principles (Melbourne Principles) in decision-making and reporting, using tools such as triple bottom line.</p>	<p>The Energy and Environmental Services Strategic Framework and Implementation Plan and ARs 7001 (Purchase of Goods and Services) and 8006 (Environment) address issues of consumption and environmental and social responsibility. For example, the CBE procures only Forestry Stewardship Council (FSC) certified paper.</p> <p>The new Education Centre has storage available for bicycles, 35 designated carpool parking stalls, and the use of transit is promoted.</p> <p>CBE's new buildings and modernization projects are all built to Leadership in Energy and Environmental Design (LEED) silver certification standards and LEED protocols are used for all major capital projects.</p> <p>EcoLead, currently being piloted in Facilities and Environmental Services, is an Environmental Management System initiative that utilizes the triple bottom line approach as a way to reframe CBE, processes and resource utilization.</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		Health and Wellness T1 By 2036, all Calgarians live in a safe and clean natural environment, as measured by the quality of its air, water, soil and food sources, plus by the lack of exposure to toxic waste.	<p>EcoSites is integrated with the Teaming Up 4 Healthy Learners Comprehensive School Health initiative under the Valuing Others (personal and social responsibility) pillar – Teaming Up schools were encouraged to initiate environmental action as part of their school health plan.</p> <p>Thousands of CBE students are involved in formal environmental programs every year:</p> <ul style="list-style-type: none"> - More than 5000 students in grade 5-6 attended residential outdoor school program during 2010-11 school year. More than 1500 students in grade K-4 participated in Environmental Daytrip program. - 45 CBE schools participated in Destination Conservation program including 3 workshops and instructional support for environmental learning projects within the school. - 7 CBE schools involved with Mayors Environment Expo as showcase schools – sharing and celebrating environmental stewardship initiatives accomplished during 2010-11. - 3 CBE high schools involved with Youth Environmental Stewardship Conference in Red Deer in April 2011 focused on creating action projects focused on environmental stewardship.

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		Air	
		T1 By 2036, energy consumption is reduced by 30 per cent based on 1999 use.	The 10% Electricity Reduction Initiative is currently part of the Three Year Education Plan. The plan contains 17 different initiatives.
		T2 By 2036, the use of low-impact renewable energy increases by 30 per cent as a percentage of total energy use	Several schools have renewable energy projects which include a wind turbine, solar hot water, solar air and photovoltaic panels.
		T4 By 2036, indoor air contaminants are reduced to zero percent.	CBE's removal of carpet, replacement of older filtration systems, use of low and lower emission products are some examples of response to indoor air contaminants. Several schools are involved in a program with Alberta Environment to develop air quality action projects many of which focus on idle free initiatives.
		T5 By 2036, Calgary's ecological footprint decreases to below the 2001 Canadian average of 7.25 hectares per capita.	The CBE has partnered with the U of C and the City of Calgary to produce an organizational footprint calculator. Schools and departments will use the calculator to target the measures they can take to decrease their footprint. One CBE school piloted the Ecofootprint Calculator in 2010-11.
		Land and Soil	
		T2 By 2036, sustainable urban food production increases to five per cent.	Food gardens at six CBE schools are supported and promoted by the Energy and Environmental Services department.
		T6 By 2036, Calgary's ecological footprint decreases to below the 2001 Canadian average of 7.25 hectares per capita.	Ecological Footprint Calculator - As above (T5 Air)

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCANGARY Targets	Samples of CBE Contributions
		Plants and Animals T1 By 2036, native biological diversity increases to healthy levels, as measured through Habitat Suitability index indices and local key indicator species. T2 By 2036, the number and/or size of protected or restored habitats increases to a state of health and functionality.	<p>Naturalization areas under development at CBE schools are encouraged to plant native species. Junior High Schools offering ENVOE complementary course focus on ecological systems such as biodiversity and habitats.</p> <p>Many schools take on individual projects to enhance their school grounds, protect natural spaces, clean up the shores of the river, or to eradicate invasive species in the school yard. Many other schools are involved with the Robert Bateman <i>Get to Know Program</i> focusing on developing understanding of plants and animals in the urban context.</p>
		Water T1 By 2036, per capita water consumption is reduced by 40 per cent. T4 By 2036, watershed health – as measured by loss of wetlands, water quality, non-compliance with pollution standards, in stream flow and groundwater levels – improves.	<p>Programs are in place to increase the use of touchless and low flow fixtures and motion sensors to control flush valves in schools. Many schools have formal water conservation programs in place.</p> <p>For the past 18 years thousands of CBE students have participated in the Riverwatch program which is a Bow River float trip focused on measuring human effects on water systems and steps to alter impact.</p> <p>Some CBE schools participated in the Water Summit organized by Centre for Affordable Water and Sanitation.</p> <p>CBE schools participate in SEED Foundation Water Leadership program at Ralph Klein Park. This initiative provides training for student leaders to plan and implement water conservation initiatives in their school and communities.</p>

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 3 Citizenship			
Alberta Education Outcome		Students model the characteristics of active citizenship.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
		Energy T1 By 2036, 30 per cent of Calgary's energy derives from low-impact renewable sources.	(also noted in the Air section) Several Schools have renewable energy projects which include wind turbines, solar hot water, solar air and photovoltaic panels.
		Aesthetic enjoyment T1 By 2036, 90 per cent of citizens report that Calgary is a beautiful city	Almost 1/3 of CBE schools have outdoor classroom/ naturalization settings. More projects are planned every year.

Ends 4: Personal Development			
Alberta Education Outcome		Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.	
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
Implement district-wide resiliency and programming strategies for children and youth at risk of not succeeding in their learning.	<ul style="list-style-type: none"> Implement a cohesive plan to identify and utilize strength-based practices supporting at-risk learners. Use consistent assessment tools to assist in the diagnosis of student learning needs. Monitor placement of full-day kindergarten classes and preschool classes to ensure access for identified populations. 	Peace Safety and Security T3 By 2036, given that crime rates are driven primarily by the number of males in the population aged 15 to 24, the proportion of adolescents and young adults in conflict with the law decreases from 2006 levels of about one per cent to 0.01 per cent.	The CBE has a wide range of initiatives, programs, and partnerships that focus on prevention and intervention for students at risk.
Embed personal development into student learning to impact the culture of the school.	<ul style="list-style-type: none"> Develop and implement resiliency-focused models of practice. Implement the Comprehensive Health Strategy in all schools Kindergarten to Grade 12. Teach literacy across the curriculum using learning technology including adaptive and assistive technology. Develop performance and assessment criteria for student personal development practices within the learning environment. 	Health and Wellness T3 By 2036, 95 per cent of Calgarians receive sufficient information and supports to maintain and improve their health and foster their independence at all stages of life. T5 By 2036, the incidences of preventable illness, injury and premature death are significantly reduced.	The Teaming Up 4 Healthy Learners initiative supports CBE schools, in partnership with Alberta Health & Wellness and Alberta Health Services, Calgary Region, to set and address proactive, sustainable goals that impact all students regarding physical activity, healthy eating and positive social behaviour. Schools involved with Teaming Up are encouraged to plan environmental stewardship components to their comprehensive school health plan. For example, a walk to school initiative can focus on increasing physical activity; it can also focus on reducing greenhouse gas emissions.

Attachment I - CBE Connections and Contributions to 30 Year imagineCALGARY Targets

Ends 5: Character			
Alberta Education Outcome School environments are safe and caring.			
Strategies to Achieve Outcomes	Actions to Achieve Strategies	Corresponding imagineCALGARY Targets	Samples of CBE Contributions
a. Embed character development into student learning to impact the culture of the school.	<ul style="list-style-type: none"> Develop and implement practices that maintain a strong focus on safe, respectful and caring learning environments for all. Evaluate prevention and intervention models for students Develop performance and assessment criteria for student character practices with the learning environment. 	Sense of Community T2 By 2010, 80 per cent of citizens experience a high sense of community in their neighborhoods and affinity-related communities, as reflected by residents' reports of neighborhood participation and volunteering, sense of belonging, neighborliness and reciprocity, sense of efficacy, attachment, safety and voter turnout.	<p>CBE schools continue to be the hub of many Calgary communities. Naturalization projects are often cared for by volunteer parents particularly in the summer.</p> <p>Schools connect with external community environmental initiatives like the Mayors Environment Expo, Cross Conservation Society, Clean Calgary's Air Aware initiative, Robert Bateman Foundation, Ralph Klein Park, Destination Conservation and Friends of Weaslehead environmental programs.</p>