



**Calgary Board  
of Education**

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

### **PUBLIC AGENDA**

**TUESDAY, OCTOBER 18, 2011**

5:00 P.M. – 8:00 P.M. (immediately following the Organizational Meeting)  
Multipurpose Room, Education Centre  
1221 – 8<sup>th</sup> 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>
	<b>1.0 CALL TO ORDER AND WELCOME</b>	Chair	5 min.
Agenda	<b>2.0 CONSIDERATION/APPROVAL OF AGENDA</b>	Chair	2 min.
	<b>3.0 SCHOOL/SYSTEM PRESENTATIONS</b>		
	<b>4.0 HONOURS AND RECOGNITIONS</b>		
	<b>4.1 Lighthouse Award</b>	M. Levy	15 min.
Verbal	<b>5.0 PUBLIC CONVERSATION AND INFORMATION</b>		30 min.
	<b>5.1 Report from Chair and Trustees</b>		
	<b>5.2 Report from Chief Superintendent</b>		
	<b>5.3 <u>Public Question Period</u></b> (An opportunity for the public and/or stakeholders to raise questions and seek clarification on educational matters with the trustees. Fill out "Public Question Period" form on the table in the foyer and submit to the Corporate Secretary in writing or electronically to <a href="mailto:corpsec@cbe.ab.ca">corpsec@cbe.ab.ca</a> no later than 5 hours prior to the scheduled start time of the meeting. This form is also available in Appendix C of the Board Meeting Procedures. The person asking the question must be present at the meeting.)	Public	
	<b>5.4 <u>Stakeholder Reports</u></b> (An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting. Advise the Corporate Secretary at least 10 minutes prior to the commencement of the meeting if you wish to do a stakeholder presentation.)	Public	
	<b>5.5 Trustee Inquiries</b>		
	<b>6.0 ACTION ITEMS</b>		
P. 6-1	<b>6.1 Summary of the 2010-2011 Provincial Achievement Test and Diploma Examination Results</b> ( <i>THAT the Board of Trustees receives the report for information.</i> )	C. Faber	30 min.

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>6.2 Additional Funding for the 2011-12 School Year: Amount, Timing, Guidelines and Use (<i>This item was added to the agenda at the meeting as a late report</i>)</b>		
P. 7-1	<b>7.0 MONITORING AND RESULTS</b>	N. Johnson	20 min.
P. 7-8	<b>7.1 Annual Monitoring of EL-7: Treatment of Staff and Volunteers</b>	N. Johnson	20 min.
	<b>7.2 Annual Monitoring of EL-16: Learning Environment/Treatment of Students</b>		
	<b>8.0 POLICY DEVELOPMENT AND REVIEW</b>		
	<b>9.0 CONSENT AGENDA</b>		5 min.
	<b>9.1 Board Consent Agenda</b>		
P. 9-1	9.1.1 Approval of Minutes <ul style="list-style-type: none"> <li>Regular Meeting held September 27, 2011</li> </ul> <i>(THAT the Board of Trustees approves the Minutes of the Regular Meeting held September 27, 2011)</i>		
P. 9-4	9.1.2 Correspondence <i>(THAT the Board of Trustees receives the correspondence as submitted, for information and for the record.)</i>		
P. 9-29	9.1.3 ASBA Liaison Report <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-32	9.1.4 CAPSC Liaison Report <i>(THAT the Board of Trustees approves the funding request for the 2011/12 school year, in the amount of \$7,800.)</i>		
	<b>9.2 Chief Superintendent Consent Agenda</b>		
P. 9-39	9.2.1 Chief Superintendent Update <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-44	9.2.2 Appointment of Corporate Secretary <i>(THAT the Board of Trustees receives the report for information.)</i>		
P. 9-47	9.2.3 Report on the Financial Status of Operating Reserves and Designated Funds as at August 31, 2011 <i>(THAT the Board of Trustees approves the recommendations as outlined in the report.)</i>		
P. 9-53	9.2.4 Capital Budget and Reserves Status Report as at August 31, 2011 <i>(THAT the Board of Trustees approves the recommendations as outlined in the report.)</i>		
P. 9-64	9.2.5 September 30 Student Enrolment Summary 2011 <i>(THAT the Board of Trustees receives the report for information.)</i>		
	<b>10.0 TRUSTEE NOTICES OF MOTION</b>		
	<b>11.0 IN-CAMERA ISSUES</b>		

<u>Attach.</u>	<u>TOPIC</u>	<u>Who</u>	<u>Time</u>
	<b>12.0 ADJOURNMENT</b>	Chair	

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

**October 18, 2011**

**To:** BOARD OF TRUSTEES

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

**Re:** **Summary of the 2010-2011 Provincial Achievement Test and Diploma Examination Results**

**Purpose:** Information and for the Record

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

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

**Resource Persons:** Deborah Lewis, Superintendent, Learning Services  
Elizabeth Gouthro, Director, Learning Services  
Ronna Mosher, Director, Office of the Chief Superintendent  
Dianne Yee, Director, Learning Services  
Michelle Bastock, System Assistant Principal, Learning Services  
Jennifer George, Senior Education Specialist, Learning Services  
Kirk Newman, Senior Education Specialist, Learning Services  
Tim Skuce, Senior Education Specialist, Learning Services  
Jean Zoller, Senior Education Specialist, Learning Services  
Susan Wright, Learning Leader, Learning Services  
Johanna de Leeuw, Senior Education Specialist, Learning Innovation  
Pat Kover, System Assistant Principal, Learning Innovation

**I. RECOMMENDATION**

It is recommended THAT:

1. The Board of Trustees receive the attached report titled "Summary of the 2010-2011 Provincial Achievement Test and Diploma Examinations" for information.

**II. INTRODUCTION**

This report outlines the Calgary Board of Education student results in provincial examinations for the 2010-2011 school year.

School by school results for both Provincial Achievement Tests and Diploma Examinations can be found in Attachment I: Calgary Board of Education School by School Results for Provincial Achievement Tests and Diploma Exams, beginning on page 36. A comparison of CBE results with those of other urban boards and the province can be found in Attachment II: Comparison of CBE Provincial Examination Results with Other Urban Boards and the Province, beginning on page 51.



## Changes to Provincial Examinations 2010-2011

June 2011 saw the full implementation of the Grades 3, 6 and 9 Provincial Achievement Tests (PAT) for the new mathematics program of studies. Data from the 2010-11 year will form the baseline for future trend analysis.

### III. ANALYSIS

#### Analysis of Provincial Achievement Tests

Table 1

#### 2010-2011 Calgary Board of Education Achievement Results Comparison to the Province

SUBJECT AND GRADE	NUMBER ENROLLED		PARTICIPATION RATE (%)			RESULTS BASED ON ALL STUDENTS ENROLLED IN THE GRADE					
						ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 3</b>											
Eng.Lang.Arts	7146	42987	93.6	91.0	2.6	82.7	81.8	0.9	18.3	17.5	0.8
Fr. Lang.Arts	507	3181	87.4	94.6	-7.2	75.9	80.6	-4.7	16.4	15.8	0.6
Math <sup>2</sup>	7151	43000	94.1	91.6	2.5	78.1	77.4	0.7	27.0	26.0	1.0
<b>Grade 6</b>											
Eng.Lang.Arts	6920	43468	93.0	90.8	2.2	85.7	83.0	2.7	19.9	18.5	1.4
Fr. Lang.Arts	419	2636	97.6	97.3	0.3	93.1	89.4	3.7	20.5	17.1	3.4
Math <sup>2</sup>	6920	43575	93.5	90.7	2.8	75.1	73.7	1.4	19.5	17.8	1.7
Science	6906	43476	93.2	90.5	2.7	77.8	76.2	1.6	24.8	25.0	-0.2
Soc. Studies	6920	43572	93.3	90.5	2.8	73.2	71.1	2.1	17.3	18.5	-1.2
<b>Grade 9</b>											
Eng.Lang.Arts	7213	43051	91.0	88.9	2.1	79.6	79.1	0.5	16.3	16.3	0.0
Fr.Lang.Arts	521	2332	98.1	97.0	1.1	91.0	88.8	2.2	16.9	15.0	1.9
Math <sup>2</sup>	7130	42565	91.9	89.5	2.4	67.8	66.1	1.7	20.2	17.3	2.9
Science	7172	42960	92.7	90.0	2.7	76.1	74.8	1.3	22.2	20.8	1.4
Soc. Studies	7206	43155	91.4	88.8	2.6	69.6	67.2	2.4	20.0	19.0	1.0

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

<sup>2</sup> First year of standardization for the new math curriculum

Provincial Achievement Test results this year reveal that participation and overall student achievement is above that of the province in English Language Arts, French Language Arts, Mathematics, Social Studies and Science, with three exceptions:

- Grade 3 French Language Arts at the acceptable standard: the percentage of CBE students is below that of students in the province as a whole
- Grade 6 Science and Social Studies at the standard of excellence: the percentage of CBE students is slightly below the percentage of students in the rest of the province

**Table 2: Achievement Test Results for English Language Learners**

SUBJECT AND GRADE	PERCENTAGE OF TOTAL that are ENGLISH AS A SECOND LANGUAGE (%)		RESULTS BASED ON ENGLISH LANGUAGE LEARNERS WHO WROTE THE TEST					
	CBE	Prov.	ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 3</b>								
Lang.Arts	30.5	15.6	84.2	83.9	0.3	14.9	12.8	2.1
Fr. Lang.Arts	5.9	4.7	73.1	81.4	-8.3	11.5	18.6	-7.1
Math <sup>2</sup>	31.2	15.9	80.3	81.2	-0.9	27.1	24.2	2.9
<b>Grade 6</b>								
Lang.Arts	30.4	13.5	88.0	85.3	2.7	16.7	12.7	4.0
Fr. Lang.Arts	9.3	4.5	89.5	87.1	2.4	18.4	13.8	4.6
Math <sup>2</sup>	31.5	13.9	78.0	74.3	3.7	23.0	18.0	5.0
Science	31.5	13.9	78.8	75.1	3.7	22.1	18.9	3.2
Soc. Studies	31.5	13.8	76.1	71.2	4.9	15.5	13.8	1.7
<b>Grade 9</b>								
Lang.Arts	23.0	8.9	77.8	78.1	-0.3	10.8	8.2	2.6
Fr. Lang.Arts	11.9	5.0	83.6	82.3	1.3	21.3	20.4	0.9
Math <sup>2</sup>	24.0	9.3	71.8	70.3	1.5	25.0	20.6	4.4
Science	23.6	9.1	76.7	75.4	1.3	20.9	18.9	2.0
Soc. Studies	23.5	9.1	69.4	68.3	1.1	16.6	14.8	1.8

<sup>2</sup> First year of standardization for the new math curriculum

Table 2

**Table 2 Achievement Test Results for English Language Learners**

- Calgary Board of Education has a significantly higher percentage of writers who are English Language Learners (Table 2) by comparison with the province.
- Achievement of CBE students exceeds that of students in the rest of the province in all except

- o Grade 3 French Language Arts at the acceptable standard and the standard of excellence
- o Grade 3 Mathematics and Grade 9 ELA at the acceptable standard: results are also very slightly below achievement of students in the province as a whole

**Table 3 2010-2011 Calgary Board of Education  
Achievement Test Results for Students with Identified Special Education Needs**

SUBJECT AND GRADE	PERCENTAGE OF TOTAL WHO ARE IDENTIFIED WITH SPECIAL EDUCATION NEEDS (%)		RESULTS ACHIEVED BY STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS WHO WROTE THE TEST					
			ACCEPTABLE STANDARD (%)			STANDARD of EXCELLENCE (%)		
			CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
<b>Grade 3</b>								
Lang.Arts	9.4	8.0	90.4	86.5	3.9	13.3	8.6	4.7
Fr.Lang.Arts	4.1	3.5	94.4	77.4	17.0	16.7	11.3	5.4
Math <sup>2</sup>	9.5	8.1	73.9	70.6	3.3	19.6	15.7	3.9
<b>Grade 6</b>								
Lang.Arts	14.2	10.2	87.6	81.1	6.5	9.2	6.1	3.1
Fr.Lang.Arts	7.6	5.3	93.5	82.2	11.3	0.0	2.2	-2.2
Math <sup>2</sup>	14.1	10.0	64.3	57.5	6.8	9.5	6.6	2.9
Science	13.9	10.2	70.1	67.3	2.8	16.9	13.2	3.7
Soc. Studies	13.9	10.1	60.7	57.4	3.3	7.4	7.1	0.3
<b>Grade 9</b>								
Lang.Arts	13.2	8.9	68.6	68.0	0.6	5.0	4.1	0.9
Fr.Lang.Arts	7.0	4.3	86.1	74.2	11.9	5.6	3.1	2.5
Math <sup>2</sup>	12.8	8.5	46.8	47.1	-0.3	8.1	5.3	2.8
Science	13.3	9.0	62.1	63.6	-1.5	11.6	9.5	2.1
Soc. Studies	13.5	9.1	51.5	50.5	1.0	10.8	8.2	2.6

2 New curriculum results have been standardized this year.



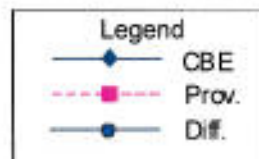
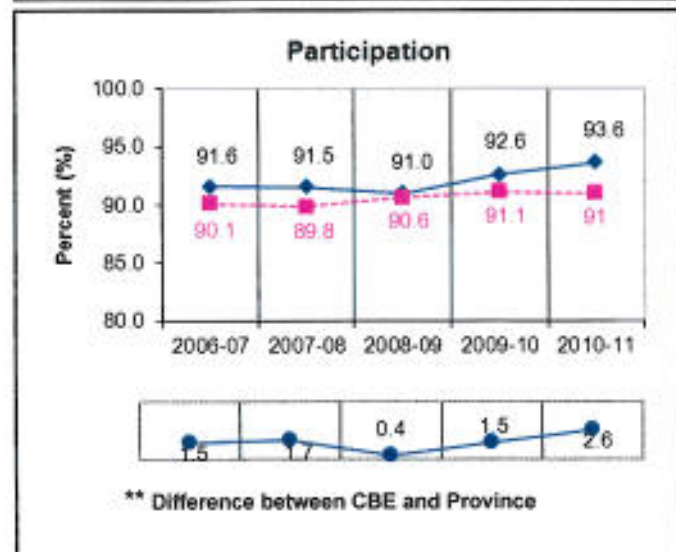
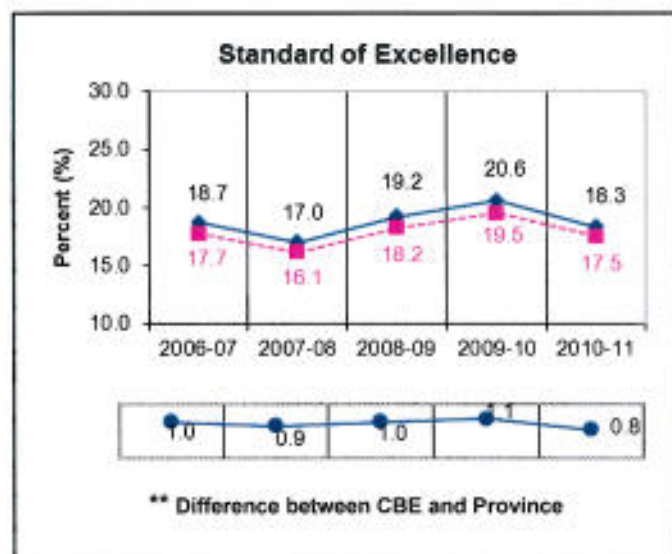
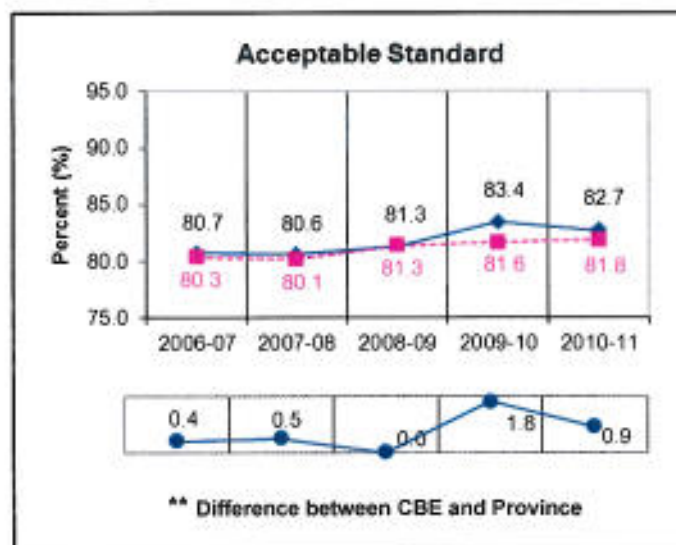
**Table 3**  
**Achievement Test Results for Students with Identified Special Education Needs**

- Students identified as gifted are not included in numbers recorded in Table 3.
- Calgary Board of Education also has a higher percentage than the province of writers with identified special education needs (Table 3).
- Achievement of students with identified special education needs also exceeds that of such students in the province as a whole, except in
- Grade 6 French Language Arts at the standard of excellence
- Grade 9 Math at the acceptable standard
- Grade 6 Science at the acceptable level: achievement is also very slightly below that of students in the province as a whole

It should be noted that, in contrast with the figures in Table 1, which are based on the cohort, or total number of students enrolled in the grade, the statistics in Tables 2 and 3 are based on numbers of writers. While the province releases a detailed breakdown by category of writers for each test, including the number and percentage of English language learners and students with identified special education needs, no such breakdown is available for students who are excused, absent, wrote only one part of the test or who wrote but whose results were withheld. Consequently, it is not possible to provide cohort statistics for ELL's or students with identified special education needs.

### Calgary Board of Education Five Year Trends

**Chart 1:** **Grade 3 English Language Arts Results**  
**\*All Students Enrolled (Cohort)**



**Note:**

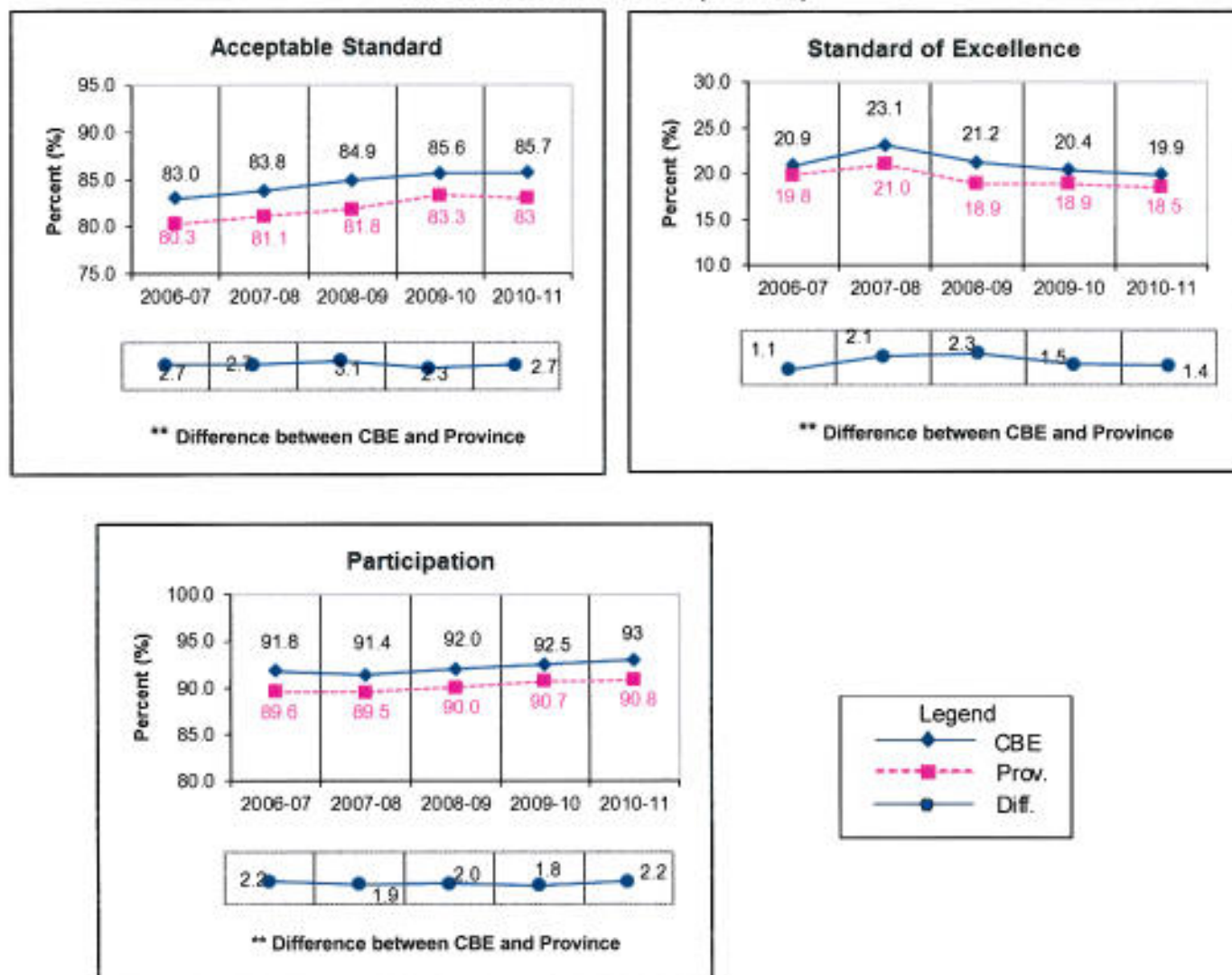
\* The All Students Enrolled (Cohort) category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

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

## Chart 1: Grade 3 English Language Arts Results

- At the acceptable standard, achievement in Grade 3 English Language Arts Provincial Achievement Tests has declined slightly (0.7 percentage points) but the percentage of CBE students achieving at or above the acceptable level is still higher than that in the province as a whole.
- Results at the standard of excellence have declined in both CBE and the province; however, a higher percentage of CBE students achieved this standard than students in the province as a whole.
- The CBE participation rate is above that of the province by 2.6 percentage points.

**Chart 2: Grade 6 English Language Arts Results**  
**\*All Students Enrolled (Cohort)**



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

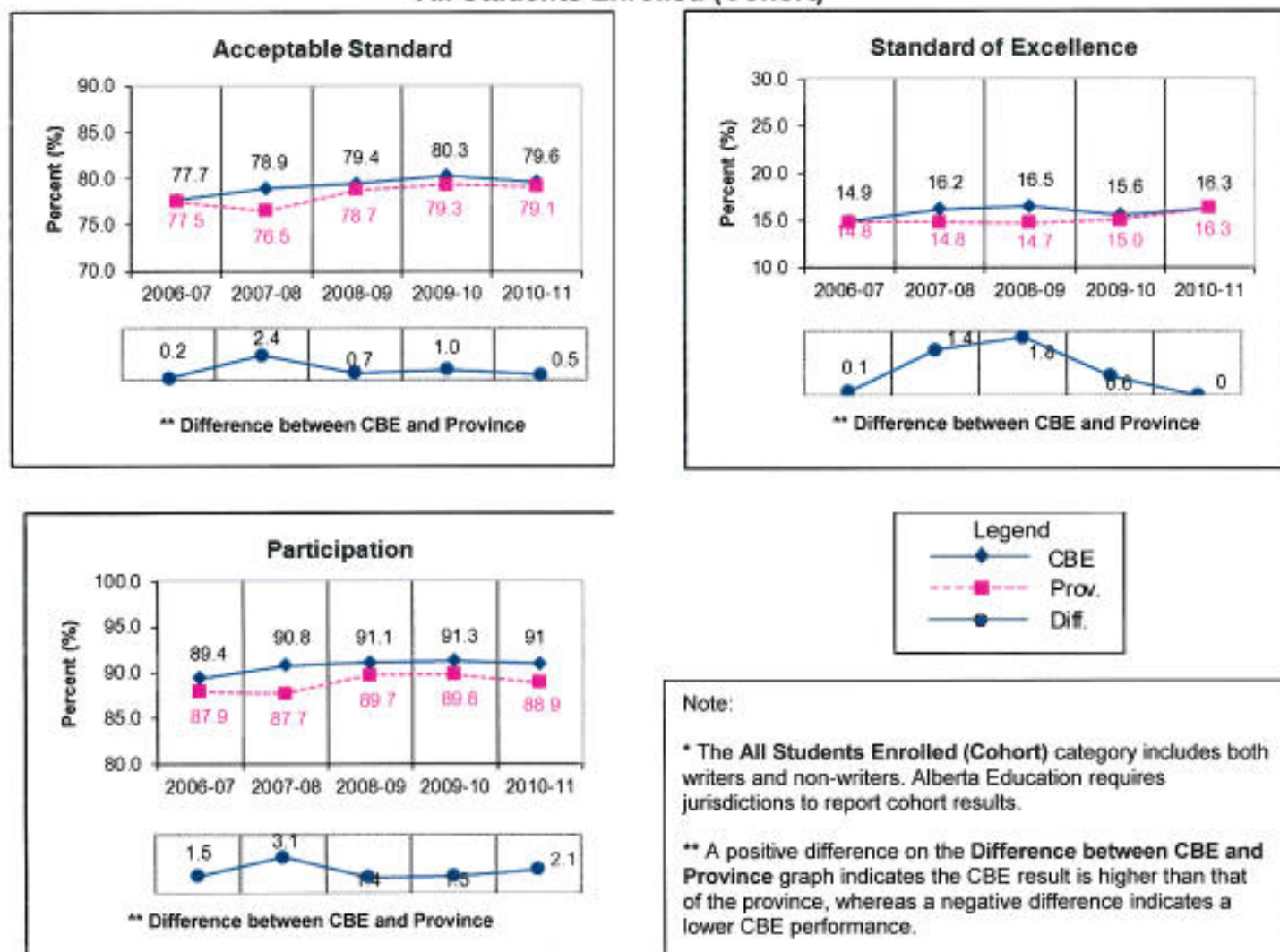
\*\* A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.



## Chart 2: Grade 6 English Language Arts Results

- In Grade 6 English Language Arts, CBE achievement at the acceptable standard has improved very slightly, while achievement in the province as a whole declined slightly. As a result, the gap between CBE and province has widened to 2.7 percentage points
- Achievement at the standard of excellence has declined very slightly at both CBE and provincial levels
- The CBE participation rate has increased

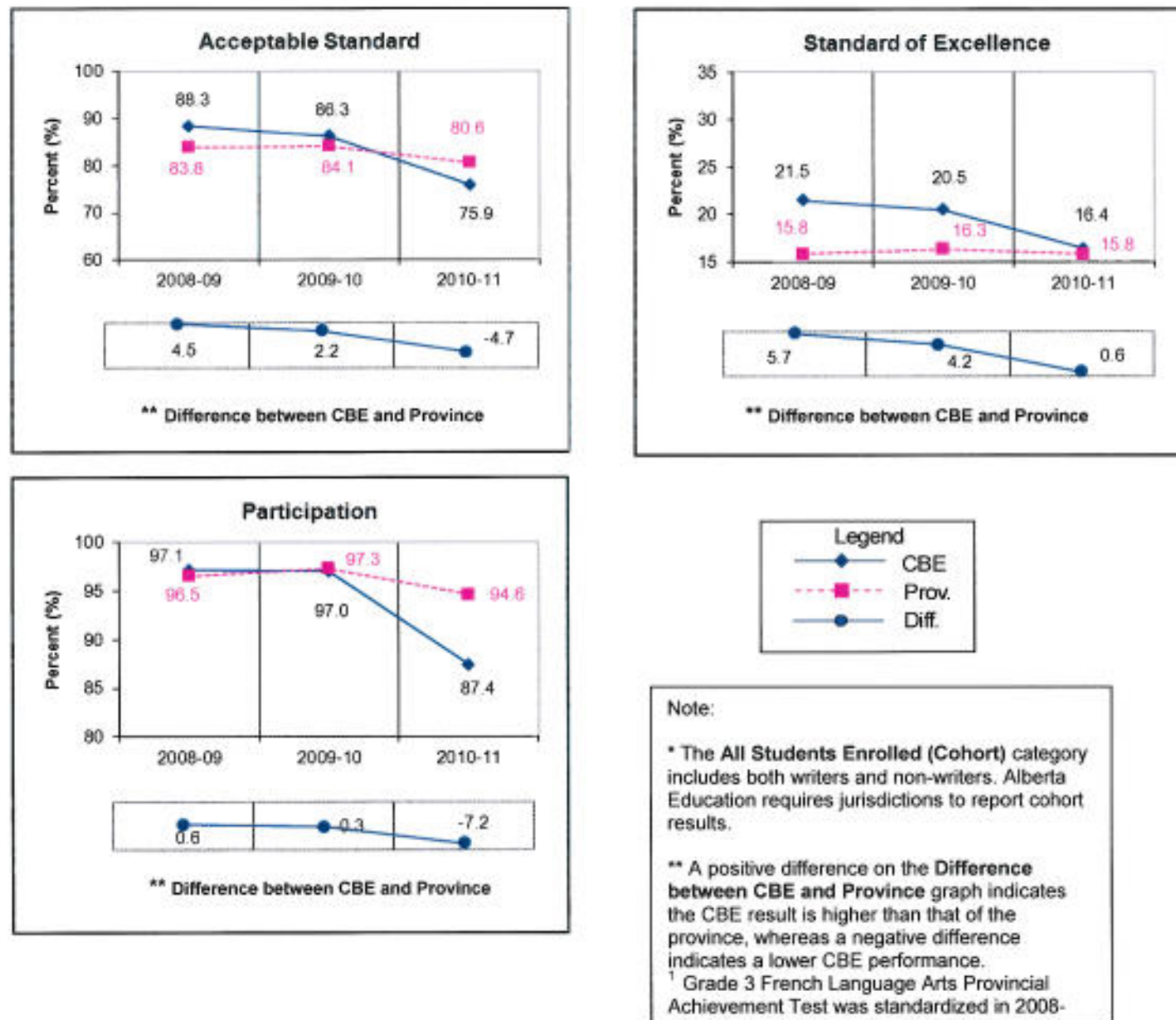
**Chart 3: Grade 9 English Language Arts Results**  
\*All Students Enrolled (Cohort)



**Chart 3: Grade 9 English Language Arts Results**

- Achievement at the acceptable standard in English Language Arts has been maintained at both CBE and provincial levels. The percentage of grade 9 students in CBE achieving at or above the acceptable standard remains slightly above that in the province as a whole
- In both CBE and the province, the percentage of students achieving the standard of excellence has increased

**Chart 4: Grade 3 French Language Arts Results<sup>1</sup>**  
**\*All Students Enrolled (Cohort)**

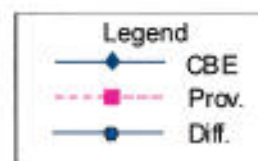
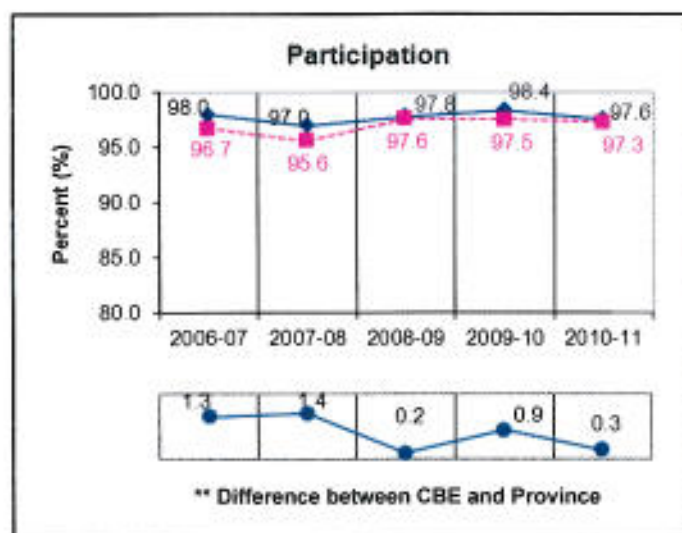
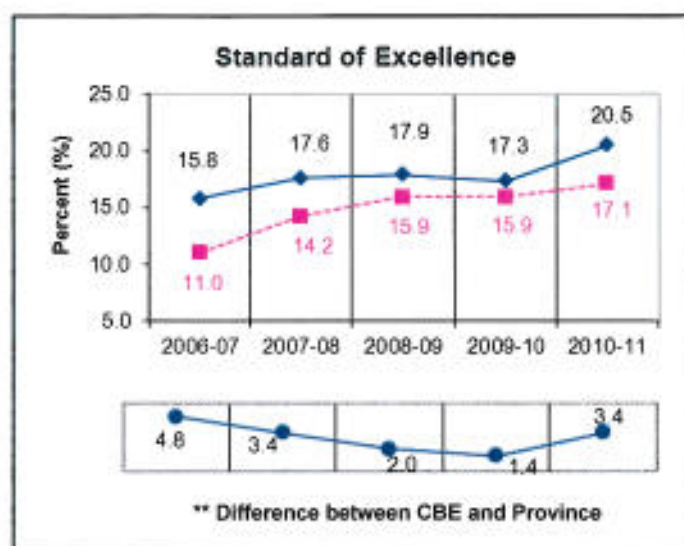
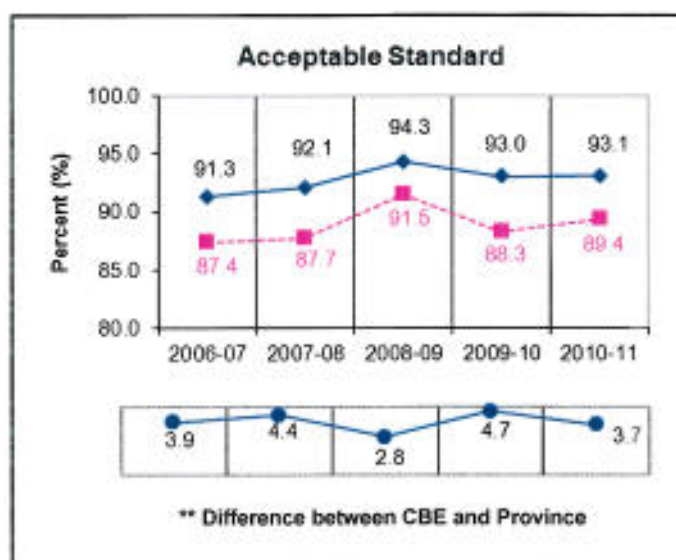


**Chart 4: Grade 3 French Language Arts Results<sup>1</sup>**

- 2010 – 2011 is the third year for which results have been available for the Grade 3 French Language Arts Provincial Achievement Test, which was standardized in 2008 – 2009
- The result was affected by an administrative error
  - Trend analysis is thus limited
  - Procedures have been implemented to address this error

Chart 5:

# Grade 6 French Language Arts Results \*All Students Enrolled (Cohort)



Note:

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

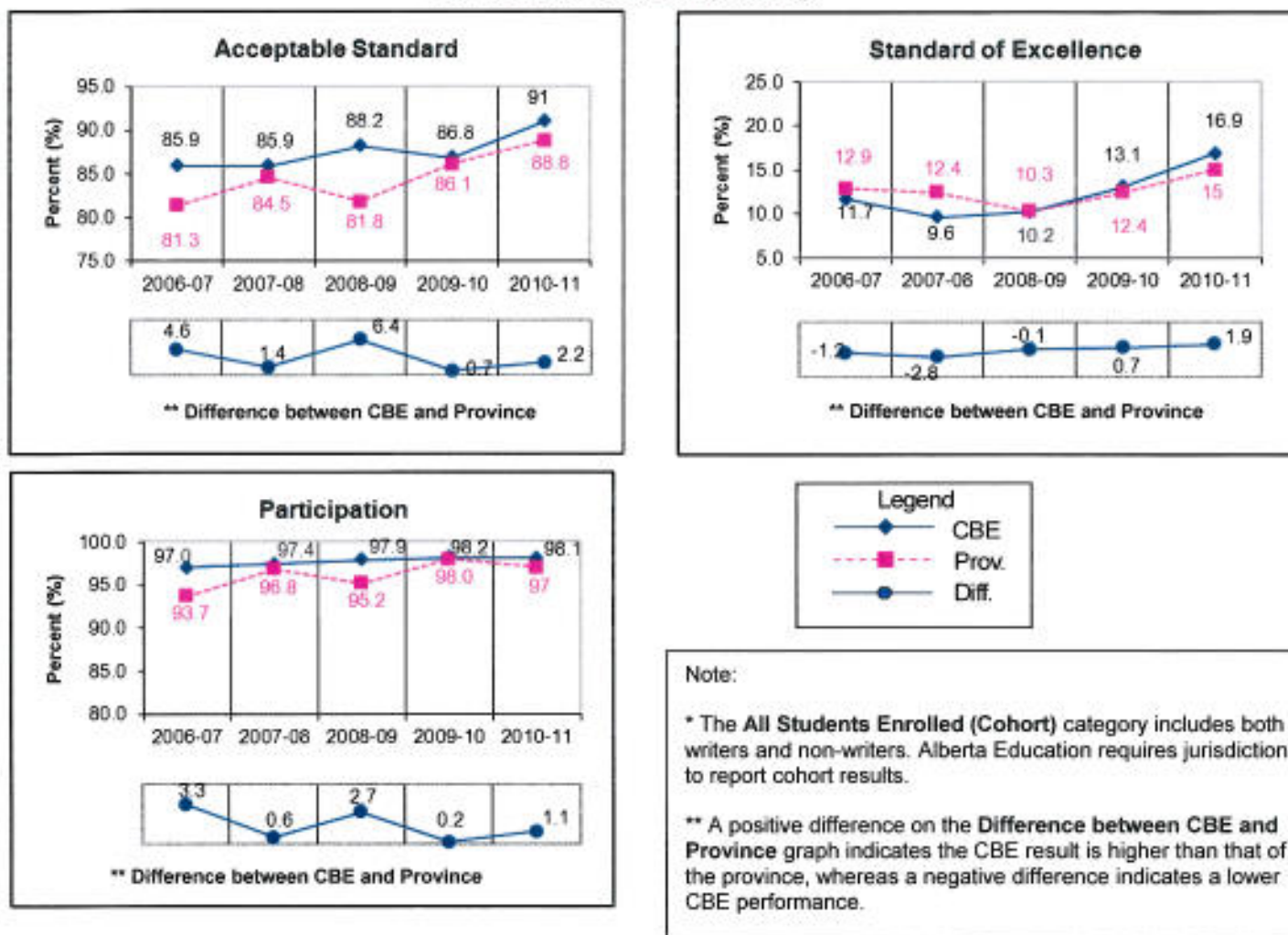
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

Chart 5: Grade 6 French Language Arts Results

- CBE achievement has been maintained at the acceptable standard
- At the standard of excellence, achievement has significantly improved: the percentage of students achieving the standard of excellence at the CBE rose by 3.2 percentage points from the previous year and now exceeds that in the province as a whole by 3.4 percentage points



**Chart 6: Grade 9 French Language Arts Results**  
**\*All Students Enrolled (Cohort)**



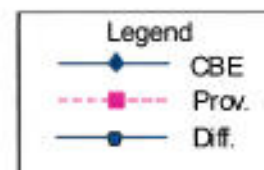
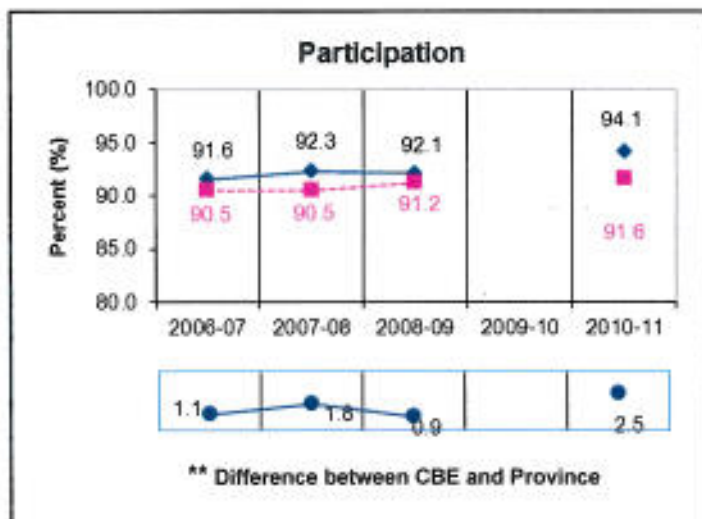
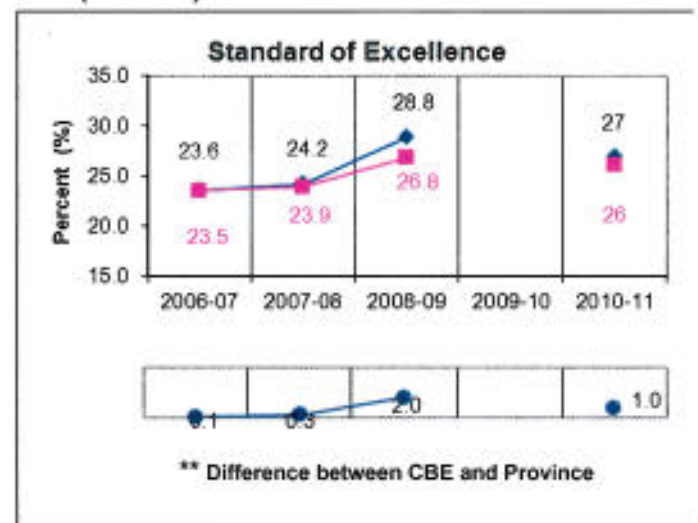
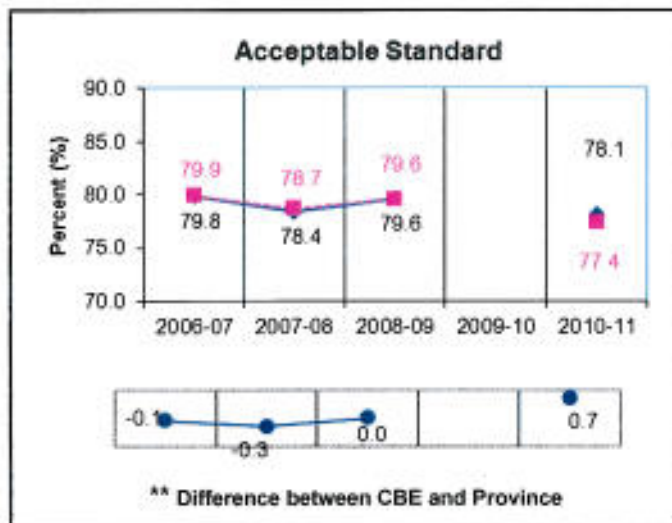
**Chart 6: Grade 9 French Language Arts Results**

- Achievement at the acceptable standard has increased by 4.2 percentage points. The difference between CBE and the province has increased to 2.2 percentage points
- Achievement at the standard of excellence has increased by 3.8 percentage points (from 13.1% to 16.9%). Although achievement at the standard of excellence at the provincial level also increased, the difference between CBE and the province has increased from 0.7 percentage points in 2010 to 1.9 percentage points in 2011
- The participation rate also increased slightly
- In the CBE, early and late immersion students are taught separately in Grade 7 and Grade 8 FLA classes but are blended in Grade 9 FLA
- Early and late immersion students write the same Grade 9 FLA Provincial Achievement Test

## Mathematics Results – Grades 3, 6 and 9

- 2010-2011 was the implementation year for Grades 3, 6 and 9 PAT's for the new math programs of studies. Results for 2011 will provide baseline data for future trends
- Although this is the first year of the new PAT's and trends cannot be inferred, results are encouraging
- At all three grade levels, CBE students performed above those in the province as a whole at both the acceptable standard and the standard of excellence

**Chart 7: Grade 3 Mathematics**  
**\*All Students Enrolled (Cohort)**



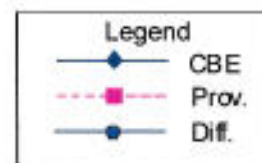
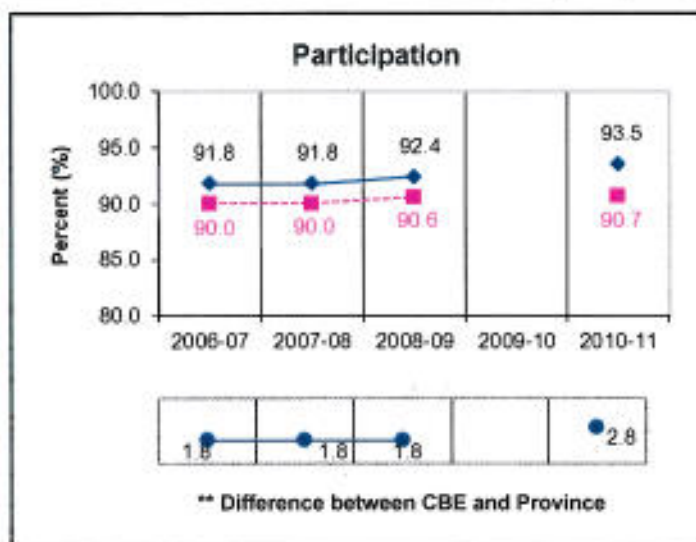
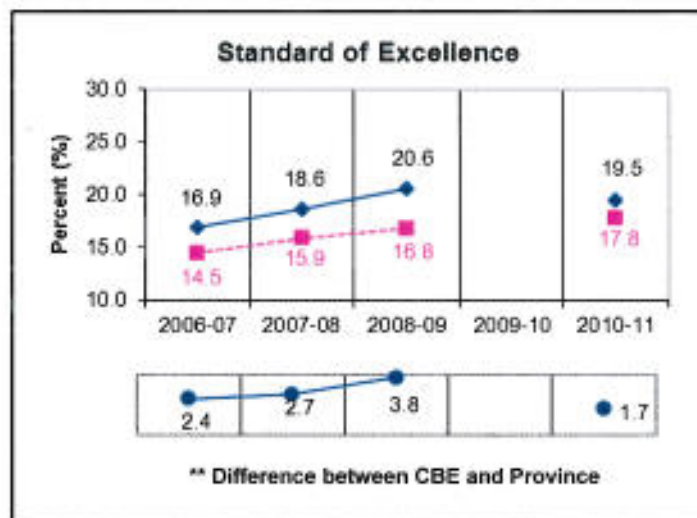
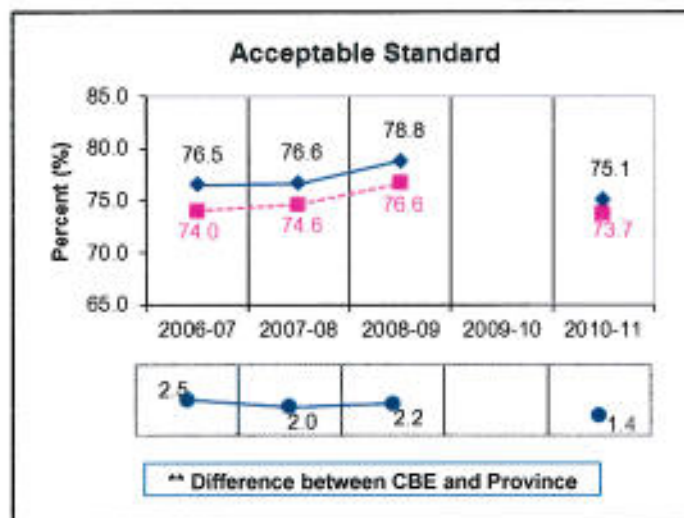
Note:

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

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

Chart 8:

**Grade 6 Mathematics**  
**\*All Students Enrolled (Cohort)**



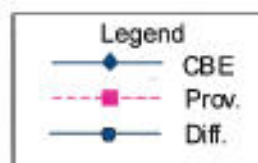
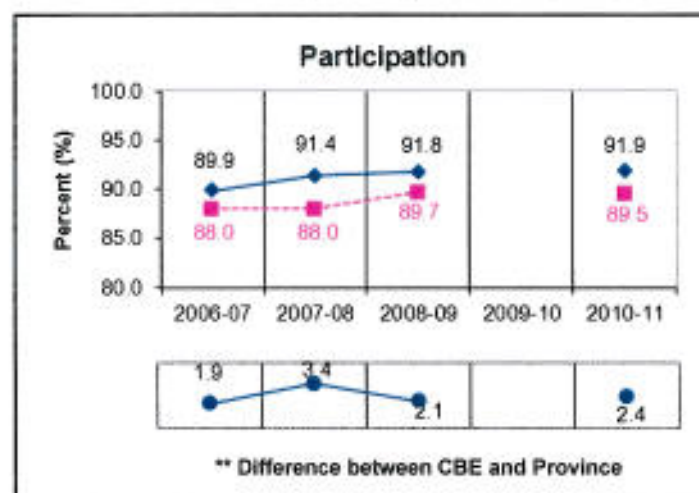
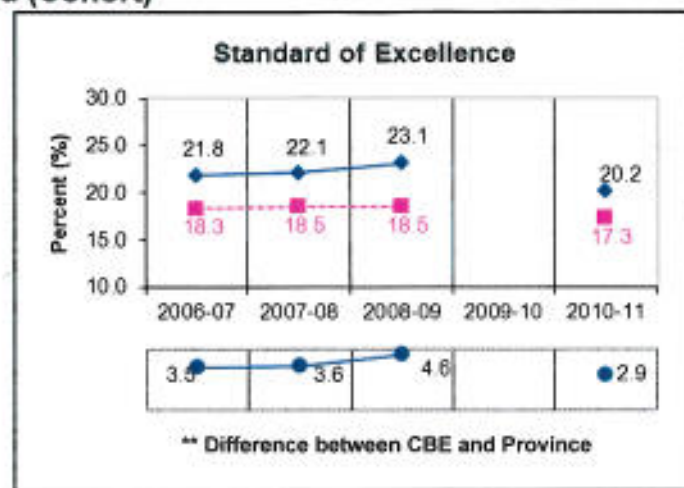
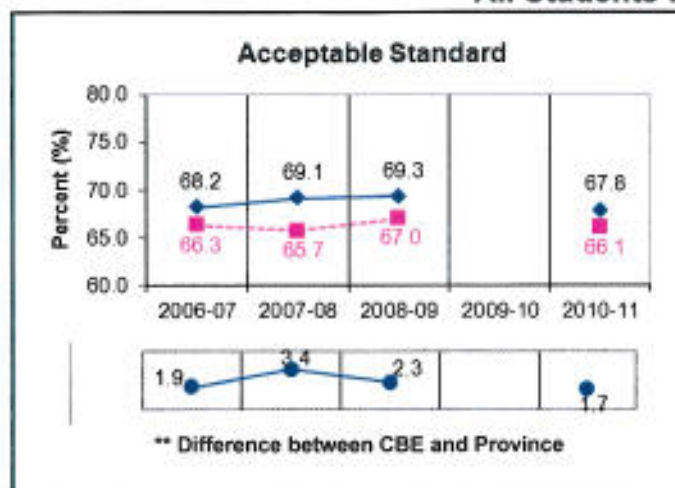
**Note:**

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

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

Chart 9:

Grade 9 Mathematics  
\*All Students Enrolled (Cohort)



Note:

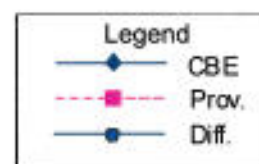
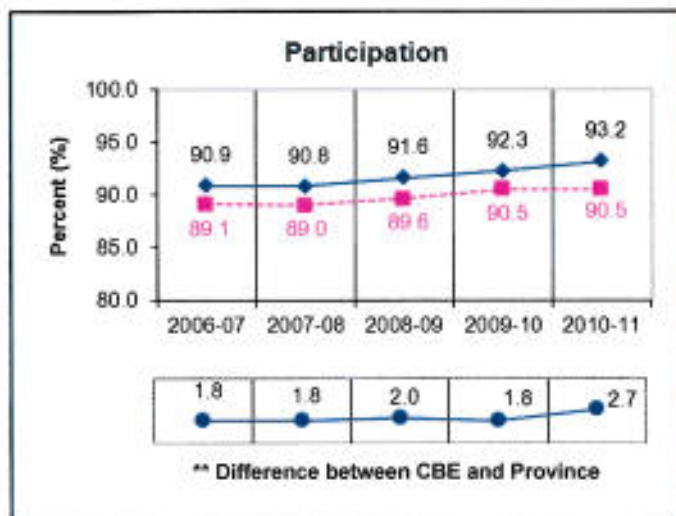
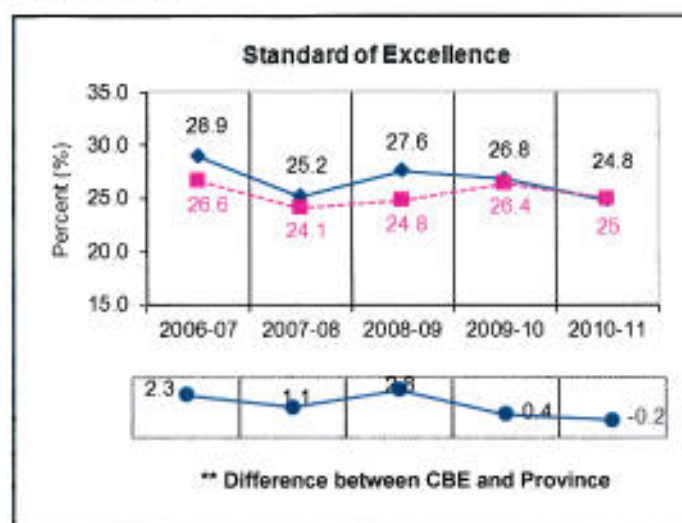
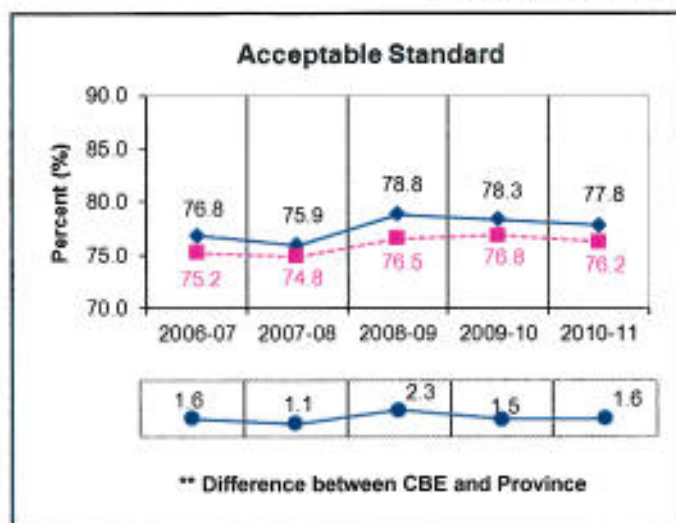
\* The **All Students Enrolled (Cohort)** category includes both writers and non-writers. Alberta Education requires jurisdictions to report cohort results.

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



Chart 10:

# **Grade 6 Science Results** **\*All Students Enrolled (Cohort)**



**Note:**

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

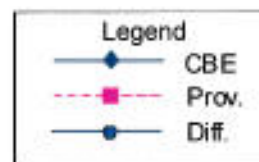
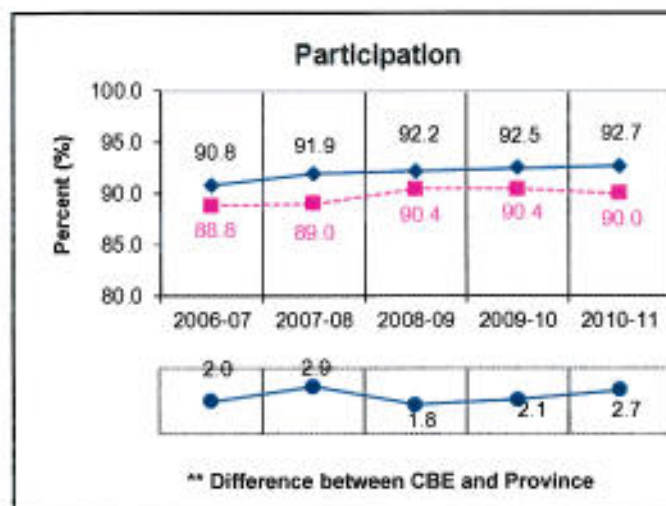
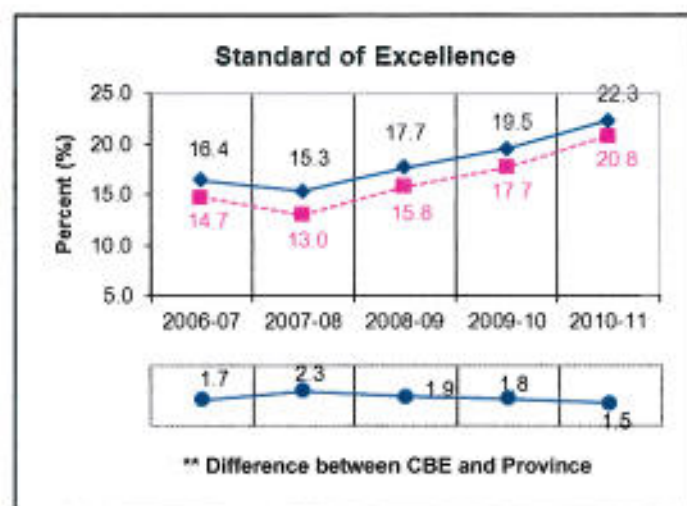
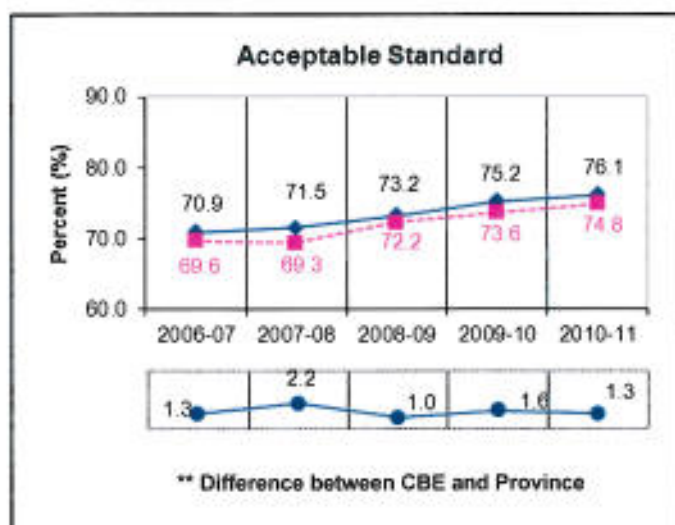
\*\* A positive difference on the Difference between CBE and Province graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

**Chart 10: Grade 6 Science Results**

- At the acceptable standard, CBE results remain above those in the province as a whole
- The slight decrease in CBE results mirrors that in the province as a whole
- At the standard of excellence there has been a slight decline over the past 2 years. Current year results for the CBE are 0.2 percentage points below those in the province as a whole
- The decline over the past two years has been noted. The analysis continues at the student and school level to determine appropriate response
- Participation rates continue to be above those in the province as a whole

**Chart 11:**

**Grade 9 Science Results**  
**\*All Students Enrolled (Cohort)**



**Note:**

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

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

**Chart 11: Grade 9 Science Results**

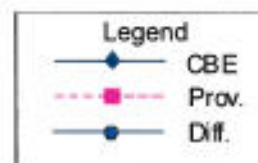
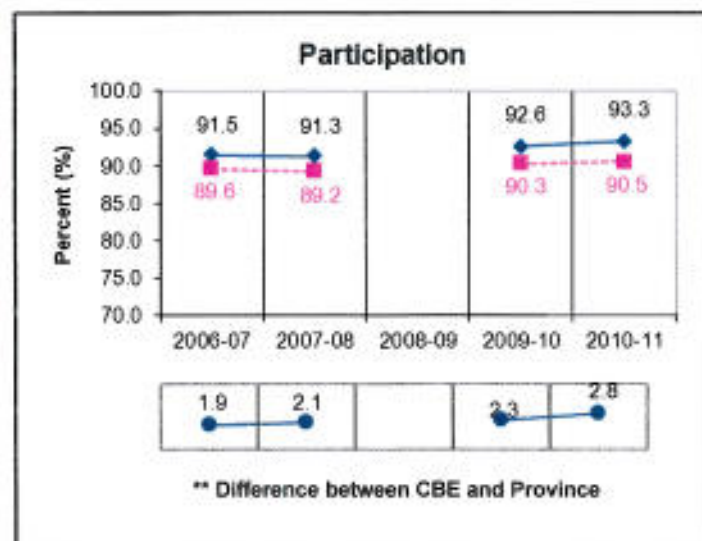
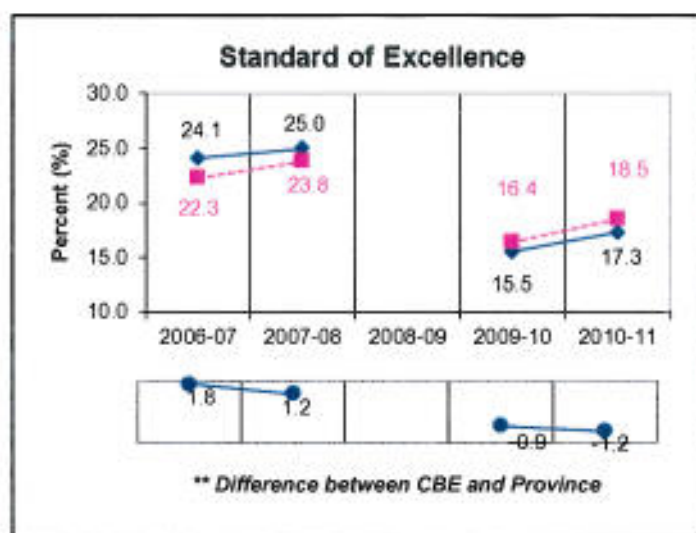
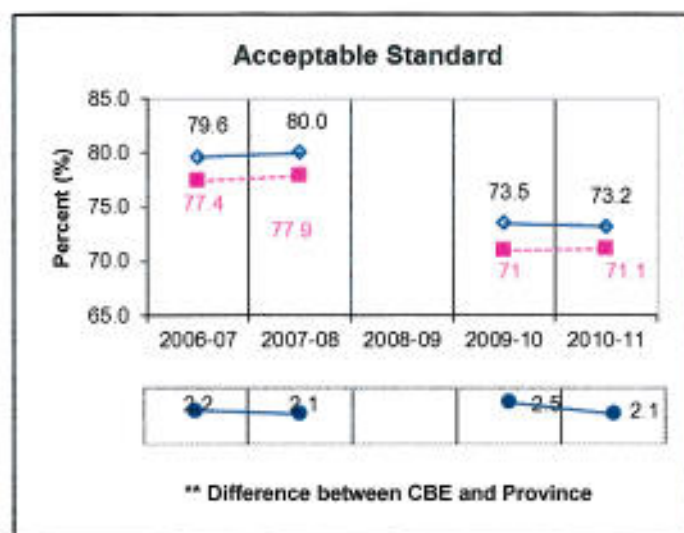
- CBE results demonstrate a consistent upward trend since 2005-2006 when the revised Grade 9 Provincial Achievement Test was implemented. CBE results, which continue to be above those of the province as a whole, have improved over the previous year at both the acceptable standard and the standard of excellence
- The improvement at the standard of excellence is noteworthy. Results have improved by 7.0 percentage points over four years
- At the acceptable standard, results have increased by 5.2 percentage points over five years
- The difference in achievement between Grades 6 and 9 Science has been noted and will be investigated

## Grades 6 and 9 Social Studies Results

- This is the second year of administration Grades 6 and 9 Provincial Achievement Tests for the new programs of studies in social studies
  - Results were standardized in the reporting period 2009-2010
  - Last year's results provide the baseline for future trends

Chart 12:

### Grade 6 Social Studies Results \*All Students Enrolled (Cohort)



**Note:**

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

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

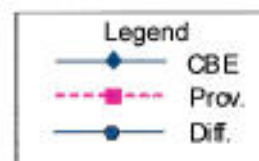
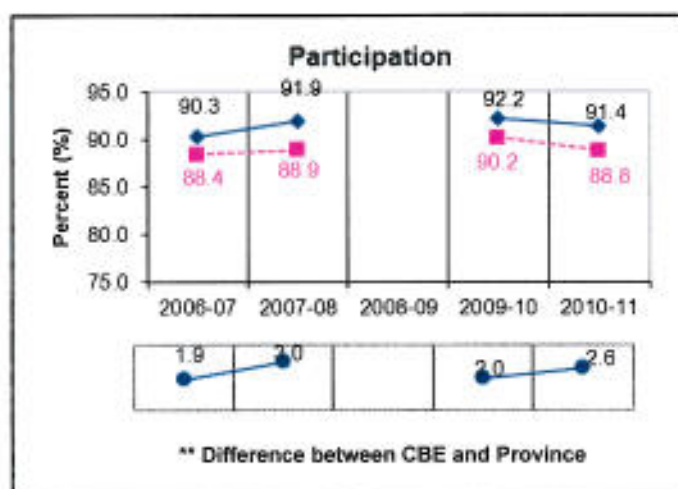
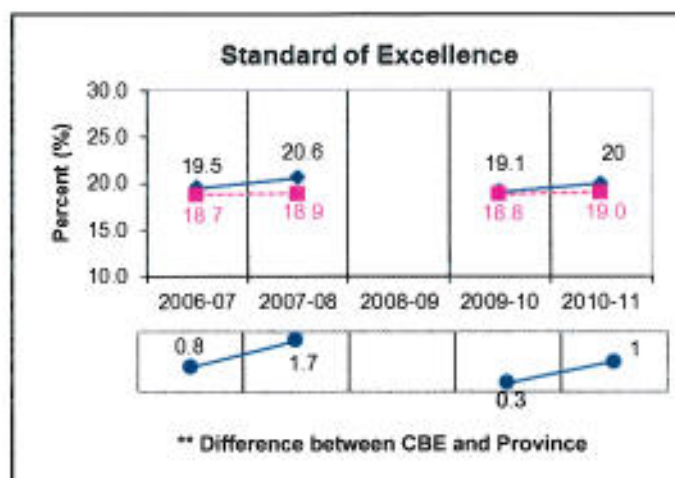
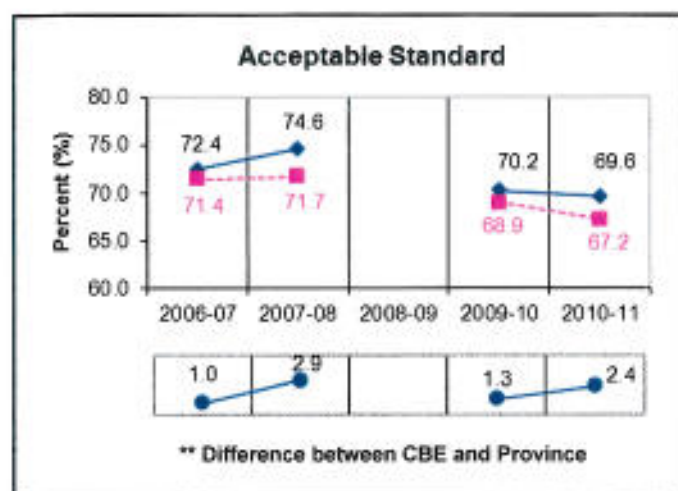
Chart 12: Grade 6 Social Studies Results

- While trends cannot yet be inferred, this year, by comparison with the province as a whole, a higher percentage of students in CBE achieved at or above the acceptable standard (2.1 percentage points above the province)
- A slightly lower percentage of students achieved the standard of excellence (1.2 percentage points below the province)



Chart 13:

# Grade 9 Social Studies Results \*All Students Enrolled (Cohort)



Note:

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

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

Chart 13: Grade 9 Social Studies Results

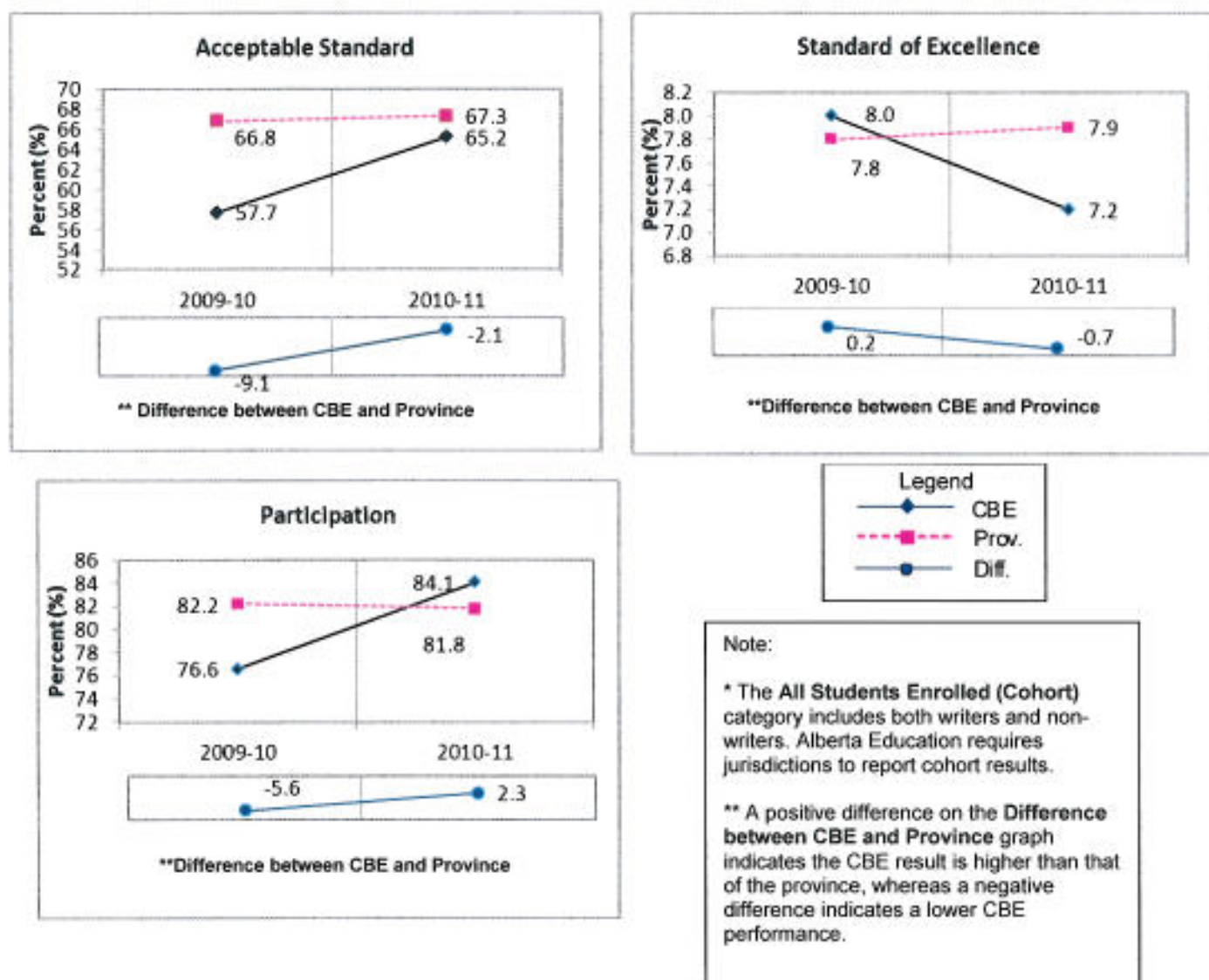
- While trends cannot yet be inferred, this year a higher percentage of students in CBE than in the province achieved at or above the acceptable standard and the standard of excellence
- The percentage of students achieving the acceptable standard was 2.4 percentage points higher in CBE than in the province, and 1.0 percentage point higher at the standard of excellence



## Grade 9 Knowledge and Employability Results

- Compared with the province, CBE enrolls a higher percentage of students who are ELL and/or with identified special education needs in all four K&E courses
- A number of areas require further analysis. These include
  - appropriate registration of students in K&E courses
  - instructional strategies and resources for registered students
  - appropriate assessment strategies
- This work continues

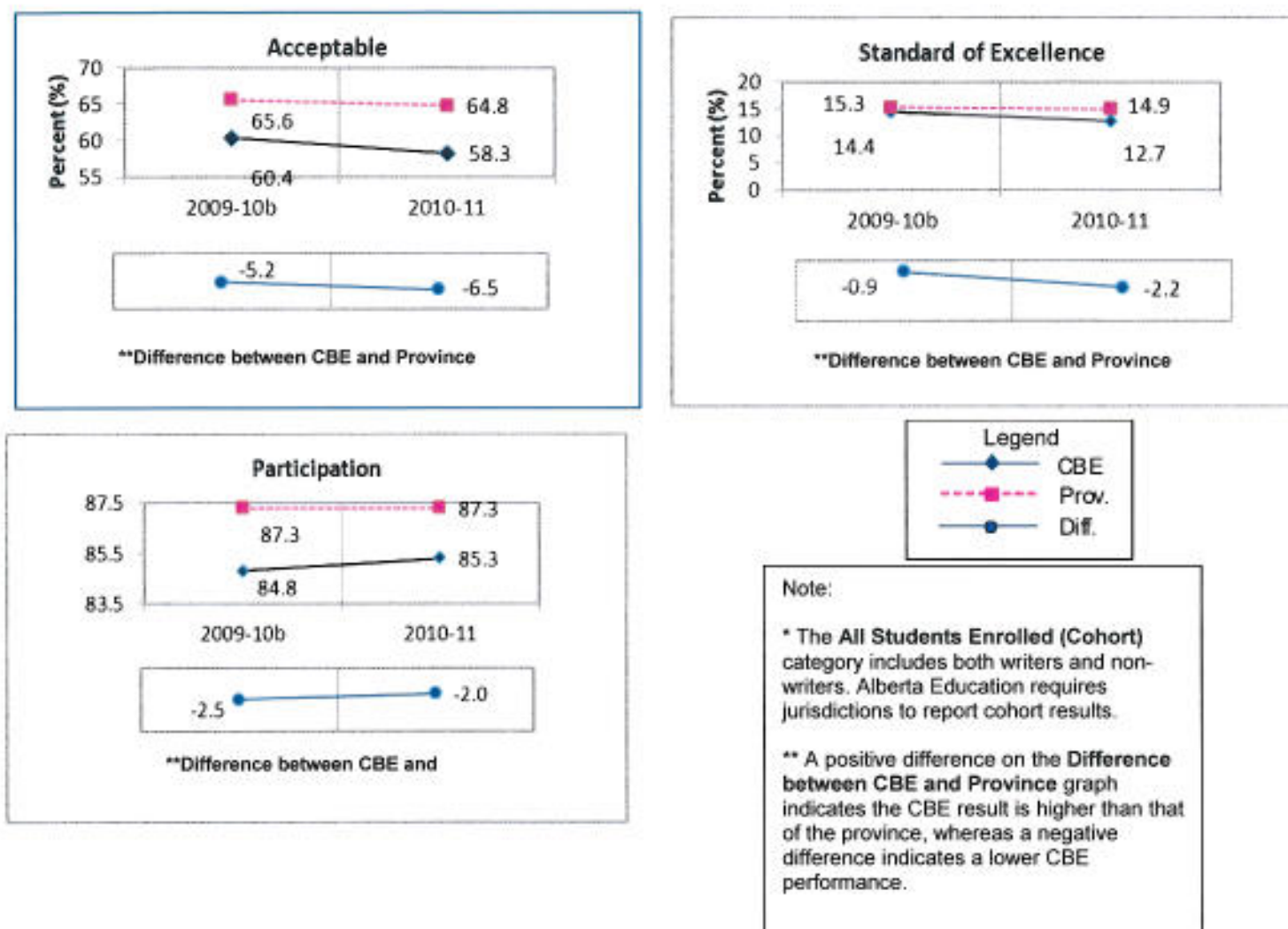
**Chart 14: Grade 9 Knowledge and Employability ELA Results**  
**\*All Students Enrolled (Cohort)**



**Chart 14: Grade 9 Knowledge and Employability English Language Arts Results**

- One positive indicator is that the participation rate in CBE is higher than last year and is now above that in the province by 2.3 percentage points
- The percentage of students achieving the acceptable standard has increased from 57.7% to 65.2%, though it is still lower in CBE than in the province

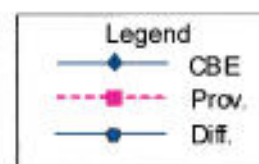
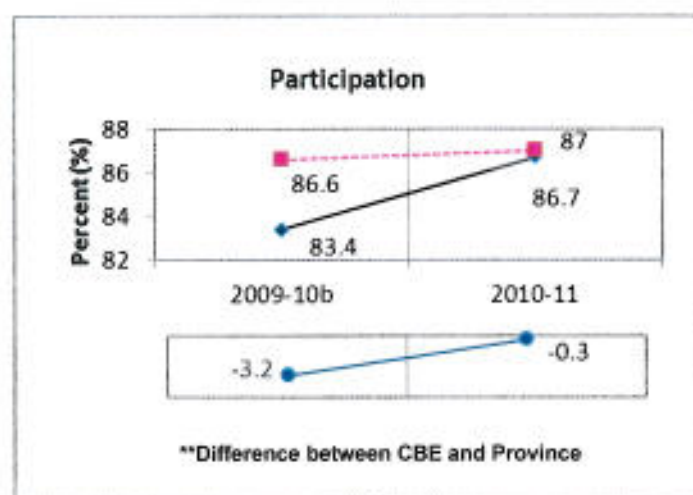
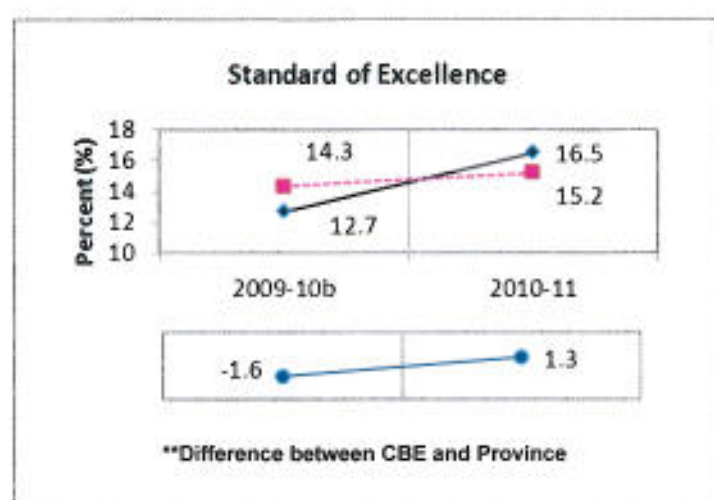
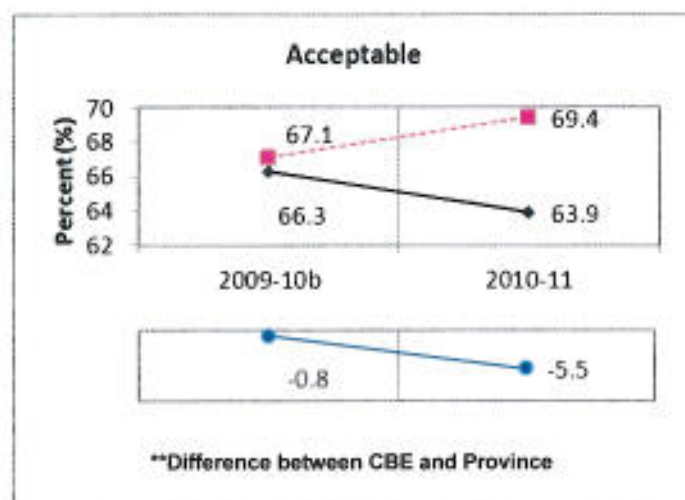
**Chart 15: Grade 9 Knowledge and Employability Mathematics Results**  
**\*All Students Enrolled (Cohort)**



**Chart 15: Grade Knowledge and Employability Mathematics Results**

- The participation rate in CBE has risen and is now closer to that in the province
- Results at the acceptable standard in K&E Math were impacted by the high percentage of students who met the criteria for excused status

**Chart 16: Grade 9 Knowledge and Employability Science Results**  
**\*All Students Enrolled (Cohort)**



Note:

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

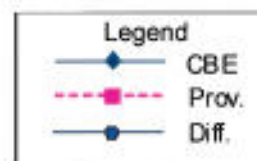
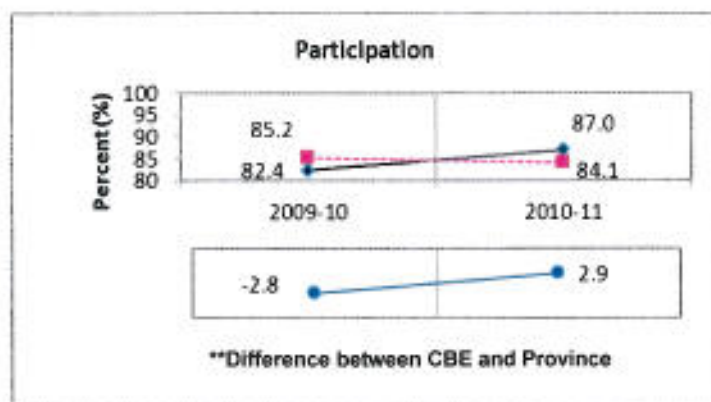
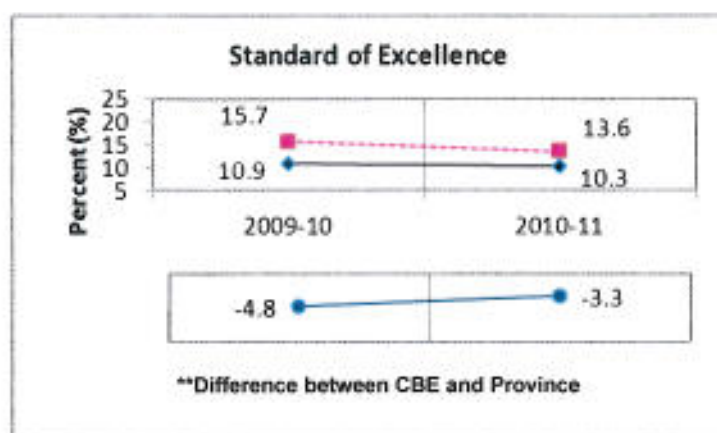
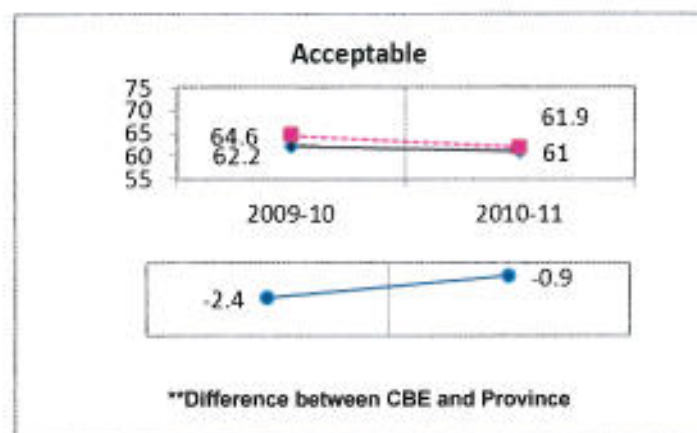
\*\* A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

**Chart 16: Grade 9 Knowledge and Employability Science Results**

- The percentage of students in CBE achieving the standard of excellence is higher than that in the province by 1.3 percentage points
- The percentage of students achieving the acceptable standard is lower than that in the province by 5.5 percentage points



**Chart 17: Grade 9 Knowledge and Employability Social Studies Results**  
**\*All Students Enrolled (Cohort)**



**Note:**

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

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

**Chart 17: Grade 9 Knowledge and Employability Social Studies Results**

- Participation in CBE has increased and is now above that in the province
- At the acceptable standard, CBE results this year are within 0.9 percentage points of those in the province
- Results declined in the CBE and the province at both the acceptable standard and the standard of excellence
- Grade 9 Social Studies and K&E Social Studies were the last PAT's, written on Monday, June 27, 2011. In light of the scheduling of this test, the lower absence rate in the CBE (6.8%) than in the province (10.1%) is a positive indicator

**Table 5\*: OVERALL PERCENTAGE OF FNMI STUDENTS WHO ACHIEVED THE ACCEPTABLE STANDARD AND THE STANDARD OF EXCELLENCE ON PROVINCIAL ACHIEVEMENT TESTS**

Measure	Calgary School District No. 19			Alberta		
	Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
PAT: Acceptable	50.3	58.7	52.8	58.1	59.1	56.5
PAT: Excellence	4.2	4.8	4.3	6.0	6.4	5.7

**Table 5: OVERALL PERCENTAGE OF FNMI STUDENTS ACHIEVING STANDARDS ON PAT's**

- The percentage of FNMI students achieving at both the acceptable standard and the standard of excellence has declined from the previous year and the previous three year average
- Achievement in the CBE is below that in the province as a whole

These results highlight the need for further analysis. This work has begun.

**Table 6\*: OVERALL PERCENTAGE OF FNMI STUDENTS WHO ACHIEVED THE ACCEPTABLE STANDARD AND THE STANDARD OF EXCELLENCE ON DIPLOMA EXAMS**

Measure	Calgary School District No. 19			Alberta		
	Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
Diploma: Acceptable	84.4	81.4	84.9	77.7	76.3	76.8
Diploma: Excellence	10.9	10.1	11.3	7.4	8.7	9.0

**Table 6: OVERALL PERCENTAGE OF FNMI STUDENTS ACHIEVING STANDARDS ON DIPLOMA EXAMS**

- The percentage of FNMI students in CBE achieving at the acceptable standard and the standard of excellence continues to be above that in the province
- The percentage of FNMI students achieving the acceptable standard this year is comparable with the achievement of all CBE students (84%)
- The percentage of FNMI students who achieved at both standards this year has risen over last year but declined slightly by comparison with the previous three year average

\*Because achievement data for FNMI students is available only through the Accountability Pillar reports, the data presented here shows a three year average rather than five year trends



## 2010-2011 Calgary Board of Education Diploma Examination Results Comparison to the Province

As Table 7 shows, in all subject areas 77% or more of Calgary Board of Education students achieve at or above the acceptable standard. This year, the percentage of students achieving the standard of excellence on diploma exams is above provincial levels in all subjects. At the standard of excellence, particularly strong results were achieved in Social Studies 30-1 (21.2%, 6.3 percentage points above the province). Solid achievement was also noted in Pure Math 30 (36.6%, 7.9 percentage points above the province), Biology 30 (37.4%, 7.6 percentage points above the province), Chemistry 30 (37.5%, 9.8 percentage points above the province), and Physics 30 (39.2%, 11.5 percentage points above the province).

While participation rates on diploma exams are lower than the province in some areas, participation rates on courses perceived as academic (English 30-1, French Language Arts 30-1, Social Studies 30-1, Pure Math 30, Chemistry 30 and Physics 30) are higher by between 0.9 percentage points (Social Studies 30-1) and 5 percentage points (English 30-1 and Pure Math 30).

Results in English 30-1 and 30-2 at the acceptable standard are below those in the province. In English 30-1, Calgary Board of Education is 2.3 percentage points below the province; in English 30-2, Calgary Board of Education is 1.6 percentage points below the province. In both cases, the gap has narrowed slightly over last year. Achievement in Science 30, below the province at both at the acceptable standard and the standard of excellence last year, has improved and is now above that of the province at both standards (0.6 percentage points above at the acceptable standard and 0.5 percentage points above at the standard of excellence).

**Table 7** **DIPLOMA EXAM RESULTS**  
**SCHOOL YEAR 2010-2011 (Entire School Year Results) <sup>1</sup>**

COURSE <sup>5</sup>	NUMBER WRITING		PARTICIPATION RATE (%) <sup>2</sup>			DIPLOMA MARKS					
						ACCEPTABLE STANDARD (%) <sup>3</sup>			STANDARD OF EXCELLENCE (%) <sup>4</sup>		
	CBE	Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.	CBE	Prov.	CBE Minus Prov.
English 30-1	6526	29,070	65.0	60	5.0	82.1	84.4	-2.3	11.6	10.1	1.5
English 30-2	2,312	14,557	22.7	29.2	-6.5	87.0	88.6	-1.6	9.9	9.1	0.8
Fr. Lang. Arts 30	446	1,269	5.4	3	2.4	96.6	95.3	1.3	17.9	14.3	3.6
Social 30-1	4,768	23,608	53.2	52.3	0.9	86.1	82.8	3.3	21.2	14.9	6.3
Social 30-2	3,052	16,546	32.3	34.8	-2.5	87.1	85.6	1.5	20.1	15.9	4.2
Pure Math 30	5,172	23,034	51.9	46.9	5.0	85.4	81.0	4.4	36.6	28.7	7.9
Applied Math 30	2,150	10,811	20.5	22.1	-1.6	77.3	74.3	3.0	12.1	9.9	2.2
Biology 30	4,468	22,822	44.6	46.7	-2.1	86.1	81.9	4.2	37.4	29.8	7.6
Chemistry 30	4,157	18,793	44.4	39.8	4.6	80.8	75.1	5.7	37.5	27.7	9.8
Physics 30	2,288	10,660	24.4	22.9	1.5	83.7	76.7	7.0	39.2	27.7	11.5
Science 30	861	5,008	9.1	10.0	-0.9	81.0	80.4	0.6	21.5	21.0	0.5

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

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

3 Percent of Students obtaining Acceptable Standard i.e. Pass - a mark of 50% to 100%.

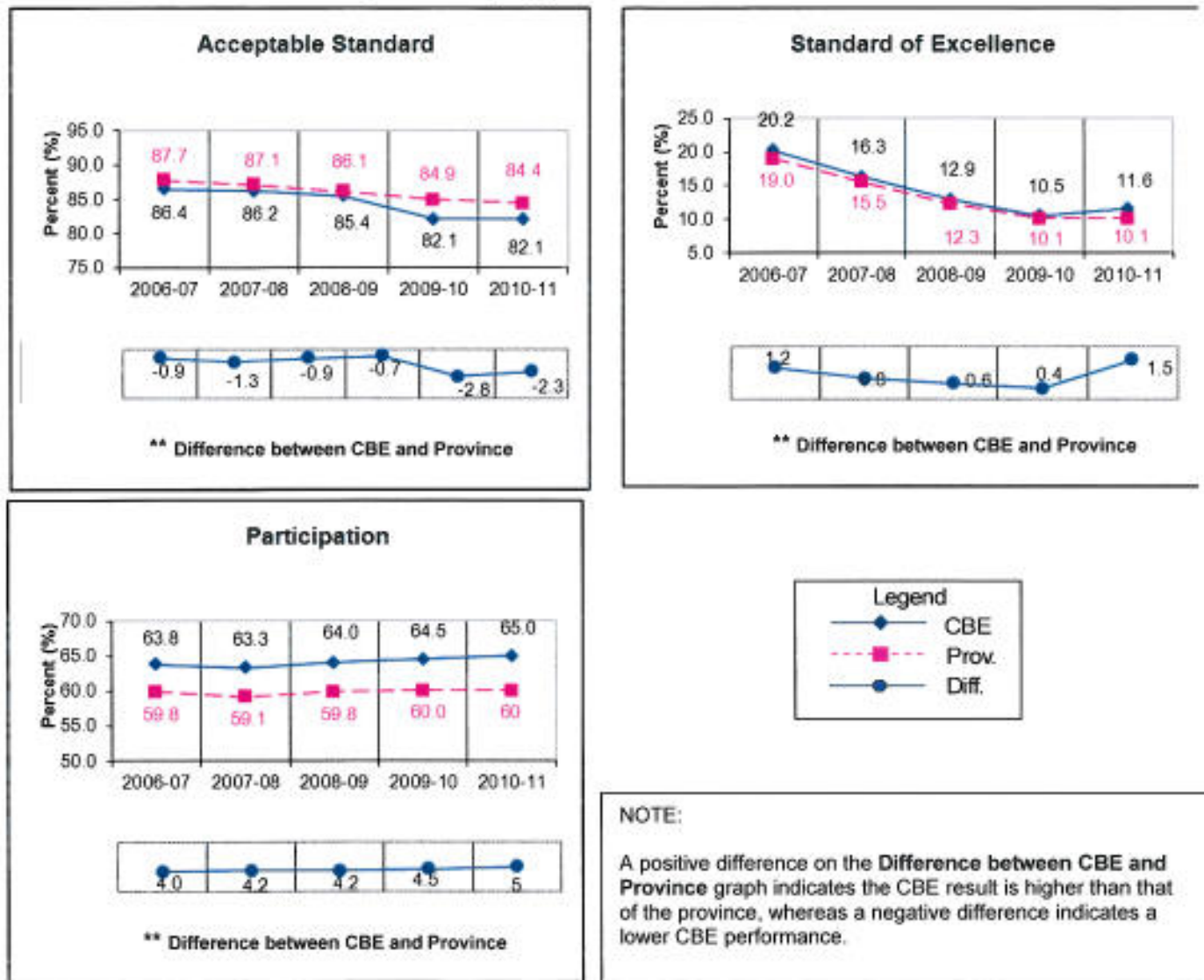
4 Percent of Students obtaining Standard of Excellence i.e. Honors - a mark of 80% to 100%.

5 Students writing French translations of the examinations are included in the statistics.

## Calgary Board of Education Five Year Trends Five-Year Diploma Examinations Results

**Chart 18**

### English Language Arts 30-1



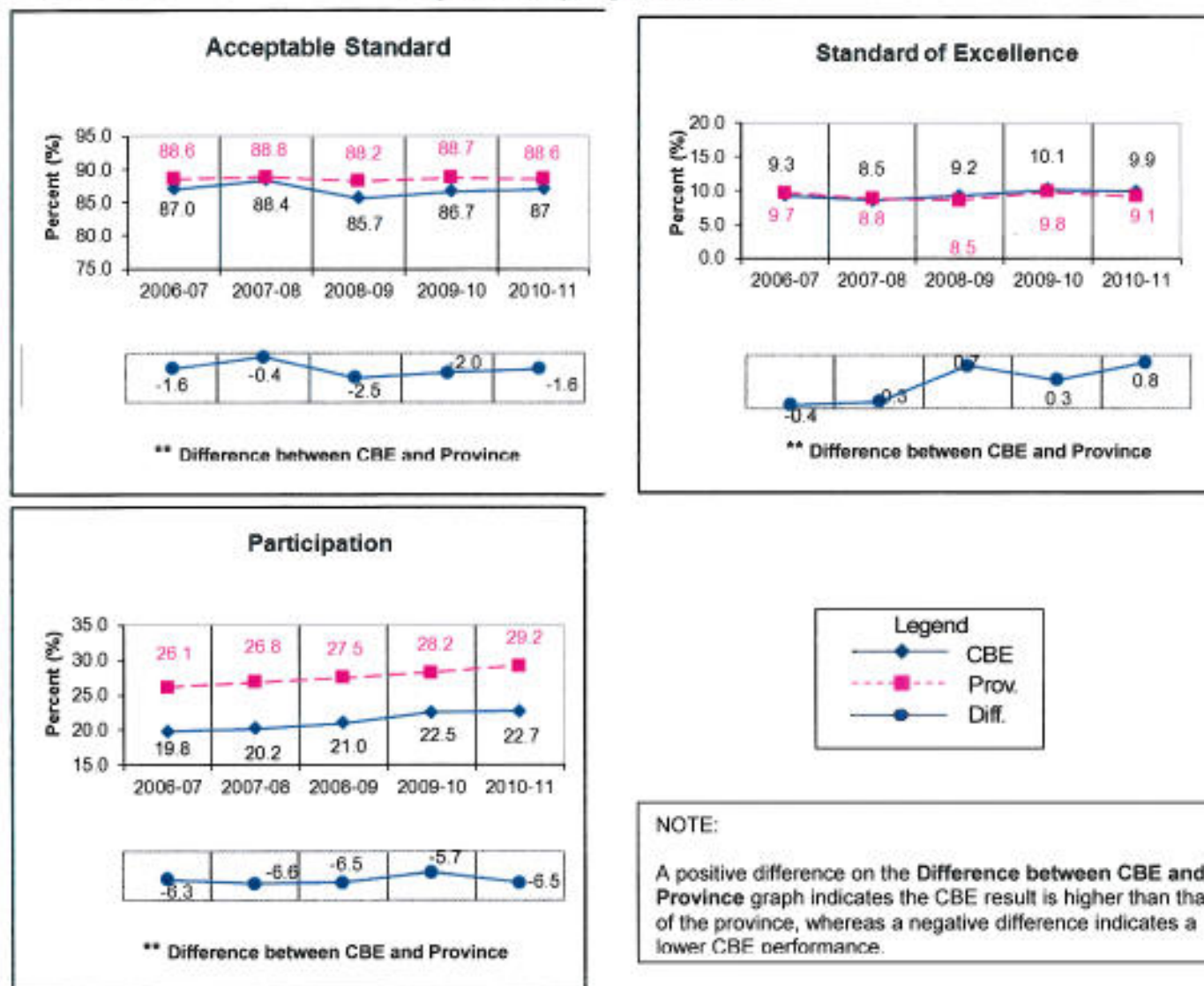
**Chart 18: English Language Arts 30-1**

- Participation rates in English 30-1 in 2010-2011 were 5 percentage points above the province, a consistent trend over the last five years
- After trending down over a five year period for both the Calgary Board of Education and the province, results at both the acceptable standard and the standard of excellence have stabilized
- In the CBE, the percentage of students achieving the standard of excellence has risen from 10.1% to 11.6% and is now 1.5 percentage points above the province
- Both Alberta Education and the Calgary Board of Education continue to monitor the situation and the impact of strategies implemented to arrest the decline



## Five-Year Diploma Examinations Results

**Chart 19: English Language Arts 30-2**



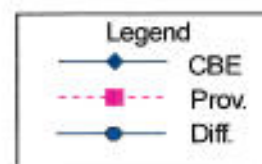
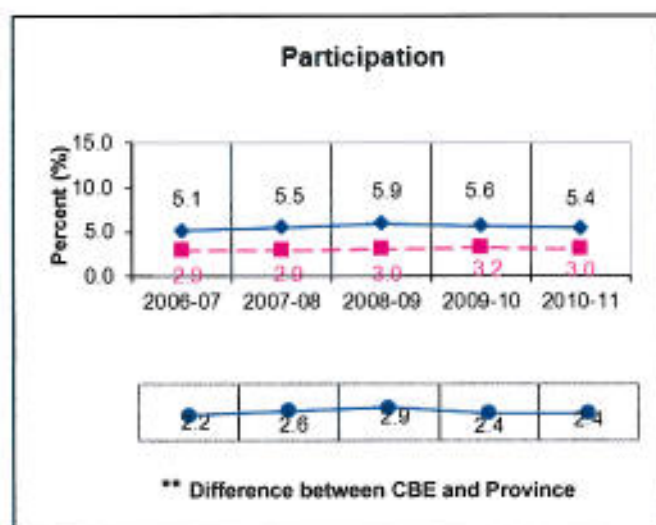
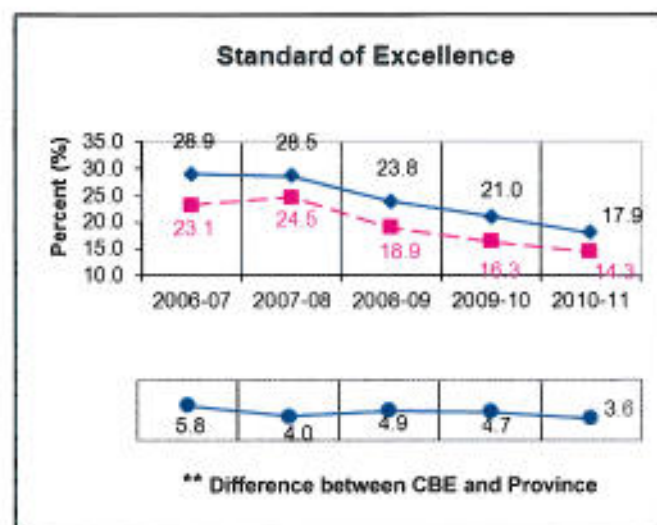
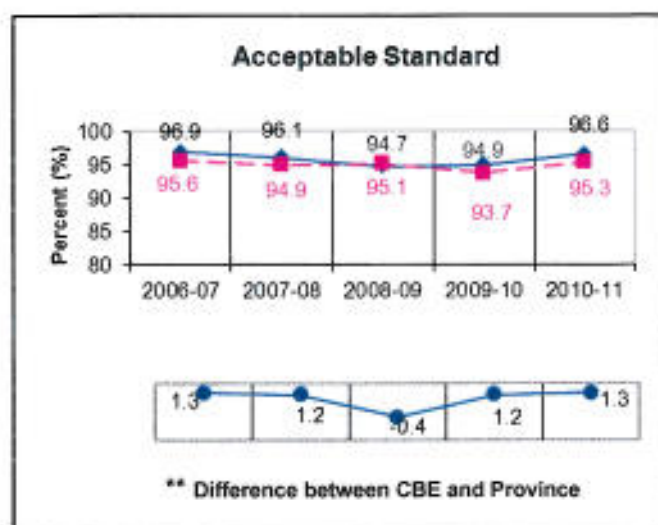
**Chart 19: English Language Arts 30-2**

- CBE results are slightly above those of the province at the standard of excellence
- At the acceptable standard, the gap between CBE and the province has narrowed from 2 percentage points to 1.6 percentage points
- A higher proportion of CBE students choose to enroll in the more challenging academic course. Our values and practice are to encourage and support students to achieve the goals they set for themselves, resulting in their choosing to enroll in English 30-1 rather than English 30-2. This is reflected in our participation rate
- The higher participation rate in English 30-1 is consistently paralleled by a lower participation rate in English Language Arts 30-2: this year participation in CBE was 6.5 percentage points lower than in the province



## Five-Year Diploma Examinations Results French Language Arts 30-1

**Chart 20**



**NOTE:**

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

**Chart 20: French Language Arts 30-1 Results**

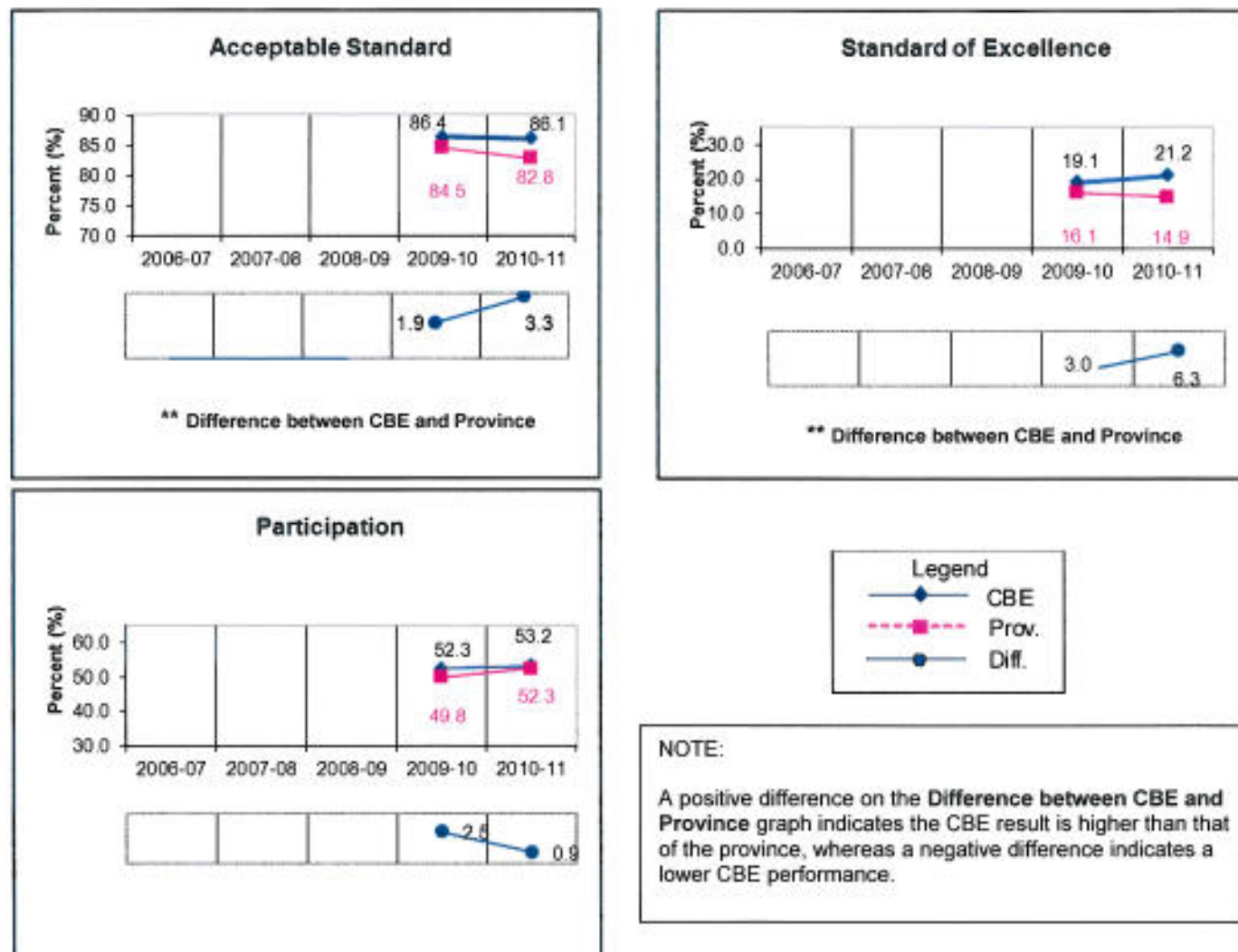
- A higher percentage of students in the CBE than in the province achieved both the acceptable standard and the standard of excellence
- 96.6% of CBE students achieved the acceptable standard
- Results show a parallel, continued decline at the standard of excellence for both Calgary Board of Education and the province in 2010 – 2011
- Students in French Language Arts 30-1 are reading complex texts and writing literary analysis of them in French, for them an additional language
- The reading comprehension portion of the FLA diploma exam is the same as that for Français 30 (Francophone – French as a first language)

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

- Diploma examinations based on the new programs of studies for Social Studies 30-1 and 30-2 were implemented in 2009-2010
- Alberta Education notes that two to three years are required for changes in programs to be internalized and for this to be reflected in achievement on examinations
- It is too early to infer trends
- Participation rates in both Social 30-1 and Social 30-2 have declined. This decline has been noted and the reasons will be investigated

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

Chart 21

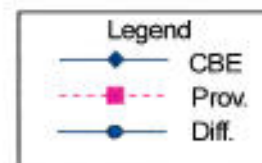
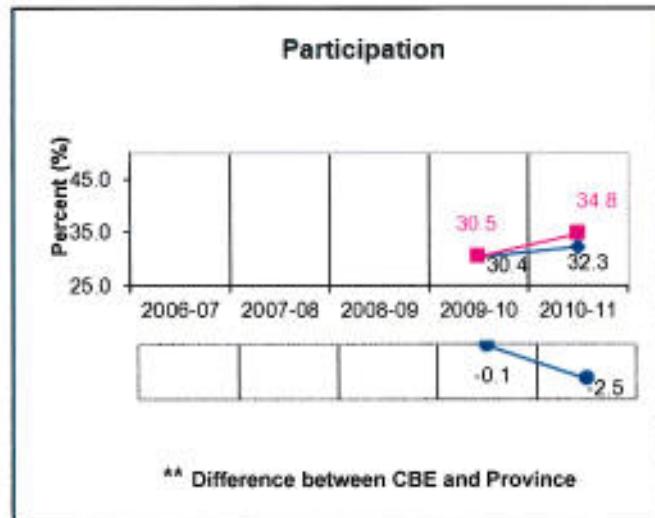
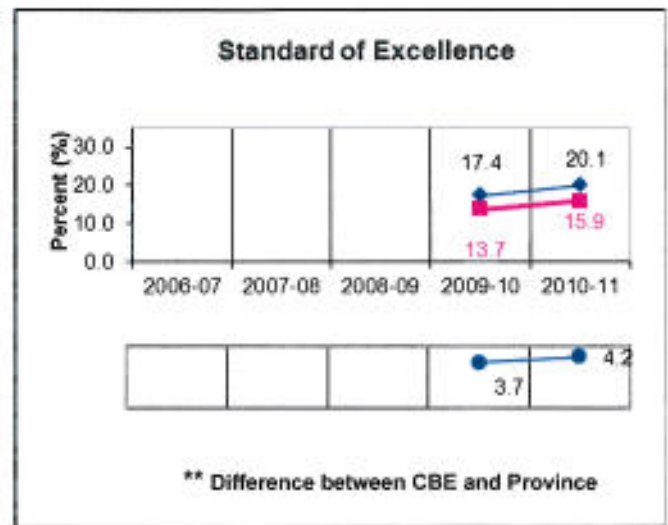
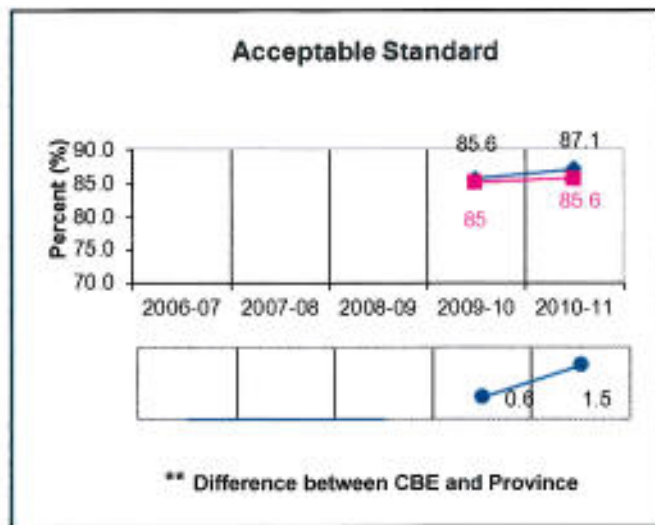


#### Chart 21: Social Studies 30-1 Results

- Early results are encouraging with a higher percentage of students in CBE than in the province achieving both the acceptable standard and the standard of excellence
- At the acceptable standard, the difference between CBE and the province increased to 3.3 percentage points
- 21.2% of CBE students achieved the standard of excellence, 6.3 percentage points higher than in the province as a whole

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

**Chart 22**



**NOTE:**

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

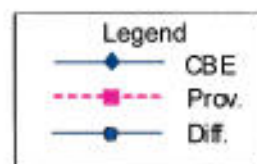
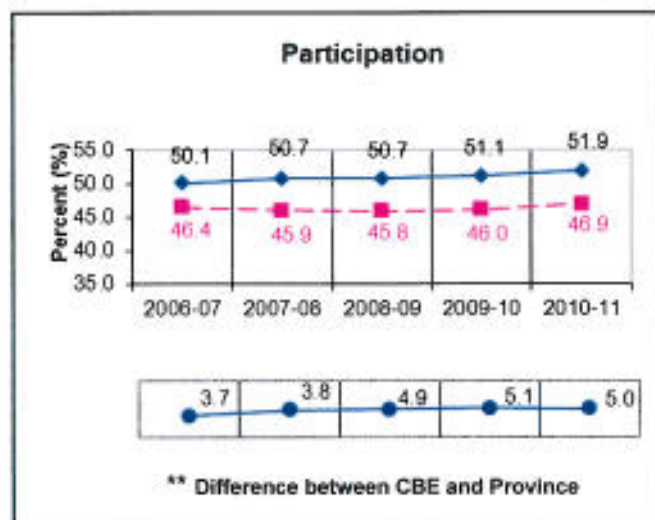
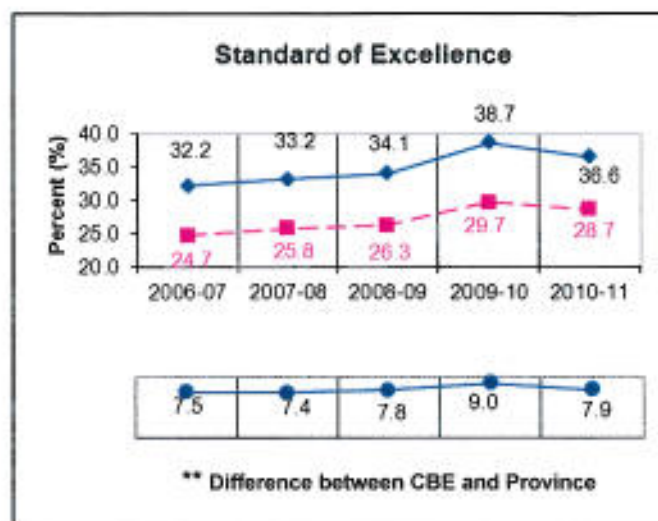
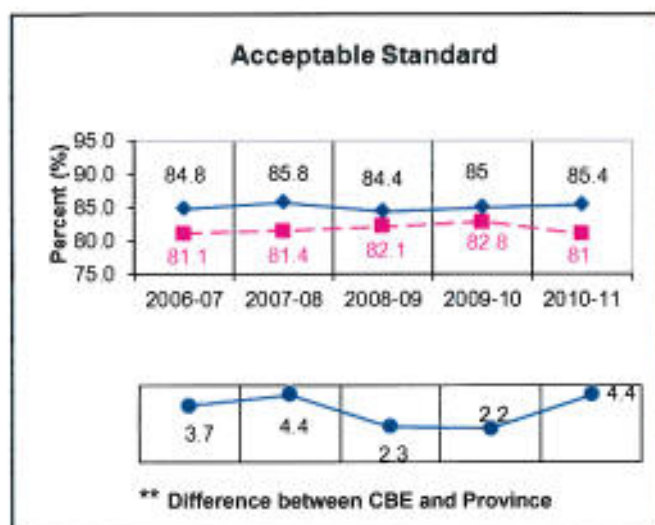
**Chart 22: Social Studies 30-2**

- The percentage of CBE students achieving at the acceptable standard has risen to 87.1%, increasing the gap between CBE and the province from 0.6 percentage points to 1.5 percentage points
- The percentage of CBE students achieving the standard of excellence has risen to 20.1%, increasing the gap between CBE and the province to 4.2 percentage points



## Five-Year Diploma Examinations Results Pure Math 30

**Chart 23**



**NOTE:**

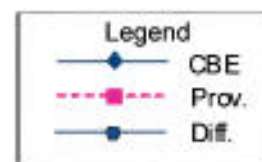
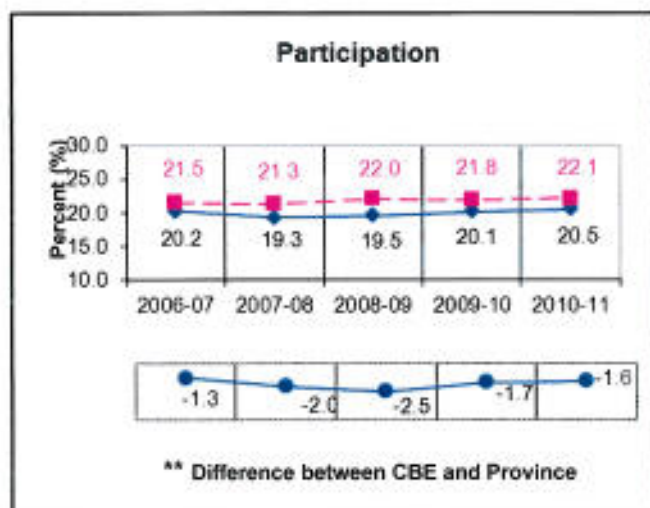
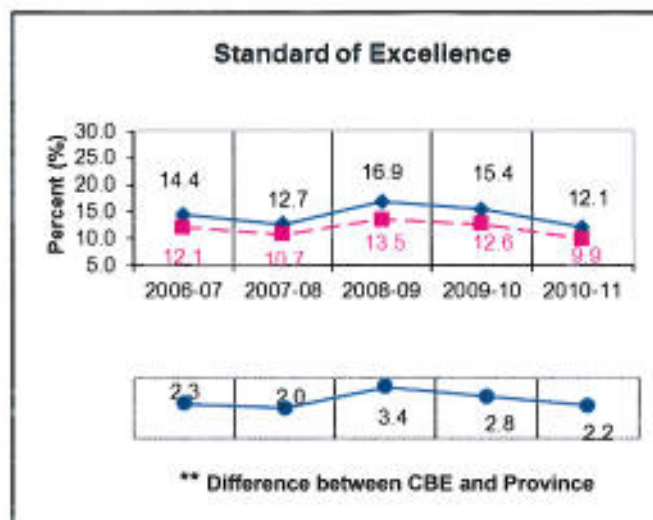
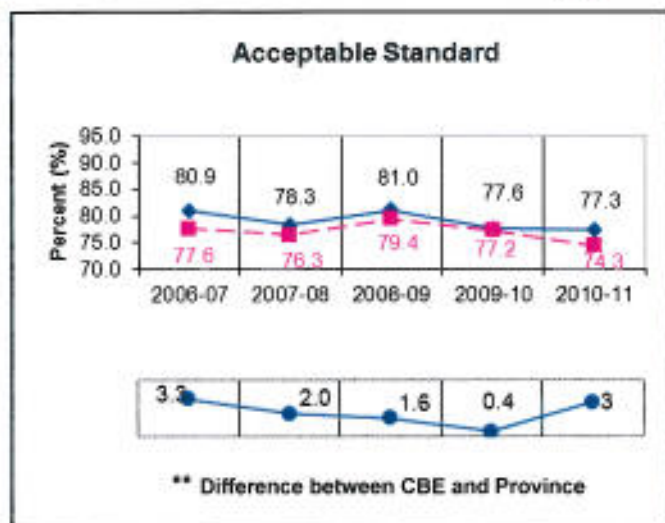
A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

**Chart 23: Pure Mathematics 30 Results**

- The percentage of students achieving at the acceptable standard has increased to 85.4%, 4.4 percentage points above the province
- At the standard of excellence, achievement in the CBE exceeds that in the province by 7.9 percentage points

## Five-Year Diploma Examinations Results Applied Math 30

**Chart 24**



**NOTE:**

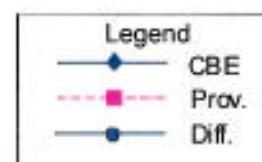
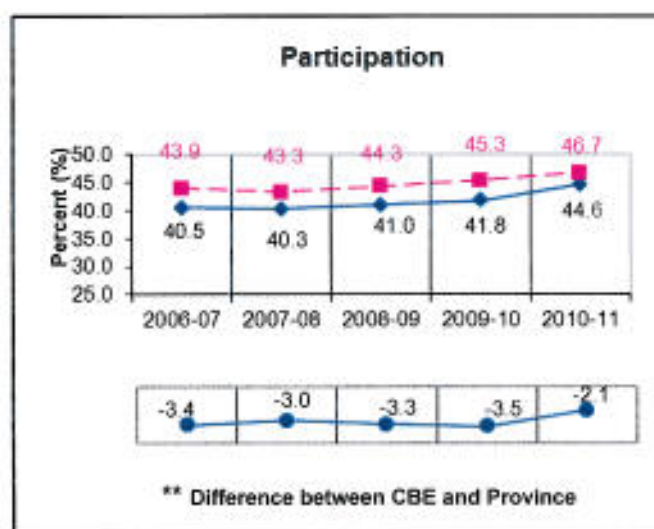
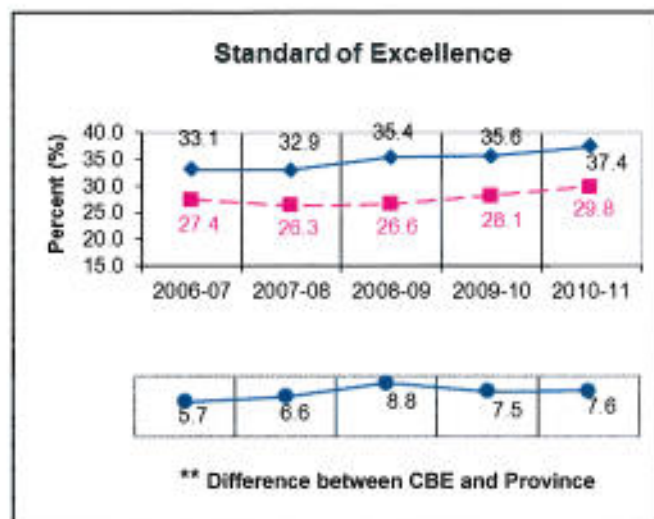
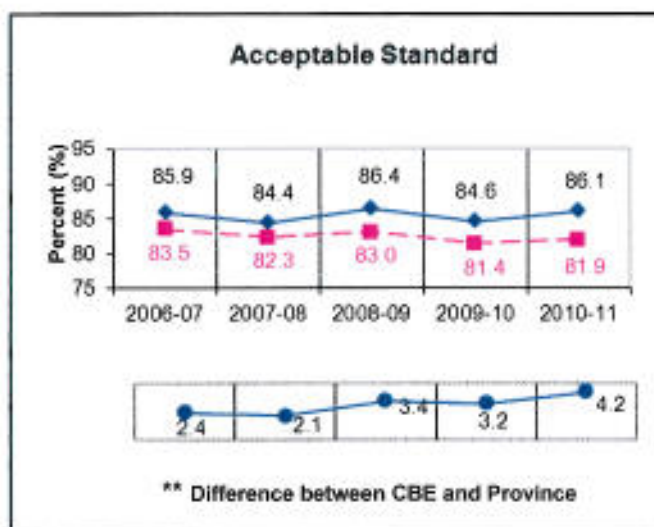
A positive difference on the **Difference between CBE and Province** graph indicates the CBE result is higher than that of the province, whereas a negative difference indicates a lower CBE performance.

**Chart 24: Applied Mathematics 30 Results**

- CBE results at the acceptable standard have stabilized while those in the province have declined, resulting in a gap between CBE and the province which has increased to 3 percentage points from 0.4 percentage points
- Though results in both the CBE and the province have declined at the standard of excellence, CBE has maintained a positive difference of 2.2 percentage points

## Five-Year Diploma Examinations Results Biology 30

Chart 25



**NOTE:**

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

**Chart 25: Biology 30 Results**

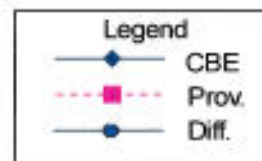
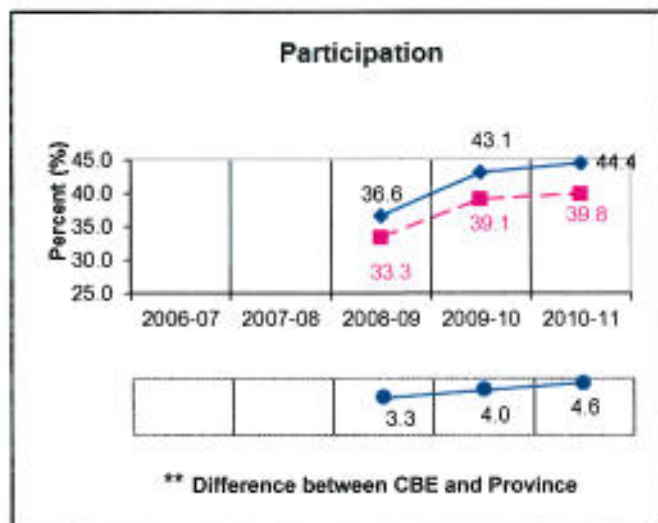
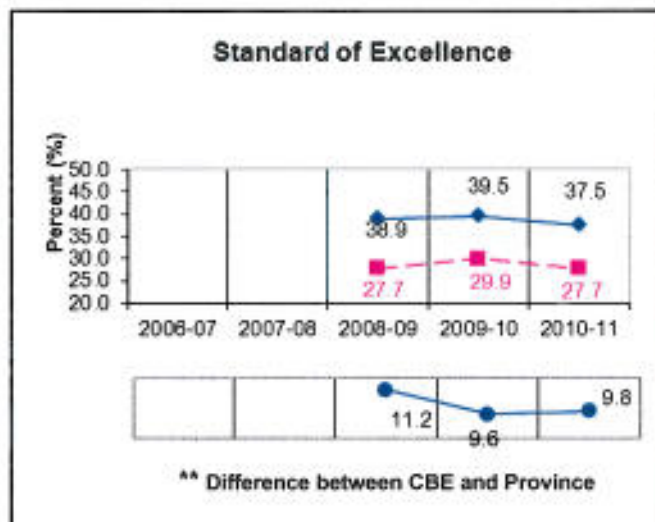
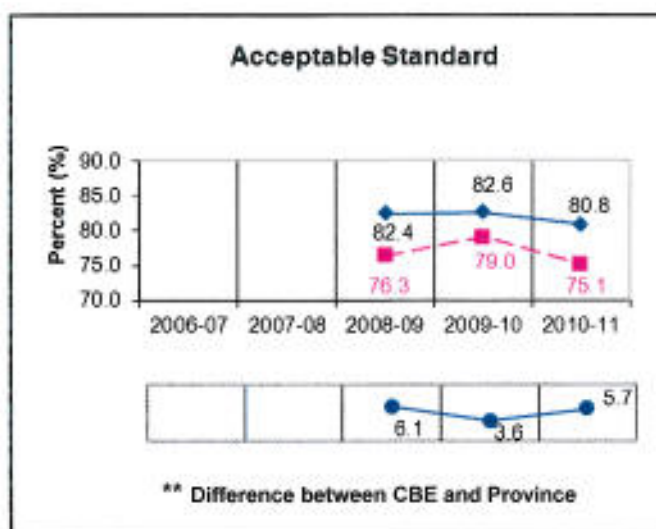
- On a year by year basis, participation rates in Biology 30 continue to be below those in the province, though the gap this year was narrower at 2.1 percentage points
- The percentage of students achieving the acceptable standard has risen to 86.1%, increasing the gap between CBE and the province to 4.2 percentage points
- 37.4% of students in CBE achieved the standard of excellence, 7.6 percentage points higher than the province

## Chemistry 30 and Physics 30 Results

- This is the third year of the diploma examinations for the new programs in both Chemistry 30 and Physics 30; trends are still being established

### Five-Year Diploma Examinations Results Chemistry 30

Chart 26



#### NOTE:

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

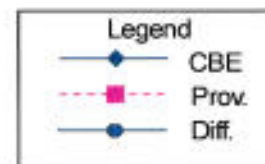
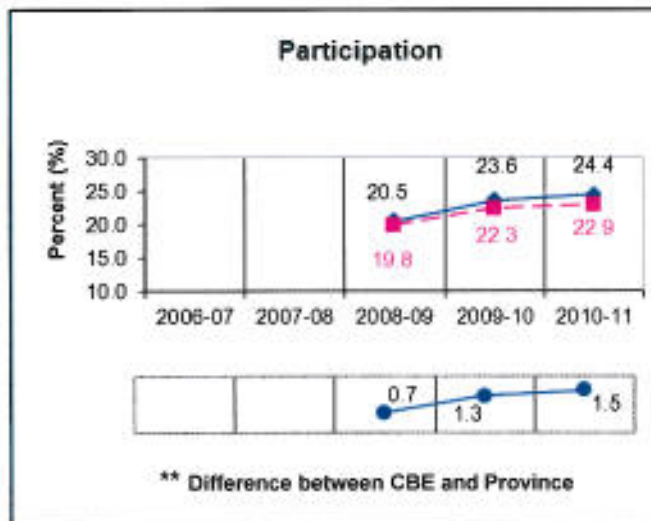
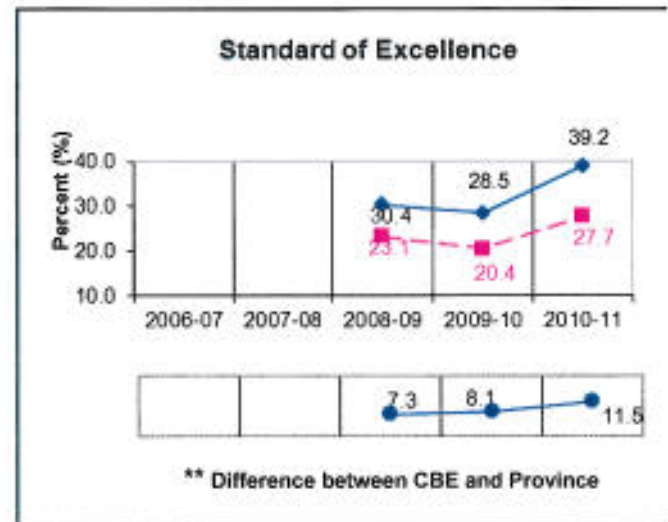
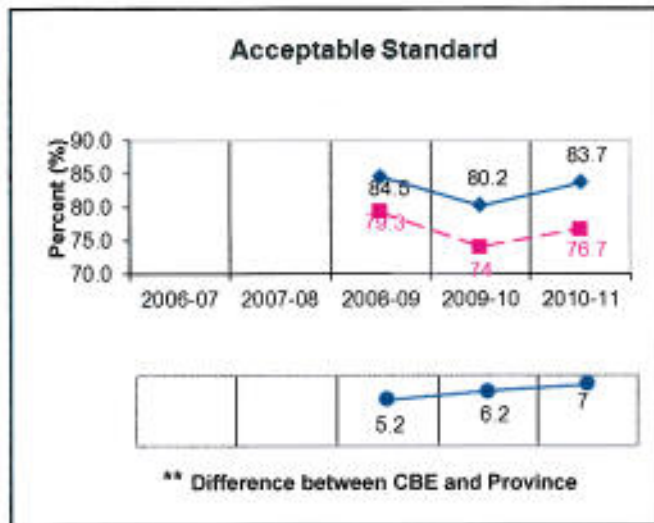
### Chart 26: Chemistry 30 Results

- In Chemistry 30, the percentage of students achieving at the standard of excellence (37.5%) continues to be noteworthy



## Five-Year Diploma Examinations Results Physics 30

**Chart 27**



**NOTE:**

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

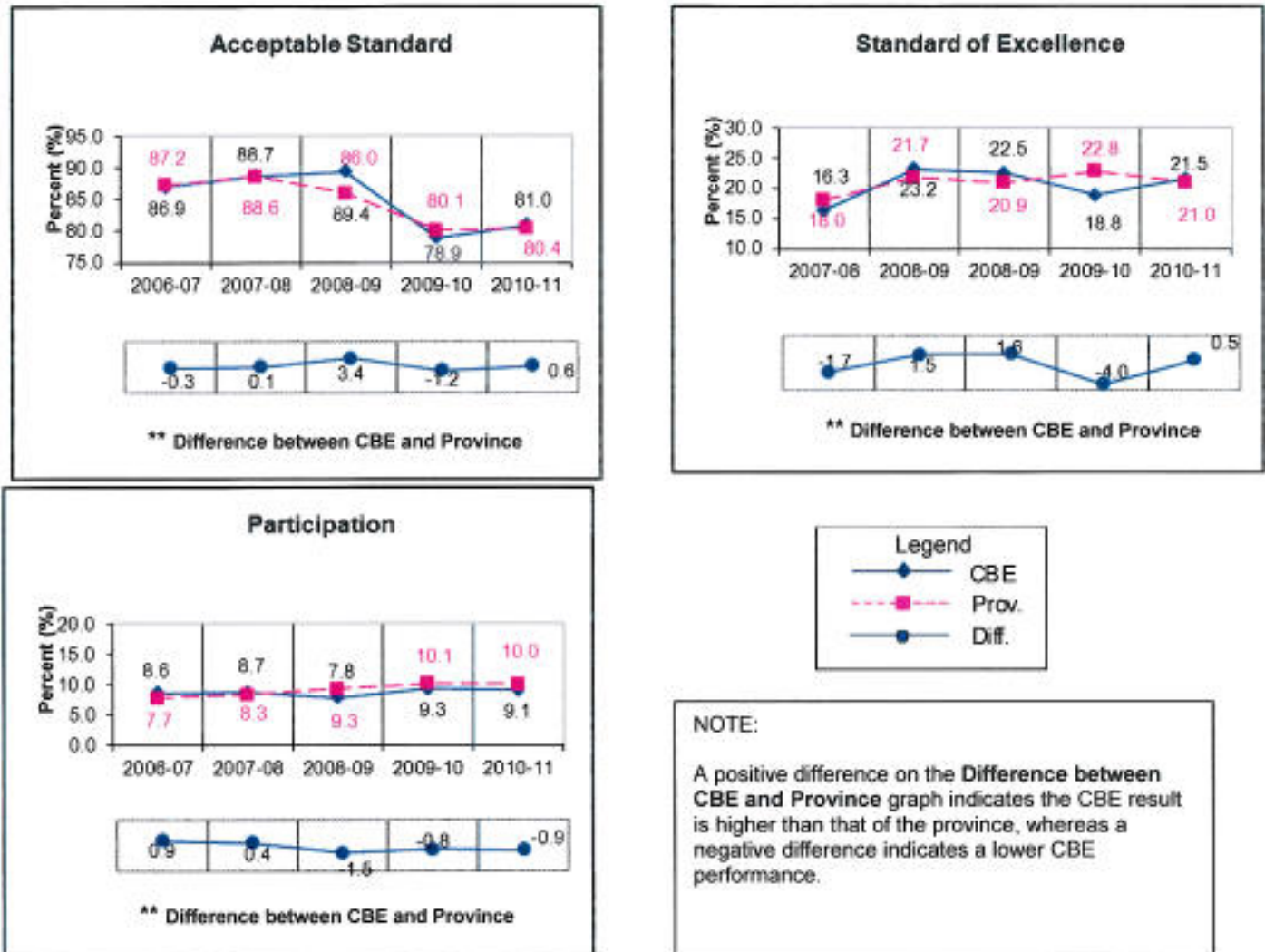
**Chart 27: Physics 30 Results**

- Participation has increased to 24.4 percent, 1.5 percentage points above participation in the province
- Achievement in the CBE continues to be very solid at both the acceptable standard (83.7%, 7 percentage points above the province) and the standard of excellence (39.2%, 11.5 percentage points above the province)
- The new program in Physics 30 represents a radical shift from the old one, requiring a thorough understanding of physics concepts as well as mathematics: results indicate the success of students and teachers in making this shift



## Five-Year Diploma Examinations Results Science 30

**Chart 28**



**Chart 28: Science 30 Results**

- As in the case of English 30-1, the decline noted as a concern last year has been arrested. The percentage of students achieving the acceptable standard has risen from 1.2 percentage points below the province to 0.6 above
- At the standard of excellence, there has also been an improvement. While in the province as a whole, achievement at the standard of excellence has declined, in the CBE the percentage of students achieving the standard of excellence has increased from 18.8 to 21.5 and now stands 0.5 percentage points above the province

#### IV. CONCLUSION

Each fall, the Calgary Board of Education renews the commitment made in Ends 2: *Academic Success* to support learners in achieving the knowledge, skills and attitudes required for academic success and being effectively prepared for life, work and further learning. Through its commitment to *learning as unique as every student*, and the focus on the instructional core, the Calgary Board of Education addresses the needs of each learner, every day.

Although Provincial Achievement Tests and Diploma Exams do not capture the broad range of student achievement, they are nevertheless one indicator of students' success in meeting or exceeding provincial grade level standards of achievement in the core academic areas. In addition, they supply valuable information allowing for a detailed analysis of our areas for growth as well as our strengths, thereby providing data to inform the adjustment cycle at the system, Area and school levels.

The Chief Superintendent commends students of the Calgary Board of Education on their accomplishment and recognizes the contribution made by parents, Calgary Board of Education staff and the broader community to the achievement of these results.



Naomi Johnson  
Chief Superintendent of Schools  
Calgary Board of Education

Attachment I: Calgary Board of Education School by School Results for Provincial Achievement Tests and Diploma Exams

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

**Attachment I: Calgary Board of Education School by School Results  
for Provincial Achievement Tests and Diploma Exams  
2010-11 Grade 3 Achievement Test Results Based On All Students Enrolled**

	Language Arts			Mathematics**		
	Percentage Writing	Percentage Achieving Acceptable Standard	Percentage Achieving Standard of Excellence	Percentage Writing	Percentage Achieving Acceptable Standard	Percentage Achieving Standard of Excellence
CBE (Combined)				94.1	78.1	27.0
CBE (English)	93.6	82.7	18.3	93.8	77.7	26.9
CBE (French)	87.4	75.9	16.4	97.8	83.2	29.3
Prov. (Combined)				91.6	77.4	26.0
Prov. (English)	91.0	81.8	17.5	90.9	76.8	25.7
Prov. (French)	94.6	80.6	15.8	98.2	83.9	29.2
Abbeydale School	94.1	58.8	2.0	96.1	60.8	11.8
Acadia School	93.7	73.0	11.1	96.8	79.4	22.2
Alex Ferguson School	93.1	86.2	48.3	96.6	82.8	34.5
Alex Munro School	95.9	79.6	20.4	93.9	67.3	16.3
Altadore School	92.9	90.5	33.3	92.9	88.1	26.2
Andrew Sibbald School	97.7	81.4	7.0	95.3	69.8	9.3
Annie Foote School	80.4	66.7	5.9	82.4	52.9	13.7
Banff Trail <sup>2</sup>	97.9	83.3	0	97.9	70.8	22.9
Banff Trail (English)	97.9	83.3	2.1			
Banting And Best School	91.5	66.0	2.1	95.7	63.8	0.0
Battalion Park School	95.6	89.5	22.8	96.5	86.8	32.5
Beddington Heights School	98.2	82.5	12.3	98.2	89.5	26.3
Belfast School	100.0	79.3	17.2	100.0	89.7	20.7
Belvedere Parkway School	90.6	84.4	21.9	96.9	81.3	28.1
Bowcroft School	95.7	82.6	6.5	100.0	76.1	23.9
Braeside School	48.5	42.4	6.1	78.8	72.7	27.3
Brentwood School	96.1	88.3	39.8	96.1	87.4	34.0
Briar Hill School	97.1	97.1	40.0	97.1	91.4	42.9
Bridlewood School	95.1	75.4	8.2	98.4	67.2	9.8
Buchanan School	87.5	68.8	6.3	87.5	62.5	6.3
Cambrian Heights School	97.9	93.6	14.9	97.9	83.0	21.3
Canyon Meadows School	97.4	89.7	20.5	100.0	89.7	26.9
Capitol Hill School	70.7	65.9	17.1	70.7	53.7	9.8
Cappy Smart School	85.4	73.2	7.3	87.8	61.0	4.9
Captain John Palliser School	87.5	87.5	34.4	81.3	78.1	50.0
C. N. Gunn School	91.3	71.7	6.5	91.3	65.2	13.0
Cecil Swanson School	85.5	67.3	5.5	85.5	56.4	12.7
Cedarbrae School	96.6	86.2	3.4	96.6	69.0	6.9
Chaparral School	98.9	82.0	22.5	98.9	84.3	25.8
Chief Justice Milvain School	85.9	69.0	7.0	87.3	69.0	14.1
Chinook Park (Combined)				93.1	84.7	27.8
Chinook Park (English)	91.7	87.5	22.2	87.2	82.1	30.8
Chinook Park (French)	97.1	82.4	11.8	100.0	87.9	24.2
Chris Akkerman School	100.0	87.8	16.2	100.0	85.1	23.0
Citadel Park School	92.7	89.1	26.4	92.7	86.4	40.9
Collingwood School	98.6	87.8	18.9	97.3	89.2	29.7
Colonel J Fred Scott School	90.9	72.7	11.7	90.9	59.7	7.8
Colonel Sanders School	95.1	95.1	33.3	98.0	97.1	52.9
Colonel Walker School	92.3	92.3	30.8	100.0	84.6	23.1
Connaught School	65.7	57.1	5.7	68.6	60.0	28.6
Coventry Hills School	96.9	82.3	8.3	99.0	74.0	19.8
Cranston School	95.1	83.6	8.2	96.7	86.9	21.3
Crossing Park School	96.3	79.6	13.9	97.2	55.6	14.8
Dalhousie School	97.3	96.0	21.3	98.7	96.0	26.7
Deer Run School	100.0	92.7	2.4	100.0	65.9	2.4
Douglas Harkness School	95.3	48.8	2.3	95.3	55.8	4.7
Douglasdale School	92.5	79.1	7.5	95.5	89.6	28.4
Dr. E. W. Coffin School	95.7	95.7	39.1	95.7	95.7	39.1
Dr. J. K. Mulloy School	100.0	100.0	31.7	100.0	97.6	48.8
Earl Grey School	100.0	100.0	50.0	100.0	100.0	45.0
Edgemont School	95.1	91.2	38.2	96.1	92.2	52.9
Elbow Park School	94.6	94.6	27.0	97.3	97.3	37.8
Elbora School	95.8	91.7	20.8	91.7	87.5	41.7



Erin Woods School	82.9	65.7	8.6	84.3	48.6	11.4
Ethel M. Johnson School	88.5	71.2	9.6	88.5	65.4	15.4
Evergreen School	92.7	78.2	9.1	94.5	67.3	14.5
Falconridge School	100.0	65.5	12.7	100.0	61.8	10.9
Fish Creek School	93.0	89.5	17.5	93.0	87.7	22.8
Glamorgan School	95.6	92.6	30.9	95.6	89.7	41.2
Glenbrook School	92.3	65.4	11.5	92.3	42.3	7.7
Glendale School	93.3	93.3	10.0	93.3	83.3	13.3
Grant MacEwan School	90.3	77.8	11.1	90.3	76.4	18.1
Guy Weadick School	87.2	79.5	5.1	87.2	74.4	17.9
Haultain Memorial School	100.0	93.5	29.0	100.0	96.8	41.9
Hawkwood School	98.3	95.0	43.3	96.7	90.0	46.7
Haysboro School	95.5	72.7	13.6	95.5	72.7	27.3
Hidden Valley (Combined)				96.2	84.9	34.0
Hidden Valley (English)	97.2	92.5	23.6	94.6	83.8	32.4
Hidden Valley (French)	97.0	90.9	27.3	100.0	87.5	37.5
Highwood Bilingual School <sup>2</sup>	94.4	55.6	11.1	94.4	66.7	5.6
Highwood School (English)	88.9	83.3	0.0			
Hillhurst School	100.0	96.4	35.7	96.4	92.9	53.6
Huntington Hills School	100.0	96.2	15.4	100.0	92.3	53.8
James Short Memorial School	97.2	66.7	4.2	95.8	63.9	11.1
Janet Johnstone School (Combined)				93.4	73.8	29.5
Janet Johnstone School (English)	91.8	78.7	16.4	94.1	76.5	33.3
Janet Johnstone School (French)	90.0	70	0	90.0	60.0	10.0
Jennie Elliott School	91.9	90.3	30.6	90.3	87.1	29.0
Keeler School	100.0	46.7	10.0	100.0	40.0	6.7
Killarney School	100.0	100.0	36.0	100.0	100.0	68.0
King George (Combined)				100.0	88.1	43.3
King George (English)	97.0	86.6	14.9	100.0	100.0	64.5
King George (French)	86.1	69.4	8.3	100.0	77.8	25.0
Lake Bonavista School	95.7	89.4	19.1	97.9	87.2	40.4
Langevin School	100.0	86.0	14.0	100.0	86.0	29.8
Le Roi Daniels School	100.0	97.5	32.9	100.0	98.7	46.8
Louis Riel School	97.8	82.2	11.1	97.8	57.8	22.2
Maple Ridge School	84.2	61.4	8.8	84.2	52.6	5.3
Marion Carson School	100.0	95.6	40.0	100.0	100.0	46.7
Marlborough School	87.8	63.4	2.4	82.9	43.9	4.9
Mayland Hts. (Combined)				97.1	79.4	17.6
Mayland Hts. (English)	100.0	79.4	2.9	100.0	83.3	0.0
Mayland Hts. (French)	100.0	82.1	7.1	96.4	78.6	21.4
McKenzie Lake School	98.3	92.2	12.9	100.0	82.8	23.3
McKenzie Towne School	98.5	90.9	9.1	97.0	74.2	9.1
Midnapore School	100.0	90.3	6.5	100.0	80.6	25.8
Monterey Park School	89.0	68.5	12.3	90.4	69.9	15.1
Mount View School	100.0	100.0	25.0	95.0	80.0	30.0
Nellie McClung School	81.8	80.0	52.7	83.6	81.8	63.6
North Haven School	92.1	86.8	10.5	97.4	86.8	31.6
O. S. Geiger School	92.1	72.4	10.5	92.1	67.1	9.2
Olympic Heights School	98.2	93.7	29.7	97.3	95.5	56.8
Panorama Hills School	92.1	92.1	32.6	92.1	89.9	59.6
Patrick Airlie School	76.0	60.0	4.0	80.0	40.0	8.0
Penbrooke Meadows School	85.0	75.0	5.0	87.5	70.0	20.0
Pitsoyis Family School	72.2	50.0	0.0	72.2	11.1	0.0
Pineridge School	97.3	70.3	5.4	97.3	62.2	2.7
Prince of Wales School	100.0	94.6	30.4	100.0	91.1	41.1
Queen Elizabeth School	81.3	71.9	3.1	81.3	62.5	25.0
Radisson Park School	88.9	75.9	16.7	88.9	68.5	13.0
Ramsay School	95.0	65.0	5.0	95.0	70.0	10.0
Ranchlands School	86.8	73.7	13.2	86.8	63.2	18.4
Richmond School	88.2	88.2	11.8	88.2	82.4	35.3
Rideau Park School	92.6	92.6	25.9	96.3	92.6	22.2

Riverbend School	100.0	90.0	20.0	100.0	72.0	16.0
Roland Michener School	83.3	66.7	13.3	83.3	76.7	10.0
Rosedale School	96.0	96.0	48.0	96.0	96.0	60.0
Rosemont School	88.9	77.8	11.1	83.3	66.7	5.6
Rosscarrock School	81.0	71.4	14.3	90.5	61.9	23.8
Royal Oak School	97.5	86.4	9.9	97.5	77.8	39.5
Rundle School	93.5	69.4	3.2	93.5	58.1	12.9
Saddle Ridge School	95.4	83.9	4.6	95.4	80.5	16.1
Sam Livingston School <sup>2</sup>	94.9	79.6	15.3	95.9	88.8	33.7
Sam Livingston School (English)	95.9	94.9	23.5			
Scenic Acres School	100.0	96.9	31.3	100.0	96.9	34.4
Silver Springs School	100.0	88.9	5.6	100.0	94.4	11.1
Simons Valley School	90.8	85.1	34.5	95.4	90.8	48.3
Sir James Lougheed School	92.3	61.5	15.4	92.3	23.1	0.0
Somerset School	98.5	91.2	26.5	98.5	88.2	35.3
Stanley Jones School	72.2	55.6	5.6	72.2	44.4	5.6
Sunalta School	87.8	87.8	40.8	87.8	87.8	59.2
Sundance School (Combined)				96.9	89.1	37.5
Sundance School (English)	96.9	87.5	15.6	96.0	91.7	16.7
Sundance School (French)	97.4	97.4	35.9	97.4	89.7	51.3
Sunnyside School	95.7	91.3	56.5	95.7	91.3	65.2
Taradale School	98.1	70.2	6.7	97.1	67.3	8.7
Terrace Road School	94.4	88.9	27.8	94.4	94.4	50.0
The Hamptons	100.0	100.0	35.0	100.0	97.5	57.5
Thorncliffe School	95.0	95.0	0.0	95.0	75.0	5.0
Tuscany School	98.4	91.4	20.3	99.2	84.4	27.3
University School	80.9	70.2	14.9	80.9	61.7	19.1
Valley View School	81.0	54.8	2.4	81.0	40.5	2.4
Varsity Acres School <sup>2</sup>	48.2	41.2	10.6	100.0	83.5	22.4
Varsity Acres School (English)	100.0	89.4	22.4			
Vista Heights School	88.0	80.0	4.0	84.0	60.0	20.0
W. H. Cushing Workplace	93.8	93.8	37.5	100.0	87.5	25.0
W.O. Mitchell School	88.0	76.0	28.0	88.0	84.0	44.0
West Dalhousie School	96.6	88.1	27.1	98.3	86.4	47.5
West Dover School	94.3	77.1	2.9	94.3	74.3	17.1
West Springs School	96.2	92.3	19.2	96.2	92.3	23.1
Westgate School (Combined)				98.8	92.5	43.8
Westgate School (English)	98.8	77.1	2.9	100.0	93.8	34.4
Westgate School (French)	95.8	91.7	37.5	97.9	91.7	50.0
Wildwood School	90.6	79.2	17.0	90.6	71.7	22.6
William Reid School <sup>2</sup>	93.3	90.0	23.3	96.7	80.0	13.3
William Reid School (English)	100.0	93.3	20.0			
Woodbine School	96.4	94.5	34.5	94.5	92.7	32.7
Woodlands School	91.1	88.9	6.7	88.9	88.9	33.3

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

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

\* \* New standardized test.

The following schools are single track French Bilingual schools:

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

In these schools, students write both English Language Arts and French Language Arts Provincial Achievement Tests

- the first row for each school reflects achievement in English language arts
- the second row reflects achievement in French language arts

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

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

In dual track schools, achievement is reported for both English language arts and French language arts

- all students write the English Language Arts Provincial Achievement Test
- students enrolled in the French Bilingual program also write the French Language Arts Provincial Achievement Test

Calgary Board of Education  
2010-11 Achievement Test Results Based On All Students Enrolled  
Grade 6 Tests

	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
CBE (Combined)				93.5	75.1	19.5	93.2	77.8	24.8	93.3	73.2	17.3
CBE (English)	93.0	85.7	19.9	93.1	74.1	19.3	92.8	77.2	25.0	92.9	73.0	17.6
CBE (French Immersion)	97.6	93.1	20.5	99.0	89.3	22.7	98.8	87.8	22.7	99.5	75.9	12.6
Prov. (Combined)				90.7	73.7	17.8	90.5	76.2	25.0	90.5	71.1	18.5
Prov. (English)	90.8	83.0	18.5	90.2	72.8	17.5	89.9	75.7	25.2	89.9	71.0	19.0
Prov. (French Immersion)	97.3	89.4	17.1	98.4	85.5	21.4	98.2	83.1	22.2	98.5	73.7	12.8
Abbeydale School	93.4	55.7	1.6	96.7	36.1	1.6	93.4	34.4	1.6	93.4	49.2	3.3
Alex Ferguson School	100.0	100.0	51.5	100.0	100.0	54.5	100.0	100.0	57.6	100.0	100.0	51.5
Alex Munro School	100.0	85.7	7.1	100.0	69.0	0.0	100.0	83.3	2.4	100.0	69.0	11.9
Altadore School	91.3	91.3	30.4	91.3	82.6	26.1	91.3	82.6	39.1	91.3	69.6	30.4
Annie Foote School	82.5	80.0	12.5	82.5	77.5	7.5	82.5	60.0	5.0	82.5	57.5	0.0
Arbour Lake School	97.5	93.8	16.3	96.9	88.8	23.1	97.5	90.6	34.0	97.5	88.8	30.6
Balmoral School	99.2	98.4	34.9	99.2	96.9	54.3	99.2	97.7	48.1	99.2	97.7	32.6
Banff Trail School <sup>2</sup>	98.1	96.2	24.5	98.1	94.3	24.5	100.0	90.6	35.8	98.1	88.7	30.2
Banff Trail School (English)	98.1	98.1	41.5									
Battalion Park School	98.7	96.1	38.2	97.4	90.8	26.3	97.4	90.8	40.8	98.7	97.4	35.5
Belfast School	96.8	93.5	25.8	100.0	67.7	3.2	100.0	87.1	3.2	96.8	80.6	3.2
Belvedere Parkway School	94.4	88.9	19.4	94.4	72.2	8.3	94.4	69.4	11.1	91.7	72.2	11.1
Bowcroft School	95.1	75.6	17.1	97.6	63.4	19.5	97.6	70.7	26.8	97.6	63.4	19.5
Braeside School	96.8	90.3	6.5	96.8	80.6	9.7	96.8	83.9	16.1	96.8	87.1	6.5
Brentwood School	*			*			*			*		
Briar Hill School	93.1	93.1	34.5	93.1	79.3	27.6	93.1	75.9	41.4	93.1	86.2	27.6
Bridlewood School	91.3	89.1	6.5	95.7	63.0	6.5	93.5	73.9	6.5	93.5	73.9	0.0
Buchanan School	90.0	70.0	15.0	90.0	70.0	0.0	90.0	60.0	15.0	90.0	70.0	15.0
Cambrian Heights School	88.7	85.5	14.5	88.7	64.5	16.1	90.2	77.0	13.1	88.7	72.6	17.7
Capitol Hill School	95.7	95.7	43.5	95.7	95.7	13.0	91.3	91.3	56.5	91.3	91.3	21.7
Cappy Smart School	91.4	77.1	0.0	91.4	45.7	0.0	91.4	48.6	0.0	91.4	42.9	0.0
Captain John Palliser School	98.6	94.2	34.8	97.1	79.7	29.0	97.1	88.4	47.8	97.1	79.7	26.1
C. N. Gunn School	93.6	85.1	4.3	93.6	76.6	10.6	93.6	76.6	8.5	93.6	66.0	2.1
Cecil Swanson School	83.9	69.6	7.1	83.9	37.5	1.8	83.9	57.1	7.1	83.9	55.4	7.1
Cedarbrae School	96.7	90.0	13.3	100.0	66.7	20.0	100.0	93.3	33.3	100.0	70.0	13.3
Chief Justice Milvain School	88.0	76.0	12.0	88.0	70.7	12.0	90.5	70.3	14.9	89.3	68.0	17.3



Chinook Park (Combined)				94.4	87.0	29.6	94.4	85.2	33.3	94.4	79.6	31.5
Chinook Park (English)	94.4	90.7	37.0	91.4	85.7	34.3	91.4	85.7	34.3	91.4	82.9	40.0
Chinook Park (French)	94.7	84.2	10.5	100.0	89.5	21.1	100.0	84.2	31.6	100.0	73.7	15.8
Colonel Irvine School	96.7	85.2	3.3	96.7	65.6	4.9	96.7	60.7	3.3	96.7	54.1	4.9
Colonel J. Fred Scott School	96.2	90.4	21.2	94.2	78.8	25.0	96.2	86.5	26.9	96.2	80.8	19.2
Colonel Macleod School	100.0	85.2	12.3	100.0	81.5	16.0	98.8	79.0	21.0	100.0	72.8	12.3
Colonel Walker School	87.5	75.0	12.5	100.0	75.0	0.0	100.0	75.0	12.5	100.0	87.5	12.5
Connaught School	61.8	44.1	0.0	58.8	35.3	2.9	52.9	20.6	0.0	61.8	41.2	0.0
Crossing Park School	95.5	88.4	11.6	97.3	80.4	14.3	97.3	79.5	16.1	97.3	76.8	11.6
Dalhousie School	90.0	90.0	15.0	95.0	85.0	30.0	95.0	85.0	35.0	95.0	85.0	25.0
David Thompson School	87.8	71.5	7.3	94.3	58.5	5.7	93.4	65.6	13.1	95.1	59.3	5.7
Deer Run School	97.5	87.5	20.0	97.5	77.5	12.5	97.5	75.0	22.5	97.5	72.5	17.5
Douglas Harkness School	96.8	74.2	6.5	96.8	58.1	3.2	93.5	71.0	6.5	96.8	51.6	0.0
Dr. E. W. Coffin School	96.4	96.4	50.0	96.4	96.4	21.4	96.4	96.4	53.6	96.4	96.4	10.7
Dr. J. K. Mulloy School	92.4	89.9	13.9	94.9	81.0	16.5	93.7	86.1	20.3	94.9	83.5	7.6
Dr. Oakley School	97.1	94.3	2.9	97.1	60.0	0.0	*			*		
Earl Grey School	78.3	78.3	30.4	78.3	65.2	21.7	87.0	87.0	39.1	87.0	87.0	26.1
Edgemont School	96.1	96.1	40.3	98.4	96.1	51.9	96.1	93.8	58.1	95.3	90.7	40.3
Elbow Park School	100.0	96.6	55.2	100.0	93.1	44.8	100.0	93.1	37.9	100.0	93.1	44.8
Elboya School (Combined)				100.0	88.9	27.0	98.4	85.7	38.1	100.0	76.2	27.0
Elboya School (English)	93.7	89.9	13.9	100.0	89.5	34.2	100.0	92.1	52.6	100.0	78.9	42.1
Elboya School (French)	92.0	84.0	8.0	100.0	88.0	16.0	96.0	76.0	16.0	100.0	72.0	4.0
Erin Woods School	89.6	78.3	30.4	89.6	54.2	10.4	89.6	60.4	4.2	89.6	43.8	6.3
Ethel M. Johnson School	82.2	96.1	40.3	80.8	54.8	11.0	82.2	58.9	11.0	80.8	53.4	12.3
Fairview Junior High (Combined)				100.0	91.9	39.5	100.0	95.2	49.2	100.0	86.3	26.6
Fairview Junior High (English)	98.4	95.2	34.7	100.0	93.8	53.1	100.0	98.4	68.8	100.0	95.3	39.1
Fairview Junior High (French)	96.7	90.0	20.0	100.0	90.0	25.0	100.0	91.7	28.3	100.0	76.7	13.3
Falconridge School	100.0	80.0	5.0	100.0	51.7	3.3	100.0	60.0	10.0	100.0	50.0	1.7
Fish Creek School	98.8	96.9	27.8	99.4	93.2	22.2	99.4	93.8	35.2	99.4	90.7	23.5
G. W. Skene School	86.1	70.8	9.7	90.3	44.4	2.8	91.7	58.3	5.6	91.7	45.8	4.2
Glamorgan School	100.0	97.6	35.7	100.0	100.0	26.2	100.0	97.6	50.0	100.0	95.2	26.2
Glenbrook School	97.2	72.2	0.0	97.2	47.2	0.0	97.2	66.7	8.3	97.2	58.3	0.0
Glendale School	96.7	96.7	23.3	96.7	63.3	10.0	93.3	76.7	20.0	96.7	73.3	10.0
Grant MacEwan School	100.0	82.4	5.9	98.5	61.8	8.8	95.6	73.5	14.7	97.1	58.8	5.9
Guy Weadick School	80.0	65.0	2.5	77.5	45.0	0.0	75.0	35.0	0.0	77.5	30.0	0.0
Haultain Memorial School	96.8	90.3	32.3	96.8	80.6	25.8	96.8	87.1	29.0	96.8	90.3	35.5
Hawkwood School	90.2	85.9	26.1	91.3	84.8	22.8	90.2	82.6	38.0	90.2	78.3	29.3
Haysboro School	100.0	87.5	12.5	100.0	83.3	12.5	100.0	70.8	16.7	100.0	70.8	8.3
Highwood School <sup>2</sup>	94.4	55.6	11.1	100.0	84.2	10.5	94.7	78.9	10.5	100.0	42.1	0.0
Highwood School (English)	89.5	78.9	21.1									
Hillhurst School	96.4	96.4	39.3	96.4	96.4	50.0	96.4	96.4	78.6	96.4	96.4	46.4
Huntington Hills School	75.5	65.3	2.0	61.2	49.0	8.2	73.5	63.3	12.2	73.5	55.1	10.2
Jennie Elliott School	89.2	89.2	31.1	91.9	90.5	39.2	90.5	90.5	41.9	91.9	81.1	31.1
Keeler School	76.0	48.0	0.0	56.0	16.0	0.0	74.0	24.0	0.0	74.0	18.0	0.0
Killarney School	83.3	83.3	33.3	83.3	83.3	33.3	83.3	83.3	33.3	83.3	83.3	33.3
King George School (Combined)				98.0	94.0	42.0	100.0	94.0	36.0	100.0	86.0	22.0
King George School (English)	96.0	94.0	22.0	100.0	100.0	35.7	100.0	100.0	28.6	96.0	78.6	7.1
King George School (French)	97.2	94.4	19.4	97.2	91.7	44.4	94.4	91.7	38.9	100.0	88.9	27.8
Lake Bonavista School	100.0	100.0	50.0	100.0	75.0	0.0	100.0	87.5	0.0	100.0	100.0	0.0

Langevin School	98.3	93.3	20.0	96.7	81.7	21.7	98.3	93.3	21.7	96.7	85.0	21.7
Louis Riel School	94.7	86.0	12.3	96.5	78.9	17.5	94.7	80.7	28.1	96.5	78.9	5.3
Marion Carson School	95.2	91.8	21.9	95.2	87.7	30.1	95.9	91.1	38.4	95.9	85.6	26.7
Marlborough School	100.0	69.1	4.3	97.9	41.5	3.2	97.9	53.2	2.1	98.9	46.8	3.2
Mayland Hts. (Combined)				93.9	84.8	21.2	93.9	81.8	18.2	93.9	66.7	9.1
Mayland Hts. (English)	90.9	84.8	27.3	*			*			*		
Mayland Hts. (French)	96.8	90.3	16.1	96.8	87.1	22.6	96.8	87.1	19.4	96.8	67.7	9.7
Midnapore School	100.0	91.7	19.8	100.0	75.0	10.0	100.0	72.5	10.0	100.0	65.0	2.5
Monterey Park School	94.8	90.0	20.0	94.8	85.4	13.5	94.8	76.0	10.4	94.8	71.9	8.3
Mount View School	90.0	90.3	20.5	95.0	90.0	60.0	100.0	90.0	35.0	95.0	90.0	40.0
Mountain Park School	93.5	93.3	70.0	95.1	83.8	21.6	96.2	91.4	31.9	96.2	78.4	17.3
Nellie McClung School	93.3	91.7	22.0	95.0	95.0	61.7	95.0	93.3	75.0	95.0	90.0	63.3
Nickle School	98.2	88.2	20.6	98.2	83.5	22.9	100.0	86.0	28.0	98.2	85.3	24.8
North Haven School	91.2	68.9	4.1	94.1	79.4	17.6	91.2	91.2	26.5	91.2	85.3	8.8
O. S. Geiger School	93.2	96.9	22.9	95.9	40.5	2.7	95.9	52.7	1.4	95.9	54.1	1.4
Olympic Heights School	96.9	62.5	12.5	96.9	87.5	34.4	95.8	92.7	50.0	96.9	87.5	37.5
Patrick Airlie School	71.9	62.9	11.4	78.1	37.5	0.0	81.3	34.4	6.3	81.3	40.6	3.1
Penbrooke Meadows School	71.4	62.9	11.4	77.1	54.3	5.7	76.5	55.9	14.7	74.3	54.3	14.3
Piltoayis Family School	*			*			*			*		
Pineridge School	92.6	85.2	18.5	92.6	77.8	11.1	92.6	81.5	14.8	92.6	77.8	3.7
Prince of Wales School	100.0	100.0	29.4	100.0	100.0	17.6	100.0	100.0	47.1	100.0	94.1	20.6
Queen Elizabeth School	87.1	87.1	12.9	87.1	77.4	6.5	87.1	80.6	9.7	87.1	80.6	3.2
R.T. Alderman School	90.0	82.0	14.0	90.0	74.0	24.0	90.0	72.0	32.0	90.0	70.0	12.0
Ramsay School	83.3	50.0	0.0	83.3	58.3	0.0	83.3	50.0	0.0	83.3	41.7	0.0
Ranchlands School	94.4	88.9	27.8	94.4	87.5	41.7	93.1	87.5	48.6	94.4	80.6	44.4
Richmond School	92.9	85.7	7.1	92.9	57.1	7.1	92.9	57.1	21.4	92.9	71.4	0.0
Rideau Park School	76.5	76.5	29.4	79.4	73.5	29.4	79.4	79.4	32.4	79.4	70.6	20.6
Riverbend School	95.7	78.7	4.3	95.7	53.2	2.1	95.7	51.1	8.5	95.7	44.7	0.0
Robert Warren School	98.1	94.2	11.5	98.1	82.7	17.3	98.1	88.5	23.1	98.1	84.6	19.2
Roland Michener School	57.6	51.5	6.1	57.6	45.5	6.1	57.6	39.4	3.0	57.6	48.5	3.0
Rosedale School	91.3	91.3	47.8	91.3	87.0	30.4	91.3	91.3	39.1	91.3	91.3	34.8
Rosemont School	100.0	100.0	26.7	100.0	80.0	13.3	86.7	73.3	6.7	86.7	53.3	6.7
Rosscarrock School	95.2	66.7	4.8	90.5	33.3	4.8	90.5	42.9	0.0	90.5	47.6	4.8
Rundle School	92.9	83.9	12.5	92.9	73.2	3.6	92.9	76.8	16.1	92.9	80.4	7.1
Samuel W. Shaw School	95.1	91.5	19.0	95.8	74.6	12.7	94.4	77.5	12.7	94.4	71.1	7.0
Senator Patrick Burns School	97.1	91.3	21.4	100.0	91.3	22.3	99.0	83.5	17.5	100.0	88.3	16.5
Sherwood School	91.9	89.2	13.5	91.9	54.1	8.1	91.9	56.8	5.4	91.9	48.6	5.4
Silver Springs School	100.0	100.0	41.9	100.0	100.0	29.0	100.0	96.8	67.7	100.0	93.5	38.7
Simon Fraser School	90.9	89.1	18.2	90.9	78.2	16.4	90.9	81.8	16.4	90.9	85.5	23.6
Simons Valley School	88.6	86.1	34.2	87.3	81.0	39.2	90.9	88.3	37.7	88.6	81.0	30.4
Sir James Loughheed School	100.0	90.9	0.0	100.0	72.7	9.1	100.0	90.9	9.1	100.0	90.9	9.1
Sir John Franklin	88.5	76.9	3.8	84.6	61.5	3.8	88.5	73.1	19.2	88.5	42.3	0.0
Sir Wilfred Laurier School	91.8	83.5	12.4	92.8	70.1	26.8	92.8	74.2	19.6	93.8	73.2	19.6
Stanley Jones School	89.7	87.9	19.0	89.7	70.7	8.6	96.3	83.3	13.0	89.7	74.1	10.3
Sunalta School	85.7	85.7	30.6	87.8	85.7	40.8	87.8	87.8	46.9	87.8	85.7	46.9



Sundance Elem. (Combined)				100.0	82.9	20.7	100.0	86.6	22.0	100.0	67.1	6.1
Sundance Elem. (English)	100.0	95.1	23.2	100.0	75.0	14.3	100.0	71.4	25.0	100.0	67.9	14.3
Sundance Elem. (French)	100.0	96.3	16.7	100.0	87.0	24.1	100.0	94.4	20.4	100.0	66.7	1.9
Sunnyside Community	90.0	90.0	25.0	90.0	90.0	15.0	90.0	85.0	35.0	90.0	80.0	15.0
Taradale School	97.2	73.2	7.0	97.2	62.0	7.0	98.6	67.6	11.3	98.6	56.3	7.0
Terrace Road School	81.0	81.0	19.0	76.2	57.1	4.8	81.0	81.0	14.3	81.0	81.0	19.0
Thomas B Riley School	100.0	96.2	28.8	100.0	100.0	42.3	100.0	98.1	63.5	100.0	98.1	36.5
Thorncroft School	94.4	83.3	5.6	100.0	55.6	11.1	100.0	88.9	22.2	94.4	61.1	5.6
University School	91.4	88.6	37.1	91.4	80.0	25.7	91.4	80.0	34.3	91.4	80.0	28.6
Valley Creek (Combined)				98.5	85.4	17.7	98.5	80.8	15.4	97.7	86.2	19.2
Valley Creek (English)	98.5	91.5	18.5	98.0	85.3	18.6	98.0	82.4	17.6	97.1	86.3	21.6
Valley Creek (French)	100.0	96.4	25.0	100.0	85.7	14.3	100.0	75.0	7.1	100.0	85.7	10.7
Valley View School	77.4	54.7	3.8	77.4	34.0	3.8	77.4	49.1	7.5	77.4	34.0	0.0
Varsity Acres School <sup>2</sup>	100.0	96.5	24.6	100.0	86.0	14.0	100.0	84.2	10.5	100.0	73.7	10.5
Varsity Acres School (English)	98.2	96.5	28.1									
Vista Heights School	94.4	77.8	11.1	94.4	61.1	11.1	94.4	66.7	0.0	94.4	61.1	11.1
W. O. Mitchell School	95.5	93.2	15.9	95.5	70.5	13.6	95.5	77.3	18.2	95.5	77.3	13.6
West Dalhousie School	98.2	94.7	45.6	98.2	80.7	38.6	98.2	89.5	40.4	98.2	86.0	29.8
West Dover School	93.3	60.0	0.0	96.7	30.0	0.0	96.7	36.7	3.3	96.7	40.0	3.3
Westgate School <sup>2</sup>	100.0	100.0	29.7	97.3	94.6	24.3	100.0	94.6	21.6	100.0	81.1	5.4
Westgate School (English)	100.0	100.0	27.0									
Wildwood School	88.5	80.8	19.2	89.7	71.8	19.2	90.9	75.3	27.3	88.5	64.1	14.1
Willow Park School	96.6	94.9	23.1	95.7	84.6	14.5	96.6	85.5	28.2	96.6	76.9	14.5
Woodbine School	100.0	100	25	100.0	100.0	38.9	100.0	100.0	44.4	100.0	100.0	30.6
Woodlands School	97.3	97.3	10.8	89.2	75.7	18.9	97.3	89.2	24.3	97.3	75.7	10.8
Woodman School	100.0	91.5	18.6	98.3	78.0	10.2	100.0	83.1	20.3	100.0	78.0	8.5

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

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

\*\* New standardized test.

The following schools are single track French Bilingual schools

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

In these schools, students write both English Language Arts and French Language Arts Provincial Achievement Tests

- the top row reflects achievement in English language arts
- the second row reflects achievement in French language arts.

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

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

In dual track schools, achievement is reported for both English language arts and French language arts

- all students write the English Language Arts Provincial Achievement Test
- students enrolled in the French Bilingual program also write the French Language Arts Provincial Achievement Test



**Calgary Board of Education**  
**2010-11 Achievement Test Results Based On All Students Enrolled**  
**Grade 9 Tests**

	Language Arts			Mathematics**			Science			Social Studies		
	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence	Percent of Students Writing	Percent of Students Achieving Acceptable Standard	Percent of Students Achieving Standard of Excellence
CBE (Combined)				91.9	67.8	20.2	92.7	76.1	22.2	91.4	69.6	20.0
CBE (English)	91.0	79.6	16.3	91.4	66.3	19.6	92.2	75.0	21.9	90.9	68.2	20.3
CBE (French Immersion)	98.1	91.0	16.9	98.5	87.1	27.6	98.8	90.3	26.1	98.3	87.6	16.0
Prov. (Combined)				89.5	66.1	17.3	90.0	74.8	20.8	88.8	67.2	19.0
Prov. (English)	88.9	79.1	16.3	88.9	65.1	17.2	89.5	74.1	20.8	88.2	66.5	19.3
Prov. (French Immersion)	97.0	88.8	15.0	98.2	82.8	19.9	98.6	86.6	21.0	97.9	78.7	14.0
A. E. Cross School	90.7	82.0	13.9	93.8	62.0	16.7	93.2	74.0	19.8	90.2	63.9	20.6
Annie Gale School	88.7	71.1	3.6	89.5	55.5	8.9	91.7	67.7	12.0	89.2	57.7	10.8
Arbour Lake School	95.8	90.5	14.8	94.7	79.4	18.5	96.3	86.2	13.2	94.2	83.6	20.1
Bishop Pinkham (Combined)				97.8	84.1	28.3	98.6	89.9	29.0	97.8	84.1	11.6
Bishop Pinkham (English)	97.8	94.2	21.7	96.8	85.5	35.5	98.4	88.7	32.3	96.8	83.9	16.1
Bishop Pinkham (French)	94.9	82.1	7.7	98.7	82.9	22.4	98.7	90.8	26.3	98.7	84.2	7.9
Bob Edwards School (Combined)				98.1	60.6	8.4	98.7	66.9	7.6	97.5	58.6	6.4
Bob Edwards School (English)	97.5	73.9	9.6	98.2	56.4	4.5	99.1	60.7	0.9	97.3	49.1	4.5
Bob Edwards School (French)	97.8	80.0	11.1	97.8	71.1	17.8	97.8	82.2	24.4	97.8	82.2	11.1
Branton School (English)	100.0	100.0	39.3									
Branton School (French)	100.0	96.7	19.1	99.5	91.8	36.1	99.5	91.3	31.7	99.5	88.0	21.3
CBE-Learn	84.2	76.3	18.4	84.2	57.9	5.3	84.2	57.9	7.9	81.6	55.3	13.2
Clarence Sansom School	88.5	75.9	2.3	92.5	57.5	6.3	89.7	77.6	10.3	89.1	66.1	8.0
Colonel Irvine School	94.7	87.3	13.3	95.8	73.4	18.2	95.9	81.1	16.9	95.3	70.9	14.2
Colonel Macleod School	92.8	74.2	7.2	99.0	63.9	9.3	99.0	76.3	14.4	96.9	62.9	9.3
Crescent Heights High School	95.3	91.9	17.6	95.9	86.5	30.4	100.0	93.2	34.5	99.3	91.2	27.7
Crossing Park School	96.2	74.3	1.9	97.1	68.3	7.7	97.1	83.7	17.3	97.1	68.6	8.6

David Thompson School	85.1	74.7	10.4	82.4	64.1	8.5	92.2	66.0	7.2	89.0	54.5	11.0
Dr. Gladys McKelvie Egbert	90.1	59.4	1.0	87.1	38.6	6.9	89.2	66.7	16.7	87.3	46.1	8.8
Dr Gordon Higgins School	91.5	60.8	7.4	90.9	43.4	8.6	92.0	56.6	14.3	89.8	52.8	11.4
Elboya School(Combined)				98.8	91.6	49.4	100.0	94.0	49.4	97.6	90.4	37.3
Elboya School (English)	98.8	96.4	49.4	97.6	82.9	51.2	100.0	92.7	53.7	95.1	85.4	53.7
Elboya School(French)	100.0	92.9	14.3	100.0	100.0	47.6	100.0	95.2	45.2	100.0	95.2	21.4
Ernest Morrow School	76.6	50.9	5.8	77.8	35.1	7.6	78.5	47.1	8.7	77.2	46.2	9.4
F. E. Osborne School	93.2	86.4	24.0	94.1	79.9	32.9	95.0	87.3	38.2	93.6	81.4	28.6
Fairview School (Combined)				95.1	84.3	22.5	95.1	85.3	21.6	97.1	81.4	6.9
Fairview School (English)	98.0	95.1	23.5	92.3	84.6	26.9	92.3	84.6	15.4	96.2	73.1	7.7
Fairview School (French)	97.4	90.8	19.7	96.1	84.2	21.1	96.1	85.5	23.7	97.4	84.2	6.6
G. P. Vanier School (Combined)				92.1	58.8	9.6	92.1	67.5	10.5	88.9	65.0	13.7
G. P. Vanier School (English)	91.5	79.5	21.4	85.7	38.1	4.8	85.7	47.6	4.8	81.8	42.4	3.0
G. P. Vanier School (French)	98.1	92.3	15.4	100.0	84.3	15.7	100.0	92.2	17.6	98.0	94.1	27.5
H. D. Cartwright School	91.1	83.7	25.2	90.4	77.8	37.8	89.6	82.2	39.3	87.4	71.9	31.9
Harold Panabaker (Combined)				96.2	75.0	15.4	98.1	82.9	6.7	94.7	71.9	12.3
Harold Panabaker (English)	93.9	81.6	9.6	96.6	66.1	13.6	96.7	73.3	11.7	95.7	60.9	13.0
Harold Panabaker (French)	95.6	91.1	28.9	95.6	86.7	17.8	100.0	95.6	0.0	93.3	88.9	11.1
Henry Wise Wood	94.5	90.9	36.4	100.0	89.1	43.6	100.0	98.2	61.8	100.0	94.5	36.4
Ian Bazalgette School	86.7	41.9	2.9	89.1	25.7	2.0	91.1	45.5	6.9	89.1	30.7	3.0
John Ware School	98.0	94.7	43.7	98.7	88.7	51.7	98.0	87.4	39.7	98.0	86.1	54.3
Juno Beach Academy	100.0	70.0	5.0	100.0	35.0	0.0	100.0	55.0	5.0	100.0	60.0	15.0
Langevin School	84.1	81.0	20.6	91.9	74.2	22.6	92.1	76.2	23.8	92.1	77.8	30.2
Louis Riel School	92.9	71.4	7.1	92.9	50.0	3.6	94.6	64.3	12.5	89.3	50.0	8.9
Midsun School	96.2	87.4	18.3	96.2	74.0	21.0	96.9	85.1	28.6	96.6	75.6	25.6
Montgomery Junior High	79.0	65.4	13.6	85.2	51.9	11.1	85.2	65.4	24.7	81.5	54.3	21.0
Mount Royal School	84.0	51.0	10.0	86.5	54.2	16.7	85.6	58.8	16.5	83.0	48.0	13.0
Mountain Park School	98.6	93.0	21.7	98.6	66.4	14.0	98.6	86.7	14.0	97.2	80.4	28.0
National Sport School	90.9	90.9	22.7	95.5	86.4	18.2	95.5	95.5	31.8	95.5	90.9	31.8
Nickle School	92.5	76.9	14.2	94.7	71.2	14.4	94.7	80.3	23.5	92.5	69.4	21.6
Queen Elizabeth High School	92.8	88.2	46.4	94.7	82.9	42.8	96.1	89.5	47.4	92.2	86.3	49.0
R. T. Alderman School	90.0	79.0	11.0	85.0	67.0	12.0	91.0	72.0	17.0	89.0	69.0	16.0
Rideau Park School	90.7	87.6	18.6	92.8	91.8	48.5	90.7	89.7	60.8	88.7	81.4	23.7
Robert Warren School	92.3	82.7	15.4	94.2	75.0	21.2	90.4	84.6	26.9	90.4	71.2	17.3
Rosedale School	100.0	91.3	47.8	100.0	91.3	39.1	100.0	87.0	30.4	100.0	78.3	34.8
Samuel W. Shaw School	72.2	66.7	6.3	79.2	52.0	8.8	79.4	62.7	7.1	77.8	53.2	8.7

Senator P. Burns School	91.7	83.3	11.5	93.8	69.8	14.6	93.8	80.2	10.4	91.7	75.0	11.5
Sherwood School	88.3	72.3	3.2	89.4	39.4	1.1	90.4	66.0	7.4	89.4	51.1	3.2
Simon Fraser School	97.5	90.1	16.3	98.5	79.2	20.3	98.5	84.7	35.1	97.5	79.7	24.8
Sir John A Macdonald School	95.5	75.4	9.7	95.5	63.1	17.9	95.5	65.3	13.1	95.5	63.1	14.6
Sir John Franklin School	76.1	69.3	6.8	75.0	44.3	5.7	75.0	61.4	12.5	79.5	53.4	10.2
Sir Wilfrid Laurier School	69.4	47.2	0.0	59.4	25.0	3.1	62.5	46.9	0.0	72.2	33.3	2.8
Stanley Jones School	90.6	88.7	13.2	92.2	78.4	13.7	96.1	90.2	23.5	90.6	86.8	39.6
Terry Fox School	91.5	70.7	5.3	93.1	50.2	8.2	93.1	61.2	5.7	92.3	60.6	8.5
Thomas B Riley School	69.0	54.9	8.5	81.0	34.9	6.3	80.3	53.5	8.5	81.2	37.7	8.7
Tom Baines School	96.7	93.0	31.3	98.2	93.7	43.9	98.5	95.2	46.9	96.0	90.1	37.9
Valley Creek School	98.4	94.4	25.0	97.6	82.3	28.2	98.4	88.8	32.8	97.6	83.1	31.5
Vincent Massey School	96.1	89.5	15.8	93.3	80.8	25.9	97.3	86.2	31.7	96.1	83.8	33.3
Willow Park School	94.7	93.9	21.2	95.4	70.2	13.7	96.2	87.1	19.7	96.2	87.1	23.5
Wilma Hansen School	83.9	72.3	9.0	88.0	68.4	21.8	87.0	59.1	11.7	85.8	58.7	13.5
Woodman School	92.8	86.6	23.2	94.3	78.9	38.7	95.4	84.5	30.4	94.3	77.8	31.4

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

\* \* New standardized test.



**Calgary Board of Education**  
**Diploma Examination Results <sup>1</sup>**  
**Year 2010-2011**

	Number of Students Writing	Part. Rate <sup>2</sup> %	School Mark			Diploma Mark			Final Course Mark		
			Acc.	Std.	Avg.	Acc.	Std.	Avg.	Acc.	Std.	Avg.
			Std. <sup>3</sup>	Exc. <sup>4</sup>		Std. <sup>3</sup>	Exc. <sup>4</sup>		Std. <sup>3</sup>	Exc. <sup>4</sup>	
<b>English Language Arts 30-1</b>											
<b>CBE <sup>5</sup></b>	<b>6,310</b>	<b>65.0</b>	<b>93.6</b>	<b>27.4</b>	<b>70.0</b>	<b>82.5</b>	<b>11.8</b>	<b>62.9</b>	<b>94.3</b>	<b>16.1</b>	<b>66.9</b>
<b>PROV <sup>5</sup></b>	<b>29,070</b>	<b>60.0</b>	<b>96.6</b>	<b>30.5</b>	<b>71.9</b>	<b>84.4</b>	<b>10.1</b>	<b>62.8</b>	<b>96.5</b>	<b>15.4</b>	<b>67.7</b>
Alternative	18	21.9	100.0	27.8	70.9	94.4	11.1	64.8	100.0	11.1	68.1
Bowness	253	71.2	97.2	24.9	70.5	84.2	11.5	63.7	96.4	17.0	67.3
CBe – Learn	382	57.8	83.8	14.1	63.1	68.8	3.4	56.4	85.1	5.0	60.5
Centennial	329	63.8	94.5	21.9	68.5	87.8	9.1	63.2	96.4	13.4	66.1
Central Memorial	355	69.1	93.0	29.0	70.9	87.3	6.8	62.6	96.1	13.5	67.1
Chinook Learning Services	1061	65.7	86.7	15.8	65.0	63.8	2.9	54.6	87.7	5.0	61.0
Crescent Heights	288	69.1	90.6	28.8	69.7	77.8	6.6	60.2	91.7	11.1	65.3
Dr. E. P. Scarlett	371	78.6	99.5	34.8	74.8	91.4	13.7	66.8	99.7	22.1	71.1
Ernest Manning	117	49.7	95.7	39.3	72.3	88.0	9.4	62.4	96.6	18.8	67.7
Forest Lawn	166	36.3	81.3	5.4	58.3	75.9	3.6	57.4	85.5	3.6	58.4
Henry Wise Wood	323	78.1	96.3	29.7	72.0	92.0	19.5	68.0	96.9	23.5	70.3
James Fowler	172	40.4	88.4	5.2	61.6	59.9	2.3	53.5	83.1	4.1	57.9
John G Diefenbaker	320	72.7	99.1	22.8	71.9	85.0	5.6	62.0	97.2	10.0	67.2
Juno Beach Academy	20	70.4	90.0	40.0	71.7	65.0	5.0	56.6	90.0	15.0	64.5
Lester B. Pearson	310	69.8	95.2	20.0	69.0	69.4	4.8	57.7	94.5	6.1	63.6
Lord Beaverbrook	332	57.5	92.2	27.1	69.1	87.0	7.8	62.0	92.5	11.1	65.8
Louise Dean	10	11.4	70.0	10.0	58.7	70.0	0.0	57.6	90.0	0.0	59.7
National Sport	41	92.7	100.0	39.0	74.4	95.1	24.4	70.1	100.0	31.7	72.5
Queen Elizabeth	138	74.1	96.4	39.9	73.7	96.4	35.5	72.4	97.8	33.3	73.3
Sir Winston Churchill	589	84.2	97.8	27.8	72.3	91.2	19.5	68.3	98.1	19.4	70.6
Sir William Van Horne	7	4.8	85.7	14.3	58.4	14.3	0.0	40.4	57.1	0.0	49.9
Western Canada	654	89.3	98.3	55.4	77.4	93.4	26.3	70.2	98.0	37.5	74.0
William Aberhart	363	88.5	96.1	31.7	71.8	91.5	18.2	68.0	97.2	23.1	70.2

<b>English Language Arts 30-2</b>											
<b>CBE <sup>5</sup></b>	<b>2,238</b>	<b>22.7</b>	<b>86.5</b>	<b>9.1</b>	<b>61.9</b>	<b>87.3</b>	<b>9.8</b>	<b>64.0</b>	<b>93.8</b>	<b>6.1</b>	<b>63.5</b>
<b>PROV <sup>5</sup></b>	<b>14,557</b>	<b>29.2</b>	<b>91.9</b>	<b>10.3</b>	<b>64.3</b>	<b>88.6</b>	<b>9.1</b>	<b>64.2</b>	<b>95.6</b>	<b>6.2</b>	<b>64.7</b>
Alternative	13	6.3	100.0	23.1	72.2	92.3	38.5	70.8	92.3	38.5	71.7
Bowness	102	23.5	93.1	3.9	61.1	94.1	14.7	66.8	96.1	2.0	64.3
CBe – Learn	85	25.3	83.5	7.1	59.6	88.2	9.4	64.5	87.1	3.5	62.9
Centennial	177	33.7	91.0	20.3	66.7	95.5	14.7	68.6	97.7	11.3	67.9
Central Memorial	120	20.0	70.0	10.8	57.6	93.3	11.7	66.1	90.8	5.8	62.2
Chinook Learning Services	259	25.9	86.9	9.7	62.6	73.0	11.6	60.0	91.9	10.4	62.7
Crescent Heights	95	26.1	84.2	24.2	67.4	84.2	8.4	63.2	93.7	11.6	65.6
Dr. E. P. Scarlett	93	16.9	96.8	14.0	67.3	93.5	16.1	67.5	96.8	10.8	67.7
Ernest Manning	91	32.8	76.9	3.3	57.3	86.8	6.6	64.0	95.6	1.1	61.1
Forest Lawn	208	44.7	84.1	3.4	58.3	89.4	8.2	63.9	93.8	3.4	61.4
Henry Wise Wood	56	11.2	85.7	16.1	65.4	91.1	12.5	65.3	94.6	12.5	65.6
Jack James	40	15.6	70.0	2.5	54.4	82.5	7.5	59.1	87.5	5.0	58.6
James Fowler	147	36.5	83.7	0.7	57.9	81.6	5.4	61.0	89.1	0.7	59.7
John G Diefenbaker	130	27.5	94.6	6.9	64.0	84.6	2.3	61.2	96.9	3.8	62.9
Juno Beach Academy	7	22.2	100.0	14.3	67.6	57.1	0.0	56.4	100.0	0.0	62.3
Lester B. Pearson	130	27.1	83.1	1.5	57.0	77.7	3.8	59.0	86.9	0.0	58.3
Lord Beaverbrook	236	37.7	89.0	8.1	63.9	88.6	4.7	62.9	95.3	3.0	63.7
Louise Dean	17	14.3	58.8	0.0	49.8	94.1	35.3	71.5	94.1	29.4	67.6
National Sport School	*										
Queen Elizabeth	39	21.3	92.3	12.8	63.1	97.4	20.5	70.2	97.4	7.7	66.9
Sir William Van Horne	44	41.3	86.4	6.8	61.4	61.4	2.3	54.7	88.6	0.0	58.4
Sir Winston Churchill	102	14.4	92.2	12.7	64.7	94.1	12.7	68.3	98.0	6.9	67.0
Western Canada	51	5.5	92.2	21.6	67.5	96.1	9.8	62.7	96.1	9.8	65.3
William Aberhart	43	9.0	90.7	2.3	61.3	97.7	14.0	68.0	100.0	7.0	64.9

Fr. Language Arts 30-1											
<b>CBE<sup>5</sup></b>	<b>446</b>	<b>5.4</b>	<b>99.3</b>	<b>56.5</b>	<b>78.7</b>	<b>96.6</b>	<b>17.9</b>	<b>69.1</b>	<b>99.8</b>	<b>29.1</b>	<b>74.1</b>
<b>PROV<sup>5</sup></b>	<b>1,269</b>	<b>3.0</b>	<b>99.1</b>	<b>52.0</b>	<b>77.8</b>	<b>95.3</b>	<b>14.3</b>	<b>67.5</b>	<b>99.4</b>	<b>25.8</b>	<b>72.9</b>
Dr. E. P. Scarlett	57	11.9	100.0	63.2	79.1	96.5	8.8	67.7	100.0	19.3	73.6
Lester B. Pearson	25	6.0	100.0	32.0	73.8	80.0	4.0	58.2	100.0	8.0	66.3
Western Canada	164	23.3	98.8	59.8	80.3	98.8	30.5	73.2	100.0	41.5	77.0
William Aberhart	200	42.2	99.5	55.0	77.9	97.0	12.0	67.5	99.5	24.5	72.9

Social Studies 30-1											
<b>CBE<sup>5</sup></b>	<b>4,618</b>	<b>53.2</b>	<b>96.9</b>	<b>37.3</b>	<b>73.7</b>	<b>86.4</b>	<b>21.4</b>	<b>66.9</b>	<b>96.3</b>	<b>25.3</b>	<b>70.6</b>
<b>PROV<sup>5</sup></b>	<b>23,608</b>	<b>52.3</b>	<b>98.1</b>	<b>35.2</b>	<b>73.6</b>	<b>82.8</b>	<b>14.9</b>	<b>63.8</b>	<b>96.9</b>	<b>20.5</b>	<b>69.0</b>
Alternative	12	15.6	91.7	16.7	69.6	75.0	0.0	61.0	91.7	16.7	65.5
Bowness	217	57.9	99.1	38.7	74.2	83.4	18.0	65.6	98.6	24.9	70.2
CBe – Learn	183	46.0	94.0	27.9	69.9	68.3	9.8	57.2	92.3	8.7	64.0
Centennial	247	48.5	98.4	26.7	71.7	93.9	20.6	68.5	98.0	21.5	70.4
Central Memorial	350	68.0	96.0	38.6	73.6	81.4	12.3	62.9	95.1	19.1	68.5
Chinook Learning Services	332	44.1	89.8	31.0	68.6	68.4	8.1	58.1	89.5	12.7	64.3
Crescent Heights	196	52.4	94.9	33.7	72.0	84.7	18.4	65.3	94.4	18.9	69.0
Dr. E. P. Scarlett	320	70.5	98.4	46.3	76.9	90.0	23.1	68.9	98.8	30.9	73.2
Ernest Manning	92	38.1	93.5	29.3	71.3	88.0	21.7	67.1	92.4	22.8	69.5
Forest Lawn	148	33.2	88.5	15.5	66.2	67.6	4.1	56.0	89.9	4.7	61.5
Henry Wise Wood	276	67.6	98.9	41.3	75.9	90.2	26.8	69.8	98.9	33.0	73.1
James Fowler	94	25.7	96.8	28.7	72.4	70.2	4.3	56.7	93.6	8.5	64.8
John G. Diefenbaker	244	57.1	100.0	34.8	74.9	93.0	14.8	68.4	99.2	18.9	71.9
Juno Beach Academy	27	70.4	88.9	22.2	67.4	37.0	0.0	47.8	74.1	3.7	57.9
Lester B. Pearson	192	40.3	99.0	36.5	73.9	74.0	11.5	61.1	95.3	17.2	67.8
Lord Beaverbrook	284	49.7	95.4	24.6	70.5	85.9	10.2	63.2	94.4	16.2	67.1
Louise Dean	10	17.1	80.0	20.0	64.3	50.0	0.0	51.4	80.0	0.0	60.3
National Sport	34	78.0	100.0	61.8	80.9	91.2	11.8	68.8	100.0	38.2	75.1
Queen Elizabeth	171	75.3	98.8	49.7	75.5	89.5	30.4	68.6	95.9	34.5	72.3
Sir Winston Churchill	408	60.5	99.0	46.1	77.1	99.5	44.9	76.8	99.5	44.4	77.2
Western Canada	594	83.1	98.7	47.1	76.3	94.1	35.9	73.2	97.8	38.7	75.0
William Aberhart	348	75.9	98.3	38.2	74.4	94.0	22.1	69.3	99.7	26.7	72.1

Social Studies 30-2											
<b>CBE<sup>5</sup></b>	<b>2,973</b>	<b>32.3</b>	<b>89.6</b>	<b>13.9</b>	<b>64.4</b>	<b>87.4</b>	<b>20.1</b>	<b>66.6</b>	<b>94.1</b>	<b>12.6</b>	<b>65.9</b>
<b>PROV<sup>5</sup></b>	<b>16,546</b>	<b>34.8</b>	<b>93.3</b>	<b>12.4</b>	<b>65.0</b>	<b>85.6</b>	<b>15.9</b>	<b>65.2</b>	<b>95.0</b>	<b>10.6</b>	<b>65.4</b>
Alternative	19	12.5	100.0	15.8	70.4	94.7	47.4	77.1	100.0	26.3	73.9
Bowness	138	34.7	90.6	19.6	65.3	94.9	29.0	70.3	97.1	14.5	68.1
CBe – Learn	99	35.4	86.9	24.2	64.8	79.8	12.1	63.4	92.9	13.1	64.7
Centennial	229	44.6	93.0	22.3	67.0	94.8	31.0	71.7	96.9	19.2	69.6
Central Memorial	132	22.6	86.4	9.1	61.5	84.1	8.3	62.5	92.4	6.1	62.3
Chinook Learning Services	197	37.3	85.8	19.3	64.4	73.6	16.2	61.9	88.8	18.8	64.8
Crescent Heights	164	41.0	95.1	14.6	66.5	84.1	14.0	64.3	95.7	8.5	65.7
Dr. E. P. Scarlett	123	24.1	95.9	16.3	69.0	94.3	21.1	69.5	97.6	13.0	69.5
Ernest Manning	105	41.8	81.9	12.4	61.7	88.6	17.1	65.3	91.4	10.5	63.9
Forest Lawn	225	48.5	85.8	4.0	61.9	78.2	11.1	61.7	92.4	4.0	62.2
Henry Wise Wood	94	20.3	94.7	11.7	65.2	87.2	26.6	68.0	96.8	14.9	66.9
Jack James	37	15.6	83.8	2.7	57.2	67.6	5.4	55.5	83.8	5.4	57.4
James Fowler	191	45.2	83.8	3.1	59.1	87.4	13.1	63.6	90.6	2.6	61.6
John G. Diefenbaker	189	39.5	97.9	19.6	68.8	91.0	21.2	68.4	98.9	16.9	68.9
Juno Beach Academy	10	25.9	90.0	0.0	58.5	80.0	0.0	58.7	90.0	0.0	58.9
Lester B. Pearson	263	53.2	85.9	6.1	60.0	82.9	16.3	65.0	86.7	6.5	62.8
Lord Beaverbrook	272	43.1	87.9	14.3	64.2	85.7	12.1	63.8	94.9	9.6	64.3
Louise Dean	23	11.4	100.0	26.1	70.3	95.7	26.1	70.0	100.0	26.1	71.0
National Sport	12	19.5	83.3	8.3	67.5	100.0	33.3	73.2	100.0	8.3	70.7
Queen Elizabeth	37	17.8	91.9	16.2	66.8	91.9	8.1	64.7	97.3	8.1	66.0
Sir William Van Horne	42	34.9	85.7	7.1	62.2	64.3	2.4	56.6	85.7	0.0	60.0
Sir Winston Churchill	255	36.5	95.3	25.9	69.3	97.3	47.5	76.4	98.8	33.7	73.2
Western Canada	89	10.7	96.6	22.5	70.0	94.4	25.8	69.4	98.9	21.3	70.0
William Aberhart	109	19.5	79.8	5.5	60.1	91.7	18.3	67.7	91.7	5.5	64.1



Pure Math 30											
CBE <sup>5</sup>	5,020	51.9	93.3	41.9	73.7	85.9	36.8	70.7	92.8	38.3	72.6
PROV <sup>5</sup>	23,034	46.9	94.7	40.6	73.5	81.0	28.7	66.7	91.9	32.0	70.4
Bowness	206	53.8	92.2	36.4	72.3	86.4	31.1	69.7	94.7	30.6	71.3
CBe – Learn	248	42.0	92.7	39.1	72.5	81.9	23.8	64.7	92.3	25.8	69.1
Centennial	228	42.9	92.1	35.5	70.8	91.7	42.5	74.1	92.1	36.8	72.7
Central Memorial	265	51.3	95.1	34.0	71.7	87.9	21.5	67.4	93.2	26.0	69.8
Chinook Learning Services	902	51.9	85.8	27.5	67.5	68.8	14.6	59.1	84.7	19.6	64.2
Crescent Heights	252	52.4	90.1	31.3	70.2	80.2	27.0	65.0	89.3	27.8	67.9
Dr. E. P. Scarlett	308	64.6	96.4	51.3	77.0	89.9	33.8	71.2	95.1	39.3	74.4
Ernest Manning	98	39.2	91.8	43.9	72.9	91.8	35.7	72.6	93.9	40.8	73.1
Forest Lawn	133	25.6	97.0	36.1	72.5	78.2	24.8	64.7	91.0	27.1	68.9
Henry Wise Wood	223	57.5	96.9	54.7	80.1	98.2	64.1	82.7	97.8	61.0	81.6
James Fowler	143	30.8	91.6	32.2	71.1	63.6	15.4	57.2	85.3	18.9	64.4
John G Diefenbaker	305	66.5	96.1	43.3	74.8	90.5	41.3	72.3	93.8	42.0	73.8
Juno Beach Academy	12	37.0	100.0	8.3	62.0	50.0	8.3	51.5	83.3	8.3	57.3
Lester B. Pearson	226	51.6	88.1	31.9	68.6	77.4	27.0	64.9	83.2	28.8	67.0
Lord Beaverbrook	229	40.2	93.9	27.9	70.1	81.7	26.6	66.7	92.6	26.2	68.7
Louise Dean	*										
National Sport	35	68.3	97.1	45.7	74.6	97.1	51.4	76.3	100.0	48.6	75.9
Queen Elizabeth	127	61.5	95.3	54.3	78.3	88.2	46.5	74.8	96.9	50.4	76.8
Sir Winston Churchill	554	78.6	96.4	55.8	78.1	94.6	61.4	80.6	96.6	60.1	79.6
Western Canada	569	86.3	95.1	53.3	77.1	89.6	49.2	75.9	94.2	51.5	76.8
William Aberhart	322	69.5	95.7	42.5	74.9	91.3	43.5	74.4	95.3	44.1	74.9

Applied Math 30											
CBE <sup>5</sup>	2,076	20.5	86.4	16.0	64.4	77.4	12.0	61.5	87.0	12.4	63.6
PROV <sup>5</sup>	10,811	22.1	92.0	16.6	65.9	74.3	9.9	59.9	89.1	10.6	63.3
Alternative	6	15.6	100.0	33.3	75.7	100.0	50.0	75.0	100.0	50.0	75.5
Bowness	100	25.6	92.0	18.0	67.5	83.0	8.0	62.7	93.0	11.0	65.4
CBe – Learn	59	17.7	96.6	15.3	68.9	72.9	5.1	57.9	91.5	5.1	63.8
Centennial	189	36.4	94.2	37.6	72.9	88.4	21.7	67.9	94.7	30.2	70.7
Central Memorial	135	25.2	80.0	6.7	59.2	85.9	11.9	64.0	86.7	9.6	62.0
Chinook Learning Services	379	22.5	79.9	16.1	62.6	73.9	14.8	60.6	83.9	16.4	63.7
Crescent Heights	95	22.1	87.4	5.3	60.7	67.4	6.3	56.1	87.4	4.2	58.8
Dr. E. P. Scarlett	96	19.8	85.4	12.5	63.6	85.4	10.4	63.7	88.5	9.4	63.8
Ernest Manning	73	23.8	87.7	9.6	64.3	93.2	15.1	67.7	91.8	8.2	66.3
Forest Lawn	108	21.6	85.2	4.6	60.5	62.0	10.2	56.5	78.7	3.7	58.9
Henry Wise Wood	104	24.1	90.4	18.3	67.4	82.7	27.9	67.2	91.3	23.1	67.6
James Fowler	79	18.9	75.9	11.4	61.5	55.7	3.8	53.1	72.2	6.3	57.6
John G Diefenbaker	85	18.4	98.8	22.4	69.4	82.4	11.8	61.7	96.5	11.8	65.8
Juno Beach Academy	8	25.9	75.0	0.0	58.3	75.0	25.0	61.3	75.0	0.0	60.1
Lester B. Pearson	126	28.3	92.9	16.7	65.6	59.5	2.4	52.8	82.5	3.2	59.5
Lord Beaverbrook	193	33.4	80.3	13.0	61.5	82.4	10.4	63.2	87.0	9.8	62.7
Louise Dean	*										
National Sport School	9	22.0	100.0	0.0	66.1	88.9	0.0	59.2	100.0	0.0	63.0
Queen Elizabeth	45	23.0	86.7	8.9	64.6	80.0	6.7	59.2	88.9	4.4	62.2
Sir Winston Churchill	90	12.6	84.4	12.2	60.6	70.0	10.0	59.4	80.0	8.9	60.4
Western Canada	60	8.5	95.0	33.3	70.2	70.0	1.7	58.0	88.3	10.0	64.4
William Aberhart	117	21.0	90.6	17.9	66.2	80.3	12.0	63.3	88.9	15.4	65.0



Biology 30											
CBE <sup>5</sup>	4,363	44.6	95.2	44.9	74.6	86.3	37.5	70.5	94.1	39.5	73.0
PROV <sup>5</sup>	22,822	46.7	95.9	40.7	73.7	81.9	29.8	67.3	93.1	32.9	70.9
Alternative	7	9.4	100.0	42.9	72.9	57.1	0.0	53.6	100.0	0.0	63.6
Bowness	147	37.9	97.3	44.2	75.8	86.4	27.9	68.7	93.9	32.7	72.5
CBe – Learn	100	40.4	86.0	19.0	64.5	71.0	17.0	59.9	84.0	14.0	63.4
Centennial	204	38.5	99.0	47.1	75.8	94.6	40.2	74.2	97.5	40.7	75.3
Central Memorial	277	46.9	95.3	38.6	73.2	74.0	21.3	63.1	89.9	25.3	68.4
Chinook Learning Services	588	44.8	87.1	29.1	67.8	77.4	22.1	64.1	88.9	26.9	67.4
Crescent Heights	199	45.3	95.5	37.7	72.4	85.4	33.7	68.6	93.0	32.2	70.8
Dr. E. P. Scarlett	279	57.2	99.6	61.3	80.7	91.8	44.8	74.5	98.9	52.0	77.8
Ernest Manning	116	41.8	96.6	48.3	75.6	85.3	35.3	70.2	95.7	39.7	73.1
Forest Lawn	157	23.6	88.5	24.2	66.3	76.4	25.5	64.0	86.6	26.1	65.5
Henry Wise Wood	205	53.7	97.6	55.6	78.6	89.3	49.3	73.6	96.6	51.2	76.4
James Fowler	116	24.3	84.5	21.6	65.5	70.7	19.8	60.8	83.6	20.7	63.5
John G Diefenbaker	261	57.4	99.6	58.2	79.8	90.4	42.9	73.6	96.6	51.0	77.0
Juno Beach Academy	15	37.0	100.0	6.7	62.9	80.0	13.3	59.6	86.7	6.7	61.5
Lester B. Pearson	243	43.2	99.2	40.7	74.7	85.6	34.2	69.6	95.9	35.8	72.4
Lord Beaverbrook	223	38.1	95.1	22.4	69.6	83.0	23.3	65.8	92.4	22.4	68.0
Louise Dean	14	11.4	100.0	42.9	74.5	85.7	14.3	64.5	100.0	21.4	70.2
National Sport	37	78.0	100.0	48.6	79.9	86.5	37.8	71.2	100.0	37.8	75.8
Queen Elizabeth	125	57.5	97.6	63.2	79.7	92.0	41.6	73.3	96.8	47.2	76.7
Sir Winston Churchill	391	55.5	95.4	53.7	77.3	94.6	57.3	77.8	97.2	54.2	77.8
Western Canada	512	71.2	97.5	61.3	79.0	91.0	52.0	75.8	96.3	54.5	77.7
William Aberhart	272	59.0	97.4	50.7	77.0	94.5	52.9	76.4	97.1	48.9	76.9

Chemistry 30											
CBE <sup>5</sup>	4,086	44.4	94.4	46.3	75.0	80.6	37.7	68.9	90.2	40.1	72.3
PROV <sup>5</sup>	18,793	39.8	95.4	41.7	74.0	75.1	27.7	64.3	89.6	31.2	69.5
Bowness	142	37.9	99.3	48.6	76.0	78.9	32.4	67.1	93.0	34.5	71.9
CBe – Learn	84	36.0	76.2	15.5	61.2	59.5	20.2	56.3	71.4	17.9	59.3
Centennial	177	37.7	99.4	37.9	73.6	80.2	32.8	67.8	92.7	32.8	71.0
Central Memorial	227	43.2	92.1	37.0	72.9	80.2	24.2	65.6	90.3	29.1	69.5
Chinook Learning Services	529	42.3	86.4	28.9	67.8	64.3	14.6	57.3	78.6	19.8	63.3
Crescent Heights	180	38.1	90.6	38.3	71.4	70.0	25.6	62.1	81.1	28.3	67.0
Dr. E. P. Scarlett	294	60.4	98.3	55.4	79.4	82.3	34.7	69.2	94.6	42.5	74.5
Ernest Manning	99	36.0	93.9	49.5	74.7	82.8	34.3	67.8	89.9	36.4	71.5
Forest Lawn	86	23.9	95.3	33.7	71.7	74.4	20.9	63.5	89.5	24.4	67.9
Henry Wise Wood	213	51.6	98.6	62.4	80.8	91.5	48.4	75.8	97.2	57.7	78.5
James Fowler	108	24.0	79.6	19.4	62.8	53.7	14.8	53.3	68.5	16.7	58.4
John G Diefenbaker	251	57.9	97.6	53.4	77.6	85.7	43.8	72.4	94.0	43.0	75.3
Juno Beach Academy	14	37.0	100.0	42.9	74.9	28.6	7.1	37.4	71.4	7.1	56.4
Lester B. Pearson	194	44.8	89.7	27.8	68.0	64.4	19.6	59.3	81.4	19.1	64.0
Lord Beaverbrook	164	26.0	92.1	34.8	71.6	76.2	28.0	64.8	89.6	27.4	68.5
National Sport	29	65.9	100.0	75.9	84.8	89.7	41.4	72.0	100.0	55.2	78.6
Queen Elizabeth	125	57.5	93.6	44.8	74.7	83.2	43.2	70.4	88.8	40.8	72.9
Sir Winston Churchill	486	71.0	96.9	53.7	77.6	92.8	58.0	78.2	96.3	56.2	78.1
Western Canada	546	77.1	97.8	60.8	80.0	91.6	57.0	77.7	95.8	59.2	79.1
William Aberhart	275	59.8	98.5	53.8	78.5	87.6	48.0	74.0	96.0	49.5	76.6

Physics 30											
CBE <sup>5</sup>	2,213	24.4	95.8	49.8	76.5	83.6	39.5	69.9	92.9	41.6	73.6
PROV <sup>5</sup>	10,660	22.9	96.0	44.8	75.0	76.7	27.7	64.7	90.9	31.5	70.1
Bowness	67	18.5	97.0	44.8	74.1	76.1	23.9	62.8	85.1	25.4	68.7
CBe – Learn	71	19.0	97.2	63.4	79.1	78.9	19.7	62.4	95.8	26.8	71.2
Centennial	113	18.2	96.5	55.8	77.0	85.8	44.2	70.1	93.8	43.4	73.8
Central Memorial	88	18.4	96.6	35.2	73.4	68.2	18.2	61.0	90.9	19.3	67.5
Chinook Learning Services	214	20.7	91.1	39.3	71.8	76.6	22.0	62.9	88.8	25.2	68.4
Crescent Heights	78	18.3	96.2	34.6	72.9	76.9	29.5	66.1	92.3	29.5	69.8
Dr. E. P. Scarlett	163	33.8	98.8	50.3	77.8	86.5	36.8	70.1	96.3	39.9	74.2
Ernest Manning	50	15.9	100.0	68.0	80.9	88.0	50.0	72.7	98.0	52.0	77.1
Forest Lawn	57	11.4	89.5	26.3	68.3	47.4	17.5	53.2	75.4	19.3	61.0
Henry Wise Wood	170	36.9	96.5	60.0	79.4	90.6	50.0	75.9	94.1	54.7	77.9
James Fowler	50	9.9	90.0	26.0	68.9	62.0	16.0	56.9	84.0	18.0	63.3
John G Diefenbaker	154	35.1	98.7	57.8	79.3	88.3	45.5	73.8	98.1	50.6	76.8
Lester B. Pearson	80	17.5	87.5	25.0	68.7	57.5	11.3	53.5	82.5	16.3	61.4
Lord Beaverbrook	99	16.7	85.9	36.4	69.8	77.8	33.3	66.2	84.8	34.3	68.3
National Sport	16	36.6	100.0	68.8	82.1	100.0	37.5	72.9	100.0	43.8	77.6
Queen Elizabeth	75	33.9	97.3	57.3	80.2	84.0	50.7	74.2	96.0	52.0	77.5
Sir Winston Churchill	285	42.7	96.5	49.8	77.5	90.9	48.1	74.1	94.4	47.0	76.0
Western Canada	333	48.1	98.8	63.1	81.5	95.5	58.0	77.9	97.3	60.4	80.0
William Aberhart	148	32.7	97.3	49.3	76.9	87.8	39.2	71.9	95.3	39.2	74.6

Science 30											
CBE <sup>5</sup>	836	9.1	90.8	22.7	67.0	80.6	21.3	64.5	90.7	19.4	66.1
PROV <sup>5</sup>	5,008	10.0	94.6	26.4	69.5	80.4	21.0	65.0	93.2	21.2	67.7
Bowness	86	22.1	98.8	27.9	70.3	90.7	25.6	67.8	98.8	25.6	69.3
Centennial	93	18.4	91.4	24.7	66.1	79.6	18.3	63.6	89.2	19.4	65.1
Central Memorial	29	5.3	89.7	10.3	65.7	72.4	17.2	61.3	86.2	13.8	63.8
Chinook Learning Services	88	8.3	95.5	38.6	71.6	84.1	23.9	66.1	96.6	28.4	70.0
Crescent Heights	52	13.2	86.5	26.9	67.2	78.8	25.0	66.3	90.4	19.2	67.0
Dr. E. P. Scarlett	38	7.7	100.0	39.5	74.9	86.8	28.9	66.8	100.0	26.3	71.2
Forest Lawn	71	15.7	71.8	5.6	59.1	60.6	4.2	54.7	74.6	2.8	57.3
Henry Wise Wood	26	6.1	100.0	30.8	73.1	88.5	38.5	73.6	100.0	30.8	73.5
James Fowler	53	11.4	81.1	13.2	62.3	77.4	15.1	61.5	83.0	11.3	62.3
John G Diefenbaker	64	13.8	95.3	29.7	69.4	81.3	28.1	66.3	92.2	23.4	68.2
Lester B. Pearson	81	16.8	93.8	9.9	63.5	75.3	16.0	61.2	85.2	12.3	62.6
Lord Beaverbrook	52	9.1	84.6	15.4	64.6	84.6	21.2	66.0	90.4	15.4	65.6
Queen Elizabeth	16	8.6	100.0	18.8	67.7	75.0	6.3	59.4	93.8	12.5	63.8
Sir Winston Churchill	61	8.8	88.5	13.1	65.0	91.8	27.9	68.8	93.4	21.3	67.2
William Aberhart	31	5.9	100.0	35.5	72.8	93.5	32.3	69.3	96.8	32.3	71.3

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

<sup>2</sup> Students writing French translations of the examinations are included in the statistics.

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

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

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

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



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

Achievement of students in CBE continues to be comparable to that of students in other urban boards and in the province as a whole.

Achievement on Diploma Examinations is particularly noteworthy:

- in 9 out of 11 subjects the standard of excellence was achieved by a higher percentage of students in CBE than in other boards or in the province
- in 6 out of 11 subjects, a higher percentage of CBE students achieved at or above the acceptable standard

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

Grade 3 English Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	42,987		2,345		N/A		3,023		7,146	
Acceptable Standard		81.8		82.5		81.7		81.7		82.7
Standard of Excellence		17.5		17.4		15.8		22.1		18.3

Grade 3 French Language Arts										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	3,181		309		N/A		N/A		507	
Acceptable Standard		80.6		74.4		80.2		N/A		75.9
Standard of Excellence		15.8		12.9		17.3		N/A		16.4

Grade 3 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	43,000		2,346		N/A		2,828		7,151	
Acceptable Standard		77.4		76.7		78.9		77.2		78.1
Standard of Excellence		26		21		27.1		29		27

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

Light grey boxes denote percentages lower than CBE.



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

Grade 6 English Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43,468		2,429		5,716		3,151		6,920
Acceptable Standard		83		86.4		83.8		83.7	85.7
Standard of Excellence		18.5		20.6		20.6		20	19.9

Grade 6 French Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	2,636		255		N/A		207		419
Acceptable Standard		89.4		86.7		92		92.4	93.1
Standard of Excellence		17.1		14.9		20.1		19.9	20.5

Grade 6 Mathematics										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	43,575		2,429		N/A		2,967		6,920	
Acceptable Standard		73.7		77.6		75.4		76		75.1
Standard of Excellence		17.8		19.5		22		17.7		19.5

Grade 6 Science									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43,476		2,426		N/A		2,982		6,906
Acceptable Standard		76.2		79.5		80		78.6	77.8
Standard of Excellence		25		24.1		31.9		26.2	24.8

Grade 6 Social Studies									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43,572		2,429		5,718		2,977		6,920
Acceptable Standard		71.1		75.2		74.2		74.7	73.2
Standard of Excellence		18.5		19.6		23.4		20.3	17.3

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

Light grey boxes denote percentages lower than CBE.

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

Grade 9 English Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43,051		2,411		6,043		3,077		7,213
Acceptable Standard		79.1		84.9		80.1		81	79.6
Standard of Excellence		16.3		20.5		18.6		18	16.3

Grade 9 French Language Arts									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	2,332		192		N/A		236		521
Acceptable Standard		88.8		91.7		94.9		86	91
Standard of Excellence		15		18.8		13.5		16.5	16.9

Grade 9 Mathematics									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
	N	%	N	%	N	%	N	%	N
Participation	42,565		2,406		N/A		2,878		7,130
Acceptable Standard		66.1		74.5		68.7		68.1	67.8
Standard of Excellence		17.3		18.5		23.1		18.5	20.2

Grade 9 Science									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	42,960		2,413		N/A		2,884		7,172
Acceptable Standard		74.8		80.5		78.9		76.2	76.1
Standard of Excellence		20.8		20.5		29.1		21.4	22.2

Grade 9 Social Studies									
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE
Participation	43,155		2,413		N/A		2,849		7,206
Acceptable Standard		67.2		75.1		71.9		69.2	69.6
Standard of Excellence		19		21.5		25.6		20.4	20

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

Light grey boxes denote percentages lower than CBE.

## Diploma Examination Results for Urban Boards and the Province

English Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	29,070		1,490		5,075		2,578		6,526	
Acceptable Standard		84.4		87.6		81.1		82.9		82.1
Standard of Excellence		10.1		9.2		10.3		8.4		11.6

English Language Arts 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	14,577		902		2,055		829		2,312	
Acceptable Standard		88.6		90.9		82.6		85.8		87
Standard of Excellence		9.1		10.4		7.1		5.4		9.9

French Language Arts 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	1,269		75		N/A		140		446	
Acceptable Standard		95.3		89.3		N/A		96.4		96.6
Standard of Excellence		14.3		2.7		N/A		14.3		17.9

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

Light grey boxes denote percentages lower than CBE.



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

Social Studies 30-1										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	23,608		1,314		4,019		1,883		4,768	
Acceptable Standard		82.8		87.5		80.6		84.2		86.1
Standard of Excellence		14.9		15.3		13.9		13.9		21.2

Social Studies 30-2										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	16,546		874		1,912		1,271		3,052	
Acceptable Standard		85.6		88.6		80.5		86.2		87.1
Standard of Excellence		15.9		14.2		11		19.4		20.1

Applied Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	10,811		533		1,534		759		2,150	
Acceptable Standard		74.3		68.5		66		77.1		77.3
Standard of Excellence		9.9		6.8		6.8		10.9		12.1

Pure Mathematics 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	23,034		1,325		4,319		2,083		5,172	
Acceptable Standard		81		80.3		79.1		81.9		85.4
Standard of Excellence		28.7		25.7		28.1		28.7		36.6

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

Light grey boxes denote percentages lower than CBE.

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

Biology 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	22,822		1,191		3,944		1,880		4,468	
Acceptable Standard		81.9		80.5		82.9		82.3		86.1
Standard of Excellence		29.8		28.7		32.4		29.4		37.4

Chemistry 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	18,793		1,007		3,415		1,637		4,157	
Acceptable Standard		75.1		76.2		75.2		74.6		80.8
Standard of Excellence		27.7		24.8		28.9		26.1		37.5

	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	10,660		565		2,153		706		2,288	
Acceptable Standard		76.7		78.1		77		79.7		83.7
Standard of Excellence		27.7		28		26.8		26.6		39.2

Science 30										
	Province		Edmonton Catholic		Edmonton Public		Calgary Catholic		CBE	
	N	%	N	%	N	%	N	%	N	%
Participation	5,008		426		1,312		342		861	
Acceptable Standard		80.4		81.2		82.8		74.9		81
Standard of Excellence		21		22.1		28		14.6		21.5

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

Light grey boxes denote percentages lower than CBE.

## Additional Funding for the 2011-12 School Year: Amount, Timing, Guidelines and Use

Date	October 18, 2011
From	Naomi Johnson, Chief Superintendent of Schools
Purpose	This report provides timely information about additional funding from Alberta Education for the 2011-12 school year.
Executive Limitation Reference	EL-3: Information, Counsel and Support to the Board of Trustees
Resource Person(s)	Wayne Braun, Director, Corporate Finance Deborah Meyers, Superintendent, Chief Financial Officer & Corporate Treasurer Ronna Mosher, Director, Office of the Chief Superintendent Richard Peter, Chief Communications Officer

### 1 | Recommendation

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It is recommended:

THAT the Board of Trustees receive the following report for information; and

THAT the Board of Trustees provide counsel for the use of the additional, one-time funding by the Calgary Board of Education.

#### GLOSSARY

Reports for the Board of Trustees uses a number of terms that may not be familiar to everyone. Some of the terms are defined in a glossary at the end of the reporting, including: Ends, monitoring, Executive Limitation and reasonable interpretation.





## 2 | Issue

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Premier Alison Redford committed to put \$107 million back into education when she was elected. Less than two weeks after winning the leadership of the Progressive Conservative Party, the promise was kept.

The Calgary Board of Education (CBE) was advised that its portion of the \$107 million will be \$19.2 million. Alberta Education has provided information about calculations, use and timing.

The Board of Trustees has an immediate opportunity to provide counsel to Administration about how the additional funding is to be used.

## 3 | Background

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The Calgary Board of Education had to close a \$61.7 million funding shortfall to balance the 2011-12 budget. This was accomplished by:

- redesigning central services to save \$27.8 million;
- depleting all accessible reserves to provide \$19.3 million; and
- a school-based reduction of \$14.6 million.

The amount of reserves that can be applied against the budget has increased from \$19.3 million to \$22.8 million. The difference is made up of two parts:

- 1 | carry-forwards of school-based and service-unit amounts totalling \$2.3 million; (\$0.8 million will be spent in the current school year to complete work initiated last year and the remaining \$1.5 million will be directed to staffing in schools); and
- 2 | \$1.2 million to cover the revaluations we expect will result from changing our accounting standards in 2012-13, as required by Alberta Education.

The use of reserves has implications for the future of the CBE. To balance the 2011-12 budget, all available reserves are being used. The use of reserves created a structural deficit: funding is less than our expenses. While reserves can balance this year's budget, there are no reserves for subsequent years. Based on original provincial funding announcements related to future years, the CBE forecasted deficits of:

- \$33.9 million for 2012-13; and
- \$85.3 million for 2013-14.

Alberta Education will provide additional funding across the province for this school year. The one-time, \$107 million allocation is comprised of two components:

- 1 | \$80 million in funding is provided to specific grants under Budget 2011; and
- 2 | \$27 million is provided for classroom and community supports.

The \$27 million “classroom and community support” funding includes:

- 1 | \$60,000 for each school district; and
- 2 | \$43.12 per student based on the district 2010-11 “frozen funded student enrolment.”

Frozen-funded student enrolment means the final student count in each school district as of June 30, 2011.

According to Alberta Education, “The funding will be released incrementally during the government fiscal year between now and March 31, 2012. These funds are intended to sustain programming and supports for the balance of the school year.”

The CBE specific funding breaks down as follows. The chart shows the original budget for specific grants as well.

Grant	Estimate 2011-12 Budget Reductions (thousands)	Additional Funding Allocation (September 2011 to March 31, 2012 (thousands)
Relative Cost of Purchasing Goods & Services	(\$6,100)	\$3,500
Stabilization	0	0
Alberta Initiative for School Improvement	(6,900)	4,200
Small Class Size – Grades 4 to 6	(5,900)	3,600
Enrolment Growth and Decline	(3,200)	1,400
Enhanced ESL/Francisation	(4,800)	2,400
Intra-jurisdiction Distance	(15)	20
Total	(\$26,900)	\$15,120

The classroom and community support funding for the CBE is \$4.08 million, including:

- 1 | \$60,000; and
- 2 | \$4.018 million based on \$43.12 per student.

Communication from Alberta Education provides information about the funds:

“As referenced in the Minister’s communication, class sizes and other student supports may need to be reviewed in light of community expectations. Therefore, as part of your board’s November 30 Fall Budget Update to the Financial Reporting and Accountability (FRA) branch, please provide a summary of how these funds have been or will be used... Any staffing changes that result from this additional funding support should be captured in the original sections of the template. We also request that you include a description of the program areas supported or services provided by the additional staff in the new section, located at the bottom of the revised template.”

### Class-size Data

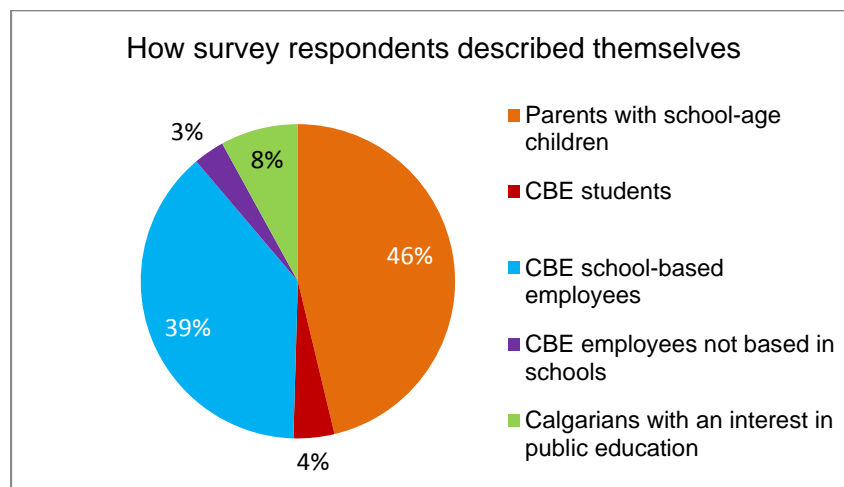
Grades	CBE System-wide Estimated Average 2011-12	Alberta Commission on Learning Suggested Guidelines for Class Size
K-3	19.5	17
4-6	22.0	23
7-9	24.1	25
10-12	24.7	27

### Community Engagement

The possibility of additional funding created an opportunity to ask the community to help set priorities. The CBE initiated an online survey that was open from Oct. 4 to 11.

People who completed the survey were asked to rate the importance of 10 priorities. The list of priorities came from school principals and budget-related issues for 2011-12.

In total, 6,121 people completed the survey.





Here is a summary of how people ranked the priorities. The numbers shown indicate the number of people who rated each priority and the weighted average of the scores.

On a 10-point scale, people were asked to rate their highest priority “one.” This means that the *lower* the weighted average, the *higher* the priority.

Ranked Priorities	Responses	Weighted Average
Teachers in schools	6,045	3.26
Support for teachers	5,975	3.80
Support for students with special needs	5,975	4.08
School maintenance and repair	5,921	4.73
Technology for students	5,898	4.81
Support for English-language learners	5,882	4.91
Professional development for teachers	5,898	5.54
Reducing student fees	5,891	5.87
Replenish CBE reserves	5,819	6.08
New schools	5,903	6.28

There were more than 900 written responses, many of which repeated the choices above. The most common response was smaller class sizes, with 138 mentions. Hiring teachers and library resources were mentioned 45 and 60 times respectively.

Parents and CBE employees largely agree on the priorities, ranking most of the 10 in the same order.

The survey results are informative but they cannot be applied to the whole community. This is because the type of survey does not allow for us to draw statistically accurate conclusions about all parents or employees, for example.

#### 4 | Analysis

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The CBE can make choices about how the \$19.2 million of funding is used in this school year. The choices may be influenced by many factors, including (but not limited to):

- specific direction for use of funds;
- system strategic priorities;
- community expectations; and
- immediate versus longer term priorities.

To provide Administration with counsel for the use of funds, a general framework is offered.

To begin, Administration believes that Alberta Education indicates funding for the Alberta Initiative for School Improvement (AISI) is specifically targeted to this program. The AISI amount is \$4.2 million. With that in mind, we can build a framework for the funding.

Funds can be allocated into essentially three “buckets.” The buckets are:

- 1 | distributing directly to schools;
- 2 | allocating to specific programs, as may be directed by Alberta Education; and
- 3 | replenishing reserves, which are really “rainy day funds.”

In fact, each bucket can represent a choice for the Calgary Board of Education. Those choices are:

- 1 | **Distribute directly to schools**—after directing \$4.2 million to AISI, \$15 million is directed to schools using the Resource Allocation Method (i.e., the same way budgets are distributed to schools)
- 2 | **Allocating to specific programs**—direct funding to the grant categories provided by Alberta Education, i.e.,

■ Relative Cost of Purchasing Goods & Services	\$3,500,000
■ AISI	4,200,000
■ Small Class Size – Grades 4 to 6	3,600,000
■ Enrolment Growth and Decline	1,400,000
■ Enhanced ESL/Francisation	2,400,000
■ Intra-jurisdiction Distance	20,000
■ * <i>Classroom and Community Support Funding</i>	<i>\$4,080,000</i>

- 3 | **Replenishing reserves**— after directing \$4.2 million to AISI, \$15 million is directed to replenish CBE reserves.

*\* This item was noted as missing during Oct. 18 and so has been added.*

Each option has benefits and consequences, as described below.

### Distributing directly to schools

#### *Benefits*

- increases teachers and support staff working with students
- best aligns with survey responses
- increases flexibility in high school second semesters
- fulfills expectations of Alberta Education

#### *Consequences*

- disrupts classrooms and learning, particularly for K-9 students
- not sustainable: short-term benefits disappear June 30
- perpetuates employment disruptions for people in classrooms
- fails to address the staff layoffs already anticipated due to the use of one-time reserves of \$19.3 million

### Allocating to specific programs

#### *Benefits*

- may align with CBE's strategic priorities
- fulfills expectations of Alberta Education

#### *Consequences*

- not identified as a priority by survey respondents

### Replenishing reserves

#### *Benefits*

- ensures there is future funding for existing employees and potential hires
- provides for contingencies
- mitigates organization's "fiscal jeopardy," as defined in executive limitation 11: financial condition

#### *Consequences*

- not identified as a priority by survey respondents
- may be unacceptable to Alberta Education

## **5 | Financial Impact**

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The entire purpose of this report is to determine how \$19.2 million of additional funding will be used by the Calgary Board of Education.

## **6 | Conclusion**

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On behalf of our students, the Calgary Board of Education welcomes the additional funding. We are committed to making the money benefit students as much as possible and as quickly as possible.

As a system, we have choices to make about how the money is used. Every choice has benefits and consequences. Considering the expectations of Alberta Education and our community, Administration looks forward to counsel from the Board of Trustees for how CBE should allocate the \$19.2 million in the current school year.

Naomi Johnson  
Chief Superintendent of Schools



## GLOSSARY

Ends	The ultimate objectives for the Calgary Board of Education are called “Ends.” The expression “a means to an end” helps explain that everything the CBE does is to achieve the ultimate objectives. The board defines the top objective or “Mega End” as: Each student, in keeping with his or her individual abilities, will complete high school with a foundation to function effectively in life, work and continued learning.
Monitoring	Monitoring is the process to determine whether the Board’s expectations for the school system have been met. Monitoring reports document Administration’s work so the Board of Trustees can evaluate it.
Executive limitation	To achieve the ultimate objectives of the CBE, management or “Administration” can do many things. Executive Limitations define the boundaries for action. In other words, what Administration cannot do to achieve objective.
Reasonable Interpretation	Administration describes its understanding of what the board expects. In some cases, no “interpretation” is needed.

**CALGARY BOARD OF EDUCATION**

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

**October 18, 2011**

**To:** Board of Trustees

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

**Re:** **Annual Monitoring Report for Executive Limitation 7: Treatment of Staff and Volunteers**

**Originator:** John G. Johnston, Superintendent, Human Resources

**Resource Persons:** Superintendents' Team  
Service Unit Directors

**I. PURPOSE OF THE REPORT**

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 7: Treatment of Staff and Volunteers. The information enables Trustees to evaluate the achievement of the Chief Superintendent's Reasonable Interpretation for this Executive Limitation (EL).

**II. EXECUTIVE LIMITATION 7: TREATMENT OF STAFF AND VOLUNTEERS**

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

Accordingly, the Chief Superintendent shall not fail to:

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

### III. REASONABLE INTERPRETATION

The human resources of the Calgary Board of Education includes employees and volunteers. These people are instrumental to achieve the Ends policies of the Board of Trustees. The Chief Superintendent is accountable for taking reasonable steps to create a work environment that provides the greatest opportunity for employees and volunteers to positively contribute to the goals of the organization.

A work environment should enhance factors that contribute to performance and eliminate factors that inhibit performance.

The difference between work environment factors that contribute to and inhibit performance is defined in the 11 policy provisions found in Executive Limitation 7.

The factors that contribute to achievement of results are:

- selecting the right talent;
- providing clear job expectations and organizational expectations; and
- involving employees in decision-making to maximize engagement.

The factors that inhibit the achievement of results are:

- unsafe working conditions;
- unclear workplace rules and procedures;
- ineffective processes for resolving workplace concerns; and
- illegal work practices.

In summary, EL-7 is reasonably interpreted as requiring that:

- appropriate due diligence is undertaken to ensure that the right talent is selected and;
- an environment exists for employees and volunteers to do what is expected to achieve the desired results.

#### **Policy Provision 1**

**Make reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers**

#### **Measure**

- a) 100 percent of employees who are new or rehired during the reporting period have undergone a police security check.
- b) 100 percent of school-based volunteers in the reporting period have undergone a police security check.

#### Rationale

The Calgary Board of Education, as a member of the vulnerable sector, requires all new and rehired employees and volunteers to successfully complete a police security check. Protecting students, staff and property is paramount to the Calgary Board of Education.



Result

- a) 100 percent of new and rehired employees completed a police security check and this measure was achieved.
- b) 100 percent of school-based volunteers completed a police security check and this measure was achieved.

**Policy Provision 2**

**Select the most highly qualified and best-suited candidates for employment**

**Measure**

95 percent of new employees successfully completed their probationary period.

Rationale

A key measurement of success is how well a new employee performs in a new position. When an employee successfully completes probation, they are deemed to possess the knowledge, skills and abilities required of their position as well as demonstrate cultural fit to the CBE.

Result

97.1 percent of support staff and 97 percent of teaching staff successfully completed their probationary period and therefore this measure was achieved.

**Policy Provision 3**

**Administer clear personnel rules and procedures for staff**

**Measure**

100 percent of new CBE employees were informed of their responsibilities and obligations at the point of hire.

Rationale

As part of the hiring process, new employees are required to review Administrative Regulations 4027–Code of Conduct for Employees. New employees become aware of the regulation and their commitment to comply with the expectations identified. Moreover, new hires are provided with their position description with their offer of employment.

Result

100 percent of new staff hired were made aware of the Administrative Regulation 4027 and provided with their job description. This measure was achieved.

**Policy Provision 4**

**Effectively handle complaints and concerns.**

**Measure**

100 percent of employee inquiries to the Employee Information Centre were resolved within four business days.

#### Rationale

The majority of employee complaints and concerns relate to pay, benefits, pension, leaves and staffing. These complaints are handled by the Employee Information Centre operated by an outsourced provider. The Master Service Agreement between the CBE and its outsourced Human Resources provider contains Statements of Work which are intended to meet the overall objective of an integrated HR environment. The purpose of this service agreement is to define the major activities and business processes for each service area. The agreement also specifies responsibility, anticipated volumes, and minimum standards for service levels. These are all based on business as usual and given the fact that expected performance standards are revised and reviewed on an ongoing basis, can change over time.

The current performance level standard defined for the Employee Information Centre is that all new inquiries be resolved within five business days, except for complex issues (which will be escalated), or issues that involve third parties for resolution. A standard of 80 percent resolution of inquiries within four business days was established in 2005 to reflect an improved performance standard implemented by the outsourced provider. Although this standard is consistent with best practice within the industry, it is currently under review as the Contact Centre Statements of Work are being revised.

#### Result

99.25 percent of inquiries to the EIC from January to August 2011 were resolved within four business days and this measure was achieved.

### **Policy Provision 5**

#### **Maintain job descriptions for paid staff positions**

##### **Measure**

100 percent of all CBE positions had a position description outlining roles, responsibilities and required qualifications.

#### Rationale

Clear expectations of the role and responsibility of each position within the CBE contributes to the effectiveness of staff.

#### Result

100% of all CBE positions were governed by a position description and this measure was achieved.

### **Policy Provision 6**

#### **Protect against illegal discrimination and harassment**

##### **Measure**

100 percent of complaints under the applicable administrative regulations were investigated and a decision rendered.

#### Rationale

The CBE has three Administrative Regulations that are designed to protect against harassment and discrimination:

- AR 4027 - Code of Conduct,
- AR 4027.2 - Personal and Sexual Harassment, and
- AR 4080 - Violence in the Workplace.

These regulations ensure that complaints are responded to with an appropriate resolution. The resolution of complaints mitigates the risk of unacceptable behaviour within the workplace.

#### Result

All complaints were investigated and decisions rendered, with the exception of two investigations that are currently in process.

### **Policy Provision 7**

#### **Provide for appropriate due process**

##### **Measure**

Five or fewer decisions were issued by a third-party adjudicator with respect to disputes arising out of employment legislation.

#### Rationale

Grounded in employment and labour law is the requirement to adhere to the principles of natural justice, particularly when a complaint and/or a transgression is brought forward. Employment matters are subject to various forms of legislation that include processes for resolving certain disputes, in addition to the common law. In Alberta, disputes involving compliance with the *School Act*, the *Labour Relations Code*, the *Alberta Human Rights Act*, and the *Employment Standards Code* may result in statutory claims that can be heard by a third-party adjudicator. Employment-related disputes may also be heard by way of civil proceeding before the Alberta courts, for example, wrongful dismissal claims advanced by exempt staff.

#### Result

Two decisions were issued by a third-party adjudicator with respect to employment matters and this measure was achieved.

### **Policy Provision 8**

#### **Protect confidential information**

##### **Measure**

All reported privacy breaches will be investigated by the CBE Privacy & Access Office.

#### Rationale

The Privacy & Access Office has written procedures to and investigates privacy breaches. The report form is available to all employees on the intranet. An



employee sends the completed form to the Privacy & Access Office. The Privacy & Access Office is responsible for investigation and follow-up. A Privacy & Access Officer will:

- examine the privacy breach report;
- review the steps taken to address the reasons behind the privacy breach;
- advise on how affected individuals should be notified; and
- make recommendations to mitigate risks in the future.

Result

100 percent were investigated and this measure was achieved.

**Policy Provision 9**

**Provide for safe working conditions**

**Measure**

A minimum five percent Workers Compensation Benefits premium rebate through participation in the Partners in Injury Reduction program is received.

Rationale

The Partners in Injury Reduction program is a program designed to encourage injury prevention and the development of effective workplace health, safety and disability management systems. Participant employers can receive a rebate of between five and 20 percent of their Workers Compensation Benefit premiums through achieving and maintaining a Certificate of Recognition and either reducing accident claim costs or maintaining accident claim costs below industry rate.

Result

20 percent premium rebate was received and this measure was achieved.

**Policy Provision 10**

**Appropriately involve staff in those decisions that directly impact them**

**Measure**

Employees had mechanisms for involvement in decisions that directly impact them.

Rationale

It is recognized by the CBE that individuals should have the opportunity to participate in decisions that affect them. Participation, as outlined in the International Association of Public Participation (IAP2) spectrum, can include different levels of engagement from informing to collaborating.

Result

A variety of forums and mechanisms are in place to provide an opportunity for staff to be involved in decisions that affect them. These include but are not limited to staff meetings, leadership meetings, meetings with the unions/associations at the operational level, Chief Superintendent level and Board

level, organizational consultations such as the dispute resolution processes which includes a grievance procedure and surveys. This measure was achieved

**Policy Provision 11**

**Orient staff to the Board of Trustees' expectations as stated in their Ends policies and Board of Trustees' boundaries as stated in their Executive Limitations policies.**

**Measure**

Processes were in place to orientate staff to the Board of Trustees' expectations as set out in the Ends and Executive Limitations policies.

Rationale

For the organization to demonstrate progress toward the Ends policies and compliance with the Executive Limitations, staff must be aware of the specific content of the relevant Board of Trustees policies. Case law also requires that for a policy to be enforceable, several criteria must be met including that the policy must be known ahead of time.

Result

A variety of mechanisms are in place to orientate staff to the Board of Trustees' expectations as set out in the Ends policies and Executive Limitations. These mechanisms include but not limited to: discussion at New Employee Orientation, the New Employee Orientation website, posters and other visual media, articulation at Leadership and Area meetings, managers and principals working with their staff and the recent introduction of school-based reporting on the Ends. This measure was achieved.

**IV. STATEMENT OF COMPLIANCE**

The Chief Superintendent is required to provide an annual monitoring report to the Board of Trustees, reflecting the extent to which the Chief Superintendent of Schools complies with Executive Limitation 7 – Treatment of Staff and Volunteers. This report includes a reasonable interpretation of this Executive Limitation and provides documented evidence of compliance. As such, I am reporting overall compliance with this Executive Limitation.



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

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

**October 18, 2011**

**To:** Board of Trustees

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

**Re:** **Annual Monitoring Report for Executive Limitation 16: Learning Environment/Treatment of Students**

**Originator:** Deborah Lewis, Superintendent, Learning Services

**Resource Persons:** Susan Church, Director, Area II  
Elizabeth Gouthro, Director, Learning Services  
Ross Jaques, System Principal, Facilities and Environmental Services  
Kathryn Kelm, Administrative Analyst, Office of the Chief Superintendent  
Brant Parker, Director, Learning Innovation  
Sydney Smith, Director, Area IV  
Dianne Yee, Director, Learning Services

**I. PURPOSE OF THE REPORT**

The Board of Trustees requires the Chief Superintendent to report annually on Executive Limitation 16: Learning Environment/Treatment of Students. 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 16: LEARNING ENVIRONMENT/TREATMENT OF STUDENTS**

EL-16 states:

The Chief Superintendent shall not fail to establish and maintain a learning environment that is safe, caring and conducive to effective learning.

Accordingly, the Chief Superintendent shall not:

1. Fail to assure a culture that is characterized by mutual respect;
2. Fail to assure a culture that is characterized by support and encouragement for high student achievement;
3. Fail to establish and consistently enforce discipline policies to maintain safe and effective environments for all students;



4. Fail to provide opportunities for students to develop and demonstrate their leadership skills and to facilitate students to legitimately express their concerns and ideas in our schools and in our democratic society;
5. Tolerate any behaviours, actions or attitudes by staff or volunteers who have contact with students that hinder the academic performance or the well being of students;
6. Fail to provide safe learning conditions for students.

### **III. REASONABLE INTERPRETATION AND RESULTS**

The Calgary Board of Education (CBE) frames Three-Year Education Plans through the Ends policies of the Board of Trustees. Ends policies state the outcomes the Board of Trustees seeks for students on behalf of the citizens of Calgary. These outcomes are academic success, citizenship, personal development, character and a foundation of learning to function effectively in life, work and continued learning. The strategies and actions contained in the plans are based on student learning needs. Plans clearly demonstrate the alignment between school programs, service units and departments within the CBE, as we work together to support student learning. The plan shows the through line between the learning needs of individual students and the concepts stated in the Ends policies.

The Three-Year Education Plan provides a framework around and within which an environment conducive to learning is built, maintained, analyzed and re-built. An excellent learning environment nurtures both academic success and the realization of personal potential for all students. This environment has community at its core and holds an unwavering focus on a shared collective purpose. All community members strive to continuously improve the learning experience in both habits of practice and habits of mind. The learning environment provides the conditions necessary for engagement and challenges students to stretch and grow.

The learning environment put into place by the CBE interprets sound practice for the treatment of students in physical, emotional and social contexts. Attention is paid to the physical well-being of students and the maintenance of school facilities. Understanding the unique relationship between teacher and student in the presence of content is pivotal in building an instructional core conducive to effective learning. It is important that employees and volunteers connecting with students model behaviours, display attitudes and engage students in activities that demonstrate the strength of diversity.

In interpreting Executive Limitation 16 the Chief Superintendent acknowledges that, by including explicit policy provisions, the Board of Trustees has narrowed the potential for interpretation. Where the Board of Trustees has interpreted the EL through detailed policy provisions, no additional interpretation is necessary in order to measure compliance. Furthermore, if the detailed policy provision is a clear measurement in itself, then no measure rationale is required. 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 addition, the demonstration of compliance with these detailed policy provisions addresses the higher policy.

## **Policy Provision 1**

**Fail to assure a culture that is characterized by mutual respect.**

Chief Superintendent Interpretation: School plays an essential role in teaching cultural and societal values by helping students develop healthy attitudes towards themselves and others. A respectful, caring school community helps to develop healthy and respectful relationships between its members. It is important for all members of the organization to support a system-wide culture that is distinguished by respectful, responsible and appropriate interactions.

Therefore it is necessary to find the following.

### **Measure 1.1**

**100% of schools incorporated strategies in their work with students that supported positive learning environments and relationships.**

#### **Rationale 1.1**

The measure is explicit from the interpretation.

#### **Result 1.1**

100% and this measure was achieved.

Building positive relationships and a strong learning environment is a part of everything we do. It is not necessarily about a specific program or series of events. We understand that each and every interaction between teachers and students has an impact on how well we deliver instruction. We understand that all interactions amongst different members of our education community can have an impact on learning in our schools. The following examples provided by school principals give a flavour of the many ways we work to build relationships and a climate that is conducive to student learning.

We hold a staggered entry day so grade 7 students have a special day intentionally designed just for them.

We organize in teaching teams that facilitate learning through getting to know the interests, strengths and challenges of each student as well as developing shared teaching and learning strategies.

Our School Council is a forum for discussion of school issues. We have comprehensive newsletters that include "How are we doing?" feedback pages in our newsletter. We respond to comments and suggestions in a timely manner.

We use School Connect to send telephone messages regarding upcoming events, reminders and special circumstances.

We are visible in the school and at all events. We take the time to listen and respond in a thoughtful manner.



Our teachers phoned each of their families before the school year started to introduce themselves, to let parents know what to expect on the first day of school and to answer questions.

Our teachers start to work to get to know each of them as an individual as soon as students enter their class for the first time.

We mix classes and allow students to learn in flexible groupings so they have the opportunity to meet and work with more students and more teachers.

We had a Celebration of Learning in December. Students taught their parents their personal strategies for solving math problems and artwork was everywhere.

We actively involve our parents as partners throughout the learning process.

Our students in both the Autism Spectrum Disorder cluster and the Bridges class are integrated into regular classroom settings.

#### **Measure 1.2**

**88.1% of teachers, parents and students agreed that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.**

#### **Rationale 1.2**

This measure is taken from Alberta Education's Accountability Pillar Survey 2011 – the safe and caring schools section.

The standard for this measure is the province-wide result for 2011. The Calgary Board of Education compares its 2011 district result to the whole province. The goal is to see how our result fares relative to all other school districts in Alberta. Administration has determined that to be compliant the CBE result should equal that of the province.

#### **Result 1.2**

86.1% and this measure was not achieved.

#### **Measure 1.3**

**Calgary Board of Education administrative regulations supported responsible and appropriate use of Calgary Board of Education electronic information resources.**

#### **Rationale 1.3**

Administrative Regulation 1062 – Acceptable Use of Electronic Information Resources “applies to anyone using Calgary Board of Education electronic information resources including but not limited to employees, agents, appointees, consultants, contractors, persons on secondment, volunteers, practicum students,



student teachers, exchange teachers, students, parents and school council members.” The regulation addresses many aspects of acceptable use including general principles and specific information about respect for personal information and property.

#### Result 1.3

Yes an administrative regulation was in place and this measure was achieved.

#### Measure 1.4

**100% of schools communicated their digital strategy to students.**

#### Rationale 1.4

The digital strategy builds student understanding about the rights, responsibilities and obligations of working in a digital environment. Students learn to recognize issues and respond appropriately. Online safety is a component of the strategy, as is learning about the ethical use of technology; for example, not using socially inappropriate materials.

#### Result 1.4

99.1% and this measure was not achieved.

Two schools spent the 2010-2011 year developing their digital plan, which was shared with families at school council meetings and a parent information evening. The work with students began this fall.

#### Measure 1.5

**Calgary Board of Education has a *Working Relationship Commitment* document endorsed by administration and employee unions and associations.**

#### Rationale 1.5

The *Working Relationship Commitment* highlights critical elements of respectful working relationships. It asks employees to commit to “a culture of respect, trust and participation in support of student learning.”

#### Result 1.5

Yes and this measure was achieved.

### Policy Provision 2

**Fail to assure a culture that is characterized by support and encouragement for high student achievement.**

Chief Superintendent Interpretation: A system culture that supports and encourages students to do their best includes academic, citizenship, character and personal development. This culture provides the conditions needed for students to identify, develop and pursue individual gifts, talents and interests. The personalization of student learning is an overarching focus in our system and acts as a catalyst for the development of this culture. Teacher practice is a critical component and must be sustained through intentional instructional leadership and support. Professional development for

instructional leaders is directed toward bringing education initiatives and understandings to scale across the system. As our understanding of the personalization of student learning deepens, our capacity to address student needs through intentional teaching and learning also increases.

Therefore it is necessary to find the following.

**Measure 2.1**

**100% of school principals participated in leadership opportunities focused on the organization's overarching outcome of student success through the personalization of learning.**

**Rationale 2.1**

The measure is explicit from the interpretation.

**Result 2.1**

Yes and this measure was achieved.

**Measure 2.2**

**100% of schools undertook work on the personalization of student learning.**

**Rationale 2.2**

The measure is explicit from the interpretation.

**Result 2.2**

Yes and this measure was achieved.

**Measure 2.3**

**100% of CBE service units drew explicit connections between their work and their impact on achieving the personalization of student learning.**

**Rationale 2.3**

Alignment between the day-to-day work of each employee and student learning is critical when building a system culture that supports student achievement. It is expected that leaders engage staff in dialogue to advance system priorities and lead change through system initiatives.

**Result 2.3**

Yes and this measure was achieved.

**Measure 2.4**

**100% of school development plans were based on an analysis of student achievement, and focused strategies and actions on improving student learning.**

**Rationale 2.4**

The analysis of student achievement supports continuous improvement. Areas for improvement are identified through the analysis process. The strategies and

actions in school development plans are developed to address those areas for improvement, leading to support and encouragement for student achievement.

**Result 2.4**

100% of school development plans focused on improving student learning and this measure was achieved.

**Measure 2.5**

**100% of schools provided students with authentic opportunities to share and celebrate their learning.**

**Rationale 2.5**

A culture that recognizes and celebrates the importance of all aspects of learning fosters success and improvement, illustrating the causal relationship between self-concept and achievement. Self-concept influences student achievement and students' perceptions are influenced by environmental reinforcements.

**Result 2.5**

Yes and this measure was achieved.

**Policy Provision 3**

**Fail to establish and consistently enforce discipline policies to maintain safe and effective environments for all students.**

Chief Superintendent Interpretation: Emphasis in maintaining safe and secure learning environments is placed on strategies that foster consistent expectations for behaviour and mutually respectful interactions. As part of this emphasis, stress is placed on creating a school community that sets standards for behaviour and applies appropriate interventions. Communication of expectations with students builds understanding and creates a threshold so that enforcement may reasonably occur. Communication also allows parents to support and encourage school expectations with their children.

Therefore it is necessary to find the following.

**Measure 3.1**

**100% of schools communicated with students the expectations for students in school.**

**Rationale 3.1**

The measure is explicit in the interpretation.

**Result 3.1**

100% and this measure was achieved.



#### **Policy Provision 4**

**Fail to provide opportunities for students to develop and demonstrate their leadership skills and to facilitate students to legitimately express their concerns and ideas in our schools and in our democratic society.**

Chief Superintendent Interpretation: School is an authentic representation of the larger community with expectations for personal ownership and community membership. Education provides a forum in which students learn about democratic principles and practice, exercising their voices in ways that contribute to the common good. Students have opportunities to explore concepts and ideas relative to their own identities and within the world around them.

Therefore it is necessary to find the following.

##### **Measure 4.1**

**100% of schools offered local, national or international leadership opportunities.**

##### **Rationale 4.1**

The measure is explicit in the interpretation.

##### **Result 4.1**

100% and this measure was achieved.

Leadership opportunities are personalized for students. A few examples of the many leadership activities for students include reading buddies, school patrols, school ambassadors, membership in the Chief Superintendent's Student Advisory Council and representation at advisory councils organized by the provincial government. CBE students also learn leadership skills while participating in the International Certificate program.

#### **Policy Provision 5**

**Tolerate any behaviours, actions or attitudes by staff or volunteers who have contact with students that hinder the academic performance or the well being of students.**

Chief Superintendent Interpretation: Expectations for behaviour that are stated and communicated support a positive, respectful, equitable working and learning environment. This learning environment supports students' sense of well-being and their academic performance. Behaviours, actions and attitudes of individuals who have contact with students must be within the bounds of the established collective norms of the organization.

Therefore it is necessary to find the following.

**Measure 5.1**

**100% of new CBE employees were informed of their responsibilities and obligations at the point of hire.**

**Rationale 5.1**

As part of the hiring process new staff are required to review Administrative Regulation 4027—Code of Conduct for Employees. New employees become aware of the regulation and their commitment to comply with the expectations identified. Administrative Regulation 4027 states, “Employees, in the pursuit of their duties, shall treat students, parents and other members of the community with dignity, respect and consideration.”

**Result 5.1**

Yes and this measure was achieved.

**Measure 5.2**

**100% of new or rehired CBE employees were required to obtain a vulnerable sector police security check.**

**Rationale 5.2**

Vulnerable members of society are defined in the *Criminal Records Act* as persons who, because of age, a disability, or other circumstances, whether temporary or permanent are

- a. in a position of dependence on others or
- b. are otherwise at a greater risk than the general population of being harmed by a person in a position of authority or trust relative to them.

The Calgary Board of Education, as a member of the vulnerable sector, requires new or rehired employees to complete a vulnerable sector police security check. A successful clearance is one way to support student well-being.

**Result 5.2**

100% and this measure was achieved.

**Measure 5.3**

**100% of complaints to school principals of alleged inappropriate behaviour of staff or volunteers towards students were addressed.**

**Rationale 5.3**

One of the ways we build trusting relationships within a school community is by setting expectations for appropriate behaviour and addressing inappropriate actions on the part of employees or volunteers towards students in a timely and effective manner. It is important that students understand adults are equally responsible and accountable for their behaviour, actions and attitudes.

**Result 5.3**

Yes and this measure was achieved.

#### **Measure 5.4**

**100% of persons volunteering in CBE schools were vetted through the Volunteer Registration process.**

#### **Rationale 5.4**

All volunteers in schools are registered and agree by signature to the conditions outlined on the registration form. These conditions include the requirement for a police security clearance through Calgary Police Services, the expectation that volunteers will work positively and cooperatively in the school setting, and that failure to comply with conditions or CBE policies may result in termination of the volunteer position.

#### **Result 5.4**

99.1% and this measure was not achieved.

100% of CBE school principals stated clearly in their responses that all volunteers in their schools were required to obtain a vulnerable sector police security check in 2010-2011. Two school principals answered that, while all volunteers passed the police security check, the school could not positively state all volunteers had submitted a volunteer registration form.

#### **Measure 5.5**

**100% of schools communicated with parents that there is a process in place to bring forward concerns regarding the behaviours, actions or attitudes of staff and volunteers.**

#### **Rationale 5.5**

It is important that students, or parents/guardians on behalf of students, have an avenue to bring forward concerns regarding the accountability of adults working with students in schools. CBE Administrative Regulation 5007 – Concerns and Complaints outlines a process. In addition, schools use many methods to share how parents may go about connecting with staff. Two examples are notes in school newsletters about who to call and sharing appeal process information in conversation.

#### **Result 5.5**

100% and this measure was achieved.

### **Policy Provision 6**

**Fail to provide safe learning conditions for students.**

Chief Superintendent Interpretation: In the context of this provision, safe learning conditions for students are defined as conditions that ensure learning in an environment free from harm or danger. CBE processes are largely preventive in nature with plans and supports in place should an emergency occur.

Therefore it is necessary to find the following.



**Measure 6.1**

**100% of school building system inspections were completed as legislated.**

**Rationale 6.1**

The completion of inspections assures that building systems meet or exceed legislative requirements for safe environments. Inspections include and are not limited to boiler, emergency generator, emergency lighting, fire alarm, fire extinguisher, fire hydrant, sprinkler systems, elevator, kitchen hood and Canadian Climbers.

**Result 6.1**

Yes school building system inspections were completed and this measure was achieved.

**Measure 6.2**

**100% of schools had the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.**

**Rationale 6.2**

The measure is explicit from the interpretation.

**Result 6.2**

100% and this measure was achieved.

**Measure 6.3**

**100% of schools offering off-site activities to students had the required number of school employees on staff with a current certification in first aid participating in the activities, as set out by off-site activity manual.**

**Rationale 6.3**

The measure is explicit from the interpretation.

**Result 6.3**

99.5% and this measure was not achieved.

One high school principal indicated that while there were two wilderness first aid certified employees on staff, there was an instance in the 2010-2011 school year when both were not able to go on the same trip.

**Measure 6.4**

**100% of school principals (or their delegates) conducted one safety inspection in the school year.**

**Rationale 6.4**

The measure is explicit from the interpretation.

**Result 6.4**

97.2% and this measure was not achieved.

### **Measure 6.5**

- a) **100% of schools monitored by the CBE held a fire drill within one month of the school opening, or before September 30, whichever date came earlier.**
- b) **100% of schools monitored by the CBE held two fire drills between September 30 and December 31.**
- c) **100% of schools monitored by the CBE held three fire drills between January 1 and the end of the school year.**

#### **Rationale 6.5**

A fire drill is a planned event simulating evacuation in response to a fire. Everyone in a school must take part in a fire drill to practice the prompt and orderly evacuation of a school in preparation for an emergency. Administrative Regulation 3021 – Fire Drills and Alarms was developed for schools in accordance with the Alberta Fire Code and stipulates the number of fire drills required and the conditions under which fire drills must be held.

#### **Result 6.5**

- a) 97.6% of schools required to hold fire drills did so.
- b) 99.0% of schools required to hold fire drills did so.
- c) 99.0% of schools required to hold fire drills did so.

This measure was not achieved.

There are five schools where compliance with Fire Drill regulations are not monitored by the Calgary Board of Education. These schools are not included in the measure or the result: Dr. Gordon Townsend School, George Woods Learning Centre, West View School, William Roper Hull School and William Taylor Learning Centre.

### **Measure 6.6**

**The CBE provided support to school leaders through the Critical Incident Response Team.**

#### **Rationale 6.6**

In those circumstances where additional resources are required to mitigate the impacts on students and staff resulting from a crisis, the Critical Incident Response Team is available to provide support. In emergent and challenging situations, the assistance of highly trained, knowledgeable crisis responders can be critical in helping students continue to feel safe and secure in school.

#### **Result 6.6**

Yes and this measure was achieved.

**Measure 6.7**

**The CBE provided safety training for employees.**

**Rationale 6.7**

Safety training for employees supports safe learning environments and working conditions. Examples of the opportunities for employee training are Workplace Hazardous Materials Information System; training for physical education and extra-curricular sports coaches; and training programs that teach adults how to address student behaviour using positive behavioural supports. Specialized training is also provided to teachers and education assistants working with our most complex learners. Examples of this training are Therapeutic Crisis Intervention and Mandt.

**Result 6.7**

Yes and this measure was achieved.

**Measure 6.8**

**100% of schools had one certificated employee on staff with current suicide intervention training.**

**Rationale 6.8**

Our focus in this area is on intervention and prevention. Participation in the Applied Suicide Intervention Skills Training Program is offered to schools each fall.

**Result 6.8**

86% and this measure was not achieved.

Reviewing the responses from school principals has provided administration with information we will use to examine our processes. The table below shows the four categories of comments from the school principals who answered No.

<b>Number of School Responses</b>	<b>Category</b>
11	We have an employee on staff with this training. Their training is not current.
6	We had an employee on staff. The person left our school during the course of the year (on leave or transfer to another school).
6	We weren't able to send an employee to the training due to a conflict in schedules.
6	We haven't done this.



#### 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 16: Learning Environment/Treatment of Students.

This report contains a reasonable interpretation of EL-16 and documented results. Accordingly, I am reporting overall compliance with this Executive Limitation with exception of the following interpretations.

- Measure 1.2  
% of teachers, parents and students agreeing that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school

The Calgary Board of Education results are 2% lower than the provincial results.

- Measure 1.4  
% of schools communicating their digital strategy to students

Two schools developed their digital strategy through a collaborative staff process and shared with parents. Students will be brought into the process this fall and annually from this point forward.

- Measure 5.4  
% of school volunteers vetted through the volunteer registration process

There is a plan in place at the two schools to ensure all volunteers fill out a volunteer registration form. Volunteers at both schools completed vulnerable sector police information checks.

- Measure 6.3  
% of schools with required number of first aid certified school employees participating on off-site activities

Work is taking place with the school to address this expectation.

- Measure 6.4  
% of school safety inspections conducted by the principal or delegate

In follow-through with this issue, it became clear there was an assumption that all necessary school safety inspections would be completed by system personnel. There is a plan in place to more clearly communicate this expectation and process with principals.

- Measure 6.5  
% of schools holding required number of fire drills

Administration continues to address the issues around this expectation. Safety Services is notifying school principals in advance of deadlines when a fire drill has not yet occurred at their school.

- Measure 6.8  
% of schools with a certificated employee with current suicide intervention training

Administration is investigating options to address the non-compliance in this area. Examples of topics under discussion are expansion of training opportunities and the feasibility of schools sharing access to this expertise if there is no certificated employee on staff with current training.



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

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

**OCTOBER 18, 2011**

**CORRESPONDENCE**

**RECOMMENDATION:**

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

- **Email dated September 8, 2011 received from Keray Henke, Deputy Minister, Alberta Education, addressed to all superintendents of public, separate, francophone and charter school boards and executive directors of stakeholder associations regarding update on change agents and capacity building within Action on Inclusion.**
- **Correspondence dated September 12, 2011 received from Lavonne Adams, Business Operations Manager, Business Operations & Stakeholder Support Branch, Alberta Education, addressed to board chairs of the Calgary School District, the Calgary Roman Catholic Separate School District, the Okotoks School District, and the Foothills Roman Catholic Separate School District enclosing a copy of the Ministerial Order 057/2011, Boundary Adjustment Order.**

Respectfully Submitted,

D. Doll,  
Corporate Secretary's Office



-----Original Message-----

From: Education Deputy Minister [mailto:EducationDeputyMinister@gov.ab.ca]

Sent: Thu 9/8/2011 10:31 AM

Cc: Dianne McConnell

Subject: Update on Change Agents and Capacity Building within Action on Inclusion

To: All Superintendents of Public, Separate, Francophone and Charter School Boards

Executive Directors of Stakeholder Associations:

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

AISCA (Association of Independent Schools and Colleges in Alberta)

CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

Federation des parents francophones de l'Alberta

Over the summer, the department heard considerable feedback on the Action on Inclusion Expression of Interest process to select change agents and capacity builders. As you head into the capacity building meetings this month, I want to address this feedback.

Each jurisdiction is approaching implementation of an inclusive education system from a different starting point. Some jurisdictions have focused more intently on inclusive practice than others and are further along in their work. Implementing an inclusive education

system on a provincial scale requires a change of practice across the system and relies on considerable leadership from school boards, administrations and individual schools. Fundamentally, Action on Inclusion is about changing the way we approach our collective work.

Education has committed to supporting all school authorities in the valuable contributions they must make as the education system moves to inclusive practices. The process signaled Education's intent to support change in practice through a different funding allocation. I believe that a transformed education system will not be realized if we simply rely on current processes to achieve our goals. As with all new processes, there is some ebb and flow as we learn our way forward. We cannot be afraid to take risks, be innovative or creative in our thinking and demonstrate leadership through action.

The Expression of Interest process was an important step forward in our shared efforts to respond effectively to the individual needs of students across the province. Inclusion is about making real changes in ways that benefit children for years to come. Each school jurisdiction that submitted an expression of interest demonstrated capacity for change by providing a snapshot of change within the current system, not an indication of where they will be in the next six months, 12 months or longer.

All of the expressions of interest reflected change of practice and rightfully all submissions could be considered as change agents. The review process helped the review team determine who was furthest along the continuum of change in practice for broadening implementation of an inclusive education system. As we progress, some jurisdictions are likely to find that their work more closely aligns with the role of change agent because their expressions of interest exhibited exemplary practice in two or three of the areas. We will learn from these jurisdictions, and this progression is an indication of the ebb and flow of change; it is entirely appropriate.

Change agents were identified as those school jurisdictions that can provide us with the necessary system-wide information to support implementation on a much broader scale, but they will also focus on building capacity within their own jurisdictions and with others. Their funding comes with the expectation and responsibility to help build momentum to develop a community of practice that builds capacity for all of us to move in the same direction.

Everyone has something to share, and there will be many opportunities to work collaboratively as we all support the transformation of the education system. Capacity builders have an important role in encouraging and supporting change of practice across the province.

As you embark on the next steps of the change agent and capacity builder work, I urge you to consider how you and your schools can work to reach the exemplary categories on the change agent rubric and what we can collectively do to ensure all school authorities share and eventually reach this goal.

Keray Henke  
Deputy Minister  
Alberta Education

cc: Board Chairs of Public, Separate, Francophone and Charter School Jurisdictions  
Presidents of Stakeholder Associations:

ASBA (Alberta School Boards Association)

ASBOA (Association of School Business Officials of Alberta)

ASCA (Alberta School Councils' Association)

ATA (Alberta Teachers' Association)

AAPCS (Association of Alberta Public Charter Schools)

AISCA (Association of Independent Schools and Colleges in Alberta)

CASS (College of Alberta School Superintendents)

Federation des conseils scolaires francophones de l'Alberta

Federation des parents francophones de l'Alberta

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8th Floor Commerce Place  
10155 - 102 Street  
Edmonton, Alberta, Canada T5J 4L5  
www.education.alberta.ca

71404

September 12, 2011

Ms. Pat Cochrane, Board Chair  
Calgary School District  
1221-8 Street SW  
Calgary AB T2R 0L9

Mr. Serafino Scapino, Board Chair  
Calgary Roman Catholic Separate  
School District  
1000 - 5th Avenue SW  
Calgary AB T2P 4T9

Ms. Mary Stengler, Board Chair  
Christ the Redeemer Catholic Separate  
Regional Division  
Box 1318  
Okotoks AB T1S 1B3

Mrs. Diana Froc, Board Chair  
Foothills School Division  
PO Box 5700  
High River AB T1V 1M7

Dear Sir or Madame:

Attached for your records is a copy of the Ministerial Order 057/2011, The Calgary School District No. 19 and The Calgary Roman Catholic Separate School District No. 1 and The Okotoks School District No. 178 (The Foothills School Division No. 38) and The Foothills Roman Catholic Separate School District No. 346 (The Christ the Redeemer Catholic Separate Regional Division No. 3) Boundary Adjustment Order.

If you should require further information, please call me at 780-422-5844. To be connected toll free from outside of Edmonton, call 780 310 0000 and give the operator the appropriate telephone number.

Sincerely,

Lavonne Adams  
Business Operations Manager  
Business Operations & Stakeholder Support Branch

**Attachments**

cc:

Ted Morton, MLA, Foothills-Rocky View

Dave Rodney, MLA, Calgary-Lougheed

Ms. Naomi Johnson, Superintendent  
Calgary School District No. 19

Ms. Deborah Meyers, Secretary Treasurer  
Calgary School District No. 19

Dr. Lucille Miller, Superintendent  
Calgary Roman Catholic Separate School District  
No. 1

Mr. John Deausy, Secretary Treasurer  
Calgary Roman Catholic Separate School  
District No. 1

Mr. Michael O'Brien, Superintendent  
Christ the Redeemer Catholic Separate Regional  
Division No. 3

Mr. Dennis Schneider, Secretary Treasurer  
Christ the Redeemer Catholic Separate  
Regional Division No. 3

Mrs. Denise Rose, Superintendent  
Foothills School Division No. 38

Mr. Andrew Chipman,  
Secretary Treasurer  
Foothills School Division No. 38

Owen Tobert, City Manager, City of Calgary

Harry Riva Cambrin, Municipal Manager, Municipal District of Foothills No. 31

Tanya Desjarlais, Alberta Teachers' Association

Mary Lynn Campbell, Executive Director, Public School Boards' Association of Alberta

David Anderson, Executive Director, Alberta School Boards Association

Stefan Michniewski, Alberta Catholic School Trustees' Association

Michael Merritt, ADM, Municipal Affairs

Tim Shewchuk, Manager BLS, Information Services

Laura Cameron, Executive Director, Capital Planning

Brad Smith, School Finance

Gordana Bozunovic, Financial Reporting & Accountability

Rick Grebenstein, Senior Manager, Transportation, Business Operations & Stakeholder Support

GOVERNMENT OF ALBERTA  
DEPARTMENT OF EDUCATION  
MINISTERIAL ORDER (# 057 / 2011 )

I, Dave Hancock, Q.C., Minister of Education, pursuant to Section 239 of the **School Act**, make the Order in the attached Appendix, being The Calgary School District No. 19 and The Calgary Roman Catholic Separate School District No. 1 and The Okotoks School District No. 178 (The Foothills School Division No. 38) and The Foothills Roman Catholic Separate School District No. 346 (The Christ the Redeemer Catholic Separate Regional Division No. 3) Boundary Adjustment Order.

DATED at Edmonton, Alberta August 15, 2011.

  
\_\_\_\_\_  
MINISTER OF EDUCATION



## APPENDIX

MINISTERIAL ORDER (# 0 5 7 / 2011 )

### SCHOOL ACT

**The Calgary School District No. 19, The Calgary Roman Catholic Separate School District No. 1, The Okotoks School District No. 178 (The Foothills School Division No. 38), and The Foothills Roman Catholic Separate School District No. 346 (The Christ the Redeemer Catholic Separate Regional Division No. 3) Boundary Adjustment Order**

- 1 Pursuant to Sections 126 and 138 of the **Municipal Government Act**, Order in Council 43/2011 dated February 24, 2011, separated lands from the City of Calgary and annexed them to the Municipal District of Foothills No. 31.
- 2 Pursuant to Section 239 of the **School Act**, the following lands are taken from The City of Calgary (The Calgary School District No. 19 and The Calgary Roman Catholic Separate School District No. 1) and are added to The Okotoks School District No. 178 (The Foothills School Division No. 38) and The Foothills Roman Catholic Separate School District No. 346 (The Christ the Redeemer Catholic Separate Regional Division No. 3):

Township 22, Range 1, West of the 5<sup>th</sup> Meridian

That portion of the North half of Section 20 contained within Plan 1011285, Block 2, Lot 1, not within the Municipal District of Foothills No. 31.

- 3 The Calgary School District No. 19 shall be comprised of the following lands:

Township 22, Range 29, West of the 4<sup>th</sup> Meridian

Section 8; Sections 14 to 17 inclusive; Sections 20 to 23 inclusive; Sections 26 to 29 inclusive; Sections 32 to 35; Fractional sections 7, 18, 19, 30, and 31; Those portions of Sections 3, 4, 10, and 11 lying North of the Bow River; Those portions of Section 9 lying North of the Bow River and Southwest of the left bank of the Bow River and West of the most Westerly road right-of-way of the Deerfoot Trail; Those portions of Sections 25 and 36 contained in Road Plan 741 0459.

Township 23, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

Township 24, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

Township 25, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive.

## APPENDIX

### MINISTERIAL ORDER (# 057 / 2011 )

#### Township 22, Range 1, West of the 5<sup>th</sup> Meridian

Sections 12 and 13; Sections 21 to 36 inclusive; Those portions of Sections 11 and 14 lying North and East of the Macleod Trail; Legal subdivisions 9, 13, 14, 15, and 16 of Section 19; Legal subdivisions 12, 13, 14, 15, and 16, excluding those lands contained within Plan 1011285, Block 2, Lot 1 of Section 20; Those portions of Sections 19 and 20 contained in Road Plan 1996 I.X.

#### Township 22, Range 2, West of the 5<sup>th</sup> Meridian

Sections 25 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of Sections 22 to 24 inclusive contained in Road Plan 2413 I.X.

#### Township 23, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

#### Township 24, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

#### Township 24, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 32 to 36 inclusive; East half of Section 31; That portion of the Northeast quarter of Section 8 contained in Road Plan 7810831; That portion of the East half of Section 20 contained in Road Plan 7810330.

#### Township 25, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive, except that portion of the North half lying East of the West limit of main Highway No. 2A as shown on Road Plan 7598 J.K.

#### Township 25, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 28 inclusive; Sections 33 to 36 inclusive; That portion of the Southeast quarter of Section 6 lying South of the Bow River.

#### Township 26, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 and 2 contained in Road Plan 8011000.

All government road allowances and government road allowance intersections intervening and adjoining the above described lands.

4. The Okotoks School District No. 178 (The Foothills School Division No. 38) shall be comprised of the following lands:

#### Township 17, Range 28, West of the 4<sup>th</sup> Meridian

Sections 9, 16, 19, and 20; Sections 29 to 32 inclusive; North half of Section 17; North half and Southwest quarter of Section 18.

#### Township 17, Range 29, West of the 4<sup>th</sup> Meridian

Sections 23 to 29 inclusive; Sections 32 to 36 inclusive; Northeast quarters of Sections 15 and 19; North halves of Sections 13, 14, 20 and 21; Northwest quarter and East half of Section 22; East halves of Sections 30 and 31.

#### Township 18, Range 28, West of the 4<sup>th</sup> Meridian

Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 29 to 32 inclusive; the West half of Section 9.

APPENDIX

MINISTERIAL ORDER (# 0 5 7 / 2011 )

Township 18, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 36 inclusive; East halves of Sections 6 and 7.

Township 18, Range 30, West of the 4<sup>th</sup> Meridian

Fractional Sections 13, 24, 25, and 36.

Township 19, Range 26, West of the 4<sup>th</sup> Meridian

Sections 2 to 11 inclusive; Sections 14 to 23 inclusive; Sections 26 to 35 inclusive.

Township 19, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; Fractional Sections 6, 7, 18, 19, 30, and 31.

Township 20, Range 26, West of the 4<sup>th</sup> Meridian

Sections 2 to 4 inclusive; Sections 9 to 11 inclusive; Sections 14 to 16 inclusive; Sections 20 to 23 inclusive; Sections 26 to 29 inclusive; Sections 32 to 35 inclusive; East half and Southwest quarter of Section 5; South half of Section 6; East halves of Sections 8, 17, and 31.

Township 20, Range 27, West of the 4<sup>th</sup> Meridian

Sections 3 to 10 inclusive; South half of Section 1.

Township 20, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 to 35 inclusive.

Township 20, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; Fractional Sections 6, 7, 18, 19, 30, and 31.

Township 21, Range 26, West of the 4<sup>th</sup> Meridian

Sections 2 to 5 inclusive; Sections 8 to 11 inclusive; Sections 14 to 17 inclusive; East half of Section 6; Those portions of Sections 20, 21, 22, 23, 27, and 28 lying South of the Bow River.

Township 21, Range 27, West of the 4<sup>th</sup> Meridian

Sections 7, 8, 17, and 18. Those portions of Sections 19, 20, 29, and 30 lying South of the Bow River.

Township 21, Range 28, West of the 4<sup>th</sup> Meridian

Sections 2 to 24 inclusive; Sections 27 to 33 inclusive; Those portions of Sections 25, 26, 34, and 35 lying South of the Bow River.

Township 21, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; Fractional Sections 6, 7, 18, 19, 30, and 31.

Township 22, Range 28, West of the 4<sup>th</sup> Meridian

Section 6; Those portions of Sections 4, 5, 7, and 8 lying South of the Bow River.



## APPENDIX

### MINISTERIAL ORDER (#.0 5 7 / 2011 )

Township 22, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1, 2, and 5; Fractional Section 6; Those portions of Sections 3, 4, 10, 11, and 12 lying South of the Bow River; Those portions of Section 9 lying South of the Bow River and Southeast of the right bank of the Bow River and East of the most Easterly road right-of-way of the Deerfoot Trail.

Township 18, Range 1, West of the 5<sup>th</sup> Meridian

Section 7; Sections 17 to 21 inclusive; Sections 24 to 36 inclusive; North half of Section 13; Those portions of Sections 5, 8, 9, 15, 16, 22, and 23 lying North and West of the Highwood River; That portion of Section 6 lying North of the Highwood River and the North Fork of the Highwood River.

Township 18, Range 2, West of the 5<sup>th</sup> Meridian

Section 9; Sections 13 to 36 inclusive; North halves of Sections 7 and 8; Those portions of Sections 1, 10, 11, and 12 lying North and East of the Highwood River.

Township 18, Range 3, West of the 5<sup>th</sup> Meridian

Sections 13 to 36 inclusive; North halves of Sections 7 to 12 inclusive.

Township 18, Range 4, West of the 5<sup>th</sup> Meridian

Sections 13 to 17 inclusive; Sections 20 to 27 inclusive; Sections 34 to 36 inclusive; North halves of Sections 8 to 12 inclusive.

Township 19, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive.

Township 19, Range 4, West of the 5<sup>th</sup> Meridian

Sections 1 and 12.

Township 20, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 20, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 20, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 3 inclusive; Sections 7 to 36 inclusive.

Township 20, Range 4, West of the 5<sup>th</sup> Meridian

Sections 12 to 14 inclusive; Sections 24 and 25; North half of Section 11; That portion of the East half of Section 23 lying South of the Three Point Creek; That portion of Section 26 lying South and East of the Three Point Creek; South half and Northeast quarter of Section 36.

Township 21, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 21, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

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MINISTERIAL ORDER (# 0 5 7 / 2011 )

Township 21, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 21, Range 4, West of the 5<sup>th</sup> Meridian

Section 25; Sections 31 to 36 inclusive; East halves of Sections 1, 12, 13, and 24.

Township 22, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 10 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 11 and 14 lying West of the Macleod Trail; Those portions of Sections 19 and 20 contained within the Municipal District of Foothills, including those portions contained within Plan 1011285, Block 2, Lot 1.

Township 22, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 21 inclusive; Sections 28 to 33 inclusive; Those portions of Sections 22, 23, and 24 contained within the Municipal District of Foothills.

Township 22, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 22, Range 4, West of the 5<sup>th</sup> Meridian

Sections 1 to 6 inclusive; Sections 8 to 16 inclusive; Sections 23 to 27 inclusive; Sections 34 to 36 inclusive; South half and Northeast quarter of Section 22.

- 5 The Calgary Roman Catholic Separate School District No. 1 shall be comprised of the following lands:

Township 21, Range 27, West of the 4<sup>th</sup> Meridian

Sections 25 to 27 inclusive; Sections 31 to 36 inclusive; Those portions of Sections 22, 23, 24, 28, 29, and 30 lying North of the Bow River.

Township 21, Range 28, West of the 4<sup>th</sup> Meridian

Section 36; Those portions of Sections 25 and 26 lying North of the Bow River; Those portions of Sections 34 and 35 lying North and East of the Bow River.

Township 22, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 22, Range 28, West of the 4<sup>th</sup> Meridian

Sections 1 and 2; Sections 9 to 36 inclusive; Those portions of Sections 3, 4, 5, 7, and 8 lying North and East of the Bow River.

Township 22, Range 29, West of the 4<sup>th</sup> Meridian

Section 8; Sections 13 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; Fractional Sections 7, 18, 19, 30, and 31; Those portions of Sections 3, 4, 9, 10, 11, and 12 lying North of the Bow River; Those portions of Section 9 lying North of the Bow River and Southwest of the left bank of the Bow River and West of the most Westerly road right-of-way of the Deerfoot Trail.

Township 23, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

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MINISTERIAL ORDER (H 0 5 7 / 2011 )

Township 23, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 23, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive;  
Sections 33 to 36 inclusive.

Township 24, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 24, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 24, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive;  
Sections 33 to 36 inclusive.

Township 25, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; West halves of Sections 4, 9, 16,  
21, 30, and 31; Southwest quarter of Section 28; Southeast quarter of Section 29.

Township 25, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 25, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive;  
Sections 33 to 36 inclusive.

Township 26, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 4, 6, 7, 9, 18, 19, 30, and 31; West halves of Sections 3 and 10; South half and  
Northeast quarter of Section 5; Southeast quarter of Section 8.

Township 26, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive;  
Sections 34 to 36 inclusive; Portions of Sections 4, 9, 16, 21, 28, and 33.

Township 27, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 6 to 9 inclusive; Sections 14 to 24 inclusive; Sections 27 to 34 inclusive;  
North halves of Sections 5, 10, and 11.

Township 27, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 18, 19, 30, and 31.

Township 27, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 4 to 9 inclusive; Sections 13 to 30 inclusive; Sections 34 to 36 inclusive;  
West half of Section 33.

Township 27, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 and 2; Sections 11 to 14 inclusive; Sections 23 to 26 inclusive; Portions of  
Sections 3, 10, 15, 22, and 27.

Township 28, Range 26, West of the 4<sup>th</sup> Meridian  
Those portions of Sections 4, 5, and 6 lying South of the Rosebud River.



## APPENDIX

### MINISTERIAL ORDER (# 057 / 2011 )

Township 28, Range 27, West of the 4<sup>th</sup> Meridian  
Section 6.

Township 28, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; East half of Section 4.

Township 28, Range 29, West of the 4<sup>th</sup> Meridian  
Portions of Sections 15, 22, 27, and 34.

Township 29, Range 29, West of the 4<sup>th</sup> Meridian  
Portions of Section 3.

Township 22, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 12 and 13; Sections 21 to 36 inclusive; All those portions of Sections 11 and 14 lying North and East of the Macleod Trail; Legal subdivisions 9, 13, 14, 15, and 16 of Section 19; Legal subdivisions 12, 13, 14, 15, and 16 of Section 20, excluding those lands contained within Plan 1011285, Block 2, Lot 1 of Section 20; Those portions of Sections 19 and 20 contained in Road Plan 1996 I.X.

Township 22, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 25 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of Sections 22 to 24 inclusive contained in Road Plan 2413 I.X.

Township 23, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 23, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 35 and 36 lying North and East of the Elbow River.

Township 23, Range 4, West of the 5<sup>th</sup> Meridian  
Those portions of Sections 18, 19, 20, 28, 29, 33, and 34 contained within Lots 6, 7, and 8, Plan 57814 C.L.S., the Sarcee Indian Reserve No. 145.

Township 23, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 8 to 36 inclusive.

Township 24, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 24, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 32 to 36 inclusive; East half of Section 31; That portion of the Northeast quarter of Section 8 contained in Road Plan 7810831; That portion of the East half of Section 20 contained in Road Plan 7810330.

Township 24, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 18, 19, 30, and 31.

Township 24, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 25, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive, except that portion of the North half lying East of the West limit of main Highway No. 2A as shown on Road Plan 7598 J.K.

## APPENDIX

### MINISTERIAL ORDER (# 057 / 2011 )

Township 25, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 25, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 13, 24, 25, and 26; Sections 31 to 36 inclusive; Those portions of Sections 1, 12, 14, and 23 lying North and East of the Bow River; Those portions of Sections 20 to 22 inclusive and Sections 27 to 30 inclusive lying North of the Bow River.

Township 25, Range 4, West of the 5<sup>th</sup> Meridian  
Section 6; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; East halves of Sections 8, 17, 20, and 29.

Township 25, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 1 to 6 inclusive.

Township 25, Range 6, West of the 5<sup>th</sup> Meridian  
That portion of Section 31 lying North of the Bow River and outside the Stony Indian Reserve.

Township 25, Range 7, West of the 5<sup>th</sup> Meridian  
That portion of Section 36 lying North of the Bow River and outside the Stony Indian Reserve.

Township 26, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive except Road Plan 620 L.K.

Township 26, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 26, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 26, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 to 4 inclusive; Sections 7 to 16 inclusive; Sections 21 to 29 inclusive; Sections 32 to 36 inclusive; South half of Section 17; East halves of Sections 30 and 31; North half of Section 20; Southeast quarter and that portion of Section 18 lying South of the Bow River; Northeast quarter of Section 19; That portion of the Northeast quarter of Section 5 lying North of the Bow River, including the Canadian Pacific Railway Right of Way.

Township 26, Range 5, West of the 5<sup>th</sup> Meridian  
Sections 19 to 21 inclusive; Sections 28 to 33 inclusive; West halves of Sections 22 and 27; Those portions of the Northwest quarter of Sections 6 and 7 lying outside the Stony Indian Reserve; Northeast quarter of Section 8; Those portions of the West halves of Sections 15 and 16 lying North of the Bow River; Those portions of Sections 13, 17, and 18 lying South of the Bow River.

Township 26, Range 6, West of the 5<sup>th</sup> Meridian  
Sections 7 and 8; Sections 14 to 36 inclusive; Those portions of Sections 3, 4, 5, 6, 9, 10, and 11 lying North of the Bow River (Ghost Power Dam Reservoir); Those portions of Sections 12 and 13 including the island in Section 13 lying outside the Stony Indian Reserve.

## APPENDIX

### MINISTERIAL ORDER (M 0 5 / / 2011 )

Township 26, Range 7, West of the 5<sup>th</sup> Meridian

Section 13; Sections 18 to 36 inclusive; Those portions of Sections 1, 7, 8, 11, 12, 14, 15, 16, and 17 lying North of the Stony Indian Reserve.

Township 27, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive, except those lands in Section 13 included in Road Plan 4209 E.Z.

Township 27, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 27, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 6 inclusive; Sections 9 to 16 inclusive; Sections 23 to 26 inclusive; Sections 35 and 36; East halves of Sections 22, 27, and 34.

Township 27, Range 4, West of the 5<sup>th</sup> Meridian

Sections 1 to 8 inclusive; South halves of Sections 9 to 12 inclusive; Sections 17 to 20 inclusive; Sections 29 to 32 inclusive.

Township 27, Range 5, West of the 5<sup>th</sup> Meridian

Sections 5 to 8 inclusive; Sections 13 to 36 inclusive; East half of Section 12.

Township 27, Range 6, West of the 5<sup>th</sup> Meridian

Sections 1 to 12 inclusive; Sections 17 and 18.

Township 27, Range 7, West of the 5<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 12 inclusive.

Township 28, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 28, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 6 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive; South halves of Sections 7 and 9; East half of Section 33; Southeast quarter of Section 8; Northeast quarter of Section 28.

Township 28, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 and 2; East half of Section 3; South halves of Sections 11 and 12; Southeast quarter of Section 10.

Township 28, Range 4, West of the 5<sup>th</sup> Meridian

South halves of Sections 5 and 6.

Township 28, Range 5, West of the 5<sup>th</sup> Meridian

South halves of Sections 1 to 6 inclusive.

Township 29, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 15 inclusive.

Township 29, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1, 2, 11, and 12.



APPENDIX

MINISTERIAL ORDER (# 0 5 7 / 20\*\* )

- 6 The Foothills Roman Catholic Separate School District No. 346 (The Christ the Redeemer Catholic Regional Division No. 3) shall be comprised of the following lands:

Township 13, Range 13, West of the 4<sup>th</sup> Meridian

Those portions of Sections 31 and 32 lying North of the Bow River.

Township 14, Range 12, West of the 4<sup>th</sup> Meridian

Sections 19 and 30; Those portions of Sections 17, 18, 20, 29, 31, and 32 lying West of the Twelve Mile Coulee Spillway.

Township 14, Range 13, West of the 4<sup>th</sup> Meridian

Sections 5 to 10 inclusive; Sections 13 to 36 inclusive; Those portions of Sections 2, 3, 4, 11, and 12 lying North of the Bow River and West of the Twelve Mile Creek.

Township 14, Range 14, West of the 4<sup>th</sup> Meridian

Sections 10 to 15 inclusive; Sections 22 to 28 inclusive; Sections 31 to 36 inclusive; Those portions of Sections 1, 2, 3, 9, 16, 21, 29, and 30 lying North of the Bow River.

Township 14, Range 15, West of the 4<sup>th</sup> Meridian

All that portion of the Township lying North of the Bow River.

Township 14, Range 16, West of the 4<sup>th</sup> Meridian

Section 36; Those portions of Sections 25, 26, and 35 lying East and North of the Bow River.

Township 15, Range 12, West of the 4<sup>th</sup> Meridian

Those portions of Sections 6 and 7 lying West of the Twelve Mile Coulee Spillway.

Township 15, Range 13, West of the 4<sup>th</sup> Meridian

Sections 1 to 11 inclusive; Sections 16 to 20 inclusive; Section 30; Those portions of Sections 12, 14, 15, 21, 22, 28, 29, 31, and 32 lying West of the Twelve Mile Coulee Spillway.

Township 15, Range 14, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 15, Range 15, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 15, Range 16, West of the 4<sup>th</sup> Meridian

Sections 34 to 36 inclusive; Those portions of Sections 1, 12, and 13 lying East of the Bow River; Those portions of Sections 24 to 28 inclusive and Sections 32 and 33 lying North and East of the Bow River.

Township 16, Range 13, West of the 4<sup>th</sup> Meridian

Sections 3 to 10 inclusive; Sections 15 to 18 inclusive; South half of Section 22; Southeast quarter of Section 21.

APPENDIX

MINISTERIAL ORDER (# 057 / 2011)

Township 16, Range 14, West of the 4<sup>th</sup> Meridian

Sections 1 and 2; Sections 4 to 8 inclusive; Sections 11 to 15 inclusive; Sections 17 to 20 inclusive; Sections 22 and 23; Sections 26 to 35 inclusive; Those portions of Sections 3, 9, 10, 16, and 21 lying South, East and West of the Canadian Pacific Company Irrigation Canal.

Township 16, Range 15, West of the 4<sup>th</sup> Meridian

Sections 1 to 22 inclusive; Sections 29 to 33 inclusive; Those portions of Sections 23 to 28 inclusive and Section 34 lying South and West of the Lake Newell Reservoir.

Township 16, Range 16, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 10 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; Those portions of Sections 5, 8, 9, 17, 20, 29, and 32 lying East of the Bow River.

Township 17, Range 12, West of the 4<sup>th</sup> Meridian

Sections 17 to 20 inclusive; Sections 29 to 32 inclusive.

Township 17, Range 13, West of the 4<sup>th</sup> Meridian

Sections 13 to 36 inclusive.

Township 17, Range 14, West of the 4<sup>th</sup> Meridian

Sections 2 to 11 inclusive; Sections 13 to 36 inclusive.

Township 17, Range 15, West of the 4<sup>th</sup> Meridian

That portion of the Township lying West of the Lake Newell Reservoir.

Township 17, Range 16, West of the 4<sup>th</sup> Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 19 to 36 inclusive; Those portions of Sections 5, 8, and 17 lying East of the Bow River; That portion of Section 18 lying North of the Bow River.

Township 17, Range 17, West of the 4<sup>th</sup> Meridian

All sections lying North and East of the Bow River.

Township 17, Range 18, West of the 4<sup>th</sup> Meridian

That portion of Section 36 lying East of the Bow River.

Township 17, Range 28, West of the 4<sup>th</sup> Meridian

Sections 9, 16, 19, 20, and Sections 29 to 32 inclusive; North half of Section 17; North half and the Southwest quarter of Section 18.

Township 17, Range 29, West of the 4<sup>th</sup> Meridian

Sections 23 to 29 inclusive; Sections 32 to 36 inclusive; North halves of Sections 13 and 14; East half and Northwest quarter of Section 22; Northeast quarters of Section 15 and Section 19; North halves of Sections 20 and 21; East halves of Sections 30 and 31.

Township 18, Range 12, West of the 4<sup>th</sup> Meridian

South halves of Sections 5 and 6.

Township 18, Range 13, West of the 4<sup>th</sup> Meridian

Sections 30 and 31; South halves of Sections 1 to 6 inclusive.

APPENDIX

MINISTERIAL ORDER (# 057 / 2011 )

Township 18, Range 14, West of the 4<sup>th</sup> Meridian

Sections 2 to 11 inclusive; Sections 14 to 23 inclusive; Sections 25 to 36 inclusive;  
West halves of Sections 1, 12, 13, and 24.

Township 18, Range 15, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 18, Range 16, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 18, Range 17, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 18, Range 18, West of the 4<sup>th</sup> Meridian

Sections 35 and 36; Those portions of Sections 1, 12, 13, 24, 25, 26, and 34 lying East of  
the Bow River.

Township 18, Range 26, West of the 4<sup>th</sup> Meridian

Sections 3 to 10 inclusive; Sections 13 to 20 inclusive; Sections 29 to 32 inclusive;  
West halves of Sections 2 and 11; South halves of Sections 21 to 24; West half of  
Section 28; West half and Northeast quarter of Section 33.

Township 18, Range 27, West of the 4<sup>th</sup> Meridian

Sections 1, 12, 13, 24, 25, and 36.

Township 18, Range 28, West of the 4<sup>th</sup> Meridian

Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 29 to 32 inclusive;  
West half of Section 9.

Township 18, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 36 inclusive; East halves of Sections 6 and 7.

Township 18, Range 30, West of the 4<sup>th</sup> Meridian

Fractional Sections 13, 24, 25, and 36.

Township 19, Range 13, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 14, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 15, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 16, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 17, West of the 4<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 18, West of the 4<sup>th</sup> Meridian

Section 1; Sections 25 to 28 inclusive; Sections 32 to 36 inclusive; Those portions of  
Sections 2 and 12 lying East of the Bow River; Those portions of Sections 13 and 14,  
Sections 20 to 24 inclusive, and Sections 29 to 31 inclusive lying North and East of the  
Bow River.



APPENDIX

MINISTERIAL ORDER (#. / 5 7 / )

Township 19, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 19, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1, 12, 13, 24, 25, and 36 inclusive.

Township 19, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 28 to 33 inclusive; North half and Southwest quarter of Section 34; West half of Section 27.

Township 19, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 3 to 10 inclusive; Sections 14 to 23 inclusive; Sections 25 to 36 inclusive; West halves of Sections 13 and 24.

Township 19, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; Fractional Sections 6, 7, 18, 19, 30, and 31.

Township 20, Range 12, West of the 4<sup>th</sup> Meridian  
Sections 6, 7, 18, 19, 30, 31; Those portions of Section 32 lying North and West of the Little Sandhill Creek.

Township 20, Range 13, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 14, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 15, West of the 4<sup>th</sup> Meridian  
Section 31; East halves of Sections 1, 12, 13, 24, 25, and 36; North half of Section 32.

Township 20, Range 16, West of the 4<sup>th</sup> Meridian  
Sections 35 and 36.

Township 20, Range 17, West of the 4<sup>th</sup> Meridian  
Sections 1 to 24 inclusive; Sections 26 to 35 inclusive.

Township 20, Range 18, West of the 4<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 7 to 36 inclusive; That portion of Section 6 lying East of the Bow River.

Township 20, Range 19, West of the 4<sup>th</sup> Meridian  
That portion of the Township lying North and East of the Bow River.

Township 20, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 26, West of the 4<sup>th</sup> Meridian  
Section 1; Sections 12 to 16 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive; East halves of Sections 17 and 31; North halves of Sections 9, 10 and 11; Northeast quarter of Section 8.

Township 20, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 3 to 10 inclusive.

APPENDIX

MINISTERIAL ORDER (# 057 / 2011 )

Township 20, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 1 to 35 inclusive.

Township 20, Range 29, West of the 4<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive;  
Sections 32 to 36 inclusive; Fractional Sections 6, 7, 18, 19, 30, and 31.

Township 21, Range 12, West of the 4<sup>th</sup> Meridian  
Sections 29 to 32 inclusive; North halves of Sections 19 and 20; Those portions of the  
North half of Section 21 and those portions of Sections 28 and 33 lying West of the Red  
Deer River.

Township 21, Range 13, West of the 4<sup>th</sup> Meridian  
Sections 3 to 10 inclusive; Section 15; Sections 25 and 36; Northeast and Southwest  
quarter of Section 23; West halves of Sections 2, 11, and 14; South halves of Sections 16,  
17, 18, and 22; North half of Section 24; East halves of Sections 26 and 35.

Township 21, Range 14, West of the 4<sup>th</sup> Meridian  
Sections 1 and 12; South halves of Sections 3, 4, 5, 6, and 13.

Township 21, Range 15, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; West half of Section 9; Southeast quarter of Section 1;  
Northwest quarter of Section 4.

Township 21, Range 16, West of the 4<sup>th</sup> Meridian  
Sections 1, 2, 11, and 12.

Township 21, Range 17, West of the 4<sup>th</sup> Meridian  
Sections 5 to 8 inclusive; Sections 17 to 20 inclusive; Sections 29 to 32 inclusive.

Township 21, Range 18, West of the 4<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 21, Range 19, West of the 4<sup>th</sup> Meridian  
South half and Northeast quarter of Section 25; East half of Section 36; Southeast quarter  
of Section 26; Those portions of Section 24 and East half of Section 23 lying North of the  
Canadian Pacific Railway Right of Way.

Township 21, Range 25, West of the 4<sup>th</sup> Meridian  
Sections 1 to 29 inclusive; Those portions of Sections 30 to 36 lying South of the  
Bow River.

Township 21, Range 26, West of the 4<sup>th</sup> Meridian  
Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; East half of Section 6; Those  
portions of Sections 20, 21, 22, 23, 24, 25, 27, and 28 lying South of the Bow River.

Township 21, Range 27, West of the 4<sup>th</sup> Meridian  
Sections 7 and 8; Sections 17 to 19 inclusive; Those portions of Sections 20, 29, and 30  
lying South of the Bow River.

Township 21, Range 28, West of the 4<sup>th</sup> Meridian  
Sections 2 to 24 inclusive; Sections 27 to 33 inclusive; Those portions of Sections 25, 26,  
34, and 35 lying South of the Bow River.

## APPENDIX

### MINISTERIAL ORDER (# 0 5 7 / 2011 )

Township 21, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1 to 5 inclusive; Sections 8 to 17 inclusive; Sections 20 to 29 inclusive;  
Sections 32 to 36 inclusive; Fractional Sections 6, 7, 18, 19, 30, and 31.

Township 22, Range 12, West of the 4<sup>th</sup> Meridian

Section 6; Those portions of Sections 4, 5, 7, and 8 lying South and West of the Red Deer River.

Township 22, Range 13, West of the 4<sup>th</sup> Meridian

Section 1; East half of Section 2; Those portions of Sections 11 and 12 lying South and East of the Red Deer River.

Township 22, Range 17, West of the 4<sup>th</sup> Meridian

Sections 5 to 8 inclusive.

Township 22, Range 18, West of the 4<sup>th</sup> Meridian

Sections 1, 2, 11, and 12.

Township 22, Range 28, West of the 4<sup>th</sup> Meridian

Section 6; Those portions of Sections 4, 5, 7, and 8 lying South of the Bow River.

In Township 22, Range 29, West of the 4<sup>th</sup> Meridian

Sections 1, 2, and 5; Fractional Section 6; Those portions of Sections 3, 4, 10, 11, and 12 lying South of the Bow River; Those portions of Section 9 lying South of the Bow River and Southeast of the right bank of the Bow River and East of the most Easterly road right-of-way of the Deerfoot Trail.

Township 18, Range 1, West of the 5<sup>th</sup> Meridian

Section 7; Sections 17 to 21 inclusive; Sections 24 to 36 inclusive; North half of Section 13; Those portions of Sections 5, 8, 9, 15, 16, 22, and 23 lying North and West of the Highwood River; That portion of Section 6 lying North of the Highwood River and the North Fork of the Highwood River.

Township 18, Range 2, West of the 5<sup>th</sup> Meridian

Section 9; Sections 13 to 36 inclusive; North halves of Sections 7 and 8; Those portions of Sections 1, 10, 11, and 12 lying North and East of the Highwood River.

Township 18, Range 3, West of the 5<sup>th</sup> Meridian

Sections 13 to 36 inclusive; North halves of Sections 7 to 12 inclusive.

Township 18, Range 4, West of the 5<sup>th</sup> Meridian

Sections 13 to 17 inclusive; Sections 20 to 27 inclusive; Sections 34 to 36 inclusive; North halves of Sections 8 to 12 inclusive.

Township 18, Range 9, West of the 5<sup>th</sup> Meridian

That portion of the Township lying North and East of the British Columbia border.

Township 19, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 19, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 17 inclusive; Sections 20 to 29 inclusive; Sections 32 to 36 inclusive.



APPENDIX

MINISTERIAL ORDER (# 0 5 7 / 2011 )

Township 19, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 1 and 12.

Township 19, Range 8, West of the 5<sup>th</sup> Meridian  
That portion of the Township lying North of the British Columbia border.

Township 19, Range 9, West of the 5<sup>th</sup> Meridian  
That portion of the Township lying North and East of the British Columbia border.

Township 19, Range 10, West of the 5<sup>th</sup> Meridian  
That portion of the Township lying East of the British Columbia border.

Township 20, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 3 inclusive; Sections 7 to 36 inclusive.

Township 20, Range 4, West of the 5<sup>th</sup> Meridian  
Sections 12 to 14 inclusive; Sections 24 and 25; North half of Section 11; That portion of the East half of Section 23 lying South of the Three Point Creek; That portion of Section 26 lying South and East of the Three Point Creek; South half and Northeast quarter of Section 36.

Township 20, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 9, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 20, Range 10, West of the 5<sup>th</sup> Meridian  
That portion of the Township lying East of the British Columbia border.

Township 21, Range 1, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 21, Range 2, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 21, Range 3, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 21, Range 4, West of the 5<sup>th</sup> Meridian  
Section 25; Sections 31 to 36 inclusive; East halves of Sections 1, 12, 13, and 24.

Township 21, Range 8, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

Township 21, Range 9, West of the 5<sup>th</sup> Meridian  
Sections 1 to 36 inclusive.

## APPENDIX

### MINISTERIAL ORDER (# 0 5 7 / 2011 )

Township 21, Range 10, West of the 5<sup>th</sup> Meridian

That portion of the Township lying East of the British Columbia border.

Township 21, Range 11, West of the 5<sup>th</sup> Meridian

That portion of the Township lying East of the British Columbia border.

In Township 22, Range 1, West of the 5<sup>th</sup> Meridian

Sections 1 to 10 inclusive; Sections 15 to 18 inclusive; Those portions of Sections 11 and 14 lying West of the Macleod Trail; Portions of Sections 19 and 20 contained within the Municipal District of Foothills, including those lands contained within Plan 1011285, Block 2, Lot 1 of Section 20.

Township 22, Range 2, West of the 5<sup>th</sup> Meridian

Sections 1 to 21 inclusive; Sections 28 to 33 inclusive; Portions of Sections 22 to 24 inclusive.

Township 22, Range 3, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 22, Range 4, West of the 5<sup>th</sup> Meridian

Sections 1 to 6 inclusive; Sections 8 to 16 inclusive; Sections 23 to 27 inclusive; Sections 34 to 36 inclusive; South half and Northeast quarter of Section 22.

Township 22, Range 8, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 22, Range 9, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 22, Range 10, West of the 5<sup>th</sup> Meridian

That portion of the Township lying South of the Banff National Park.

Township 22, Range 11, West of the 5<sup>th</sup> Meridian

That portion of the Township lying South of the Banff National Park.

Township 23, Range 8, West of the 5<sup>th</sup> Meridian

Sections 1 to 12 inclusive.

Township 23, Range 9, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

Township 23, Range 10, West of the 5<sup>th</sup> Meridian

That portion of the Township lying East of the Banff National Park.

Township 23, Range 11, West of the 5<sup>th</sup> Meridian

That portion of the Township lying East of the Banff National Park.

Township 24, Range 9, West of the 5<sup>th</sup> Meridian

Sections 1 to 14 inclusive; Those portions of Sections 15, 16, 17, 20, 23, and 24 lying South of the Bow River.

Township 24, Range 10, West of the 5<sup>th</sup> Meridian

Sections 1 to 36 inclusive.

APPENDIX

MINISTERIAL ORDER (# 0 5 7 / 2 )

Township 24, Range 11, West of the 5<sup>th</sup> Meridian

That portion of the Township lying East of Banff National Park.

Township 25, Range 8, West of the 5<sup>th</sup> Meridian

That portion of the Township lying West of the Stony Indian Reserve.

Township 25, Range 9, West of the 5<sup>th</sup> Meridian

Sections 3 to 36 inclusive; West half of Section 2.

Township 25, Range 10, West of the 5<sup>th</sup> Meridian

Sections 1 to 7 inclusive; Sections 8 to 17 inclusive; Sections 22 to 25 inclusive; Section 36; Those portions of Sections 19, 20, 21, 26, 27, 28, and 35 lying outside the Banff National Park.

Township 25, Range 11, West of the 5<sup>th</sup> Meridian

That portion of the Township lying outside the Banff National Park.

- 7 This order shall be effective on the date of signing.



**CALGARY BOARD OF EDUCATION**

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

**PUBLIC AGENDA**

**October 18, 2011**

**To:** BOARD OF TRUSTEES

**From:** Trustee Lynn Ferguson

**Re:** Liaison Report – Alberta School Boards Association (ASBA)

**Purpose:** Information

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

**I. RECOMMENDATION**

**THAT** the Alberta School Boards Association (ASBA) liaison report containing the ASBA Board of Directors' Meeting Highlights dated September 8-9, 2011 be received for information.

**II. ISSUE**

The attached is a report provided by the Alberta School Boards Association (ASBA) with respect to their work. As the Board of Trustees' representative on the ASBA Board of Directors, I am providing this report for your information.

Respectfully submitted,

Trustee Lynn Ferguson  
Liaison Representative

## ASBA Board of Directors Meeting

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

### ASBA response to school board directives for action

In a bid to be more responsive to members, the board of directors considers direct requests from school boards and or Zones for quick action on emerging issues. Here is the board of director's response to recent requests:

#### Election Costs (April 2011 by Zone 2/3)

*The membership would like ASBA to work with other municipalities and school boards to lobby for the election costs of candidates to be tax deductible.*

Refer to the ASBA/AUMA partnership for further discussion and exploration.

#### Criminal Record Checks and CYIM Checks for Student Teachers (April 2011 Zone 2/3)

*Should student teachers have criminal record and Child and Youth Information Management (CYIM) checks before they enter our classrooms?*

Zone 2/3 Directors find out what action ASBA is being asked to undertake.

#### Develop a LGBTQ Policy Advisory for School Boards (June 2011 Edmonton Public)

*That ASBA develop a policy advisory on sexual orientation and gender identity for lesbian, gay, bisexual, transsexual/ transgendered and queer (LGBTQ) students and staff.*

ASBA will develop a LGBTQ policy advisory for school boards. Board of directors to clearly explain that a policy advisory is just information a school board may choose to use should the local board wish to develop policy in an area.

#### Fuel Price Contingency Grant (June 2011 Zone 1)

*That ASBA lobby Alberta Education to reinstate the Fuel Price Contingency grant with recognition of all regional fuel prices incorporated.*

As the minister of education announced August 4, 2011 that the Fuel Price Contingency Program was being reinstated, the ASBA will write a letter of appreciation.

#### School Bus Fly-By (November 2010 Zone 1)

*That ASBA lobby the provincial government to double fines and demerit point penalties for traffic violations involving passing a school bus that has its red flashing lights on.*

Write a letter to appropriate ministries; provide key messages to boards who wish to communicate with local MLAs and refer to ASBA/AUMA partnership.

## **New look for ASBA's political advocacy approach**

Based on the advice of the ASBA Political Advocacy Task Force, chaired by Zone 6 Director **Karen Bartsch**, the ASBA Board of Directors adopted these principles to guide the ASBA's political advocacy work:

The ASBA seeks to shape government policy in support of students and school boards as follows:

- The ASBA's political advocacy goals and efforts will be informed by a systematic process of consulting with stakeholders – including but not limited to these venues – at the local board table; at Zones; at the board of directors table and at general meetings of the association.
- The ASBA provides an informed/researched perspective to policy-influencers to shape public policy.
- The ASBA participates actively in government initiatives to inform government policy development.
- The ASBA is the “go-to” source of information on key issues for the public, stakeholders and policy-influencers.
- The ASBA establishes partnerships with other organizations to strengthen its advocacy/influence.
- The ASBA cultivates positive working relationships with government MLAs and key ministries and bureaucrats.
- With the ASBA's political advocacy goals in mind, the association commends government publicly when it moves forward on those goals and is prepared to speak firmly, diplomatically and publicly when government does not.
- The ASBA seeks results not headlines

### **Who is on the ASBA Political Advocacy Task Force?**

Karen Bartsch, Zone 6 Director Chair, Grasslands Regional Division No. 6

Richard Van Ee, Trustee, Buffalo Trail PS Regional Division No. 28

Marie Logan, Trustee, Horizon School Division

Dr. Lucy Miller, Superintendent, Calgary Catholic Schools

David Price, Chair, Golden Hills School Division No. 75

Michael Ouellette, Trustee, Grande Prairie RCSSD No. 28

Bill MacFarquhar, Trustee, Chinook's Edge School Division No. 73

Suzanne Lundrigan, ASBA Director of Communications

David Anderson, ASBA Executive Director



## **ASBA report looks at state of First Nations, Métis and Inuit education in Alberta**

The ASBA task force working to improve First Nations, Métis and Inuit students' success in school oversaw writing a research paper titled *First Nations, Métis and Inuit Student Success* which is scheduled for distribution at the upcoming ASBA Fall General Meeting.

As the task force has been broadened to include representatives from the Alberta School Councils' Association, the Alberta Teachers' Association, and the College of Alberta School Superintendents and Alberta Education, the next steps will see the task force revisit its terms of reference to develop a work plan.

### **Who is on the FNMI education task force?**

Sharilyn Anderson, Zone 1 Director *Co-Chair*

Dianne Lavoie, Holy Family Catholic Regional Division, Zone 1 *Co-Chair*

Beatrice Wright, Holy Family Catholic Regional Division, Zone 1

Darrell Ghostkeeper, Living Waters Catholic Regional Division Zone 2/3

Kathy Cooper, Prairie Rose School Division, Zone 6

Cindy Olsen, Edmonton Catholic Separate School District Metro

Brian Callaghan, CASS Representative, Superintendent, Canadian Rockies Regional Division

Blaine Hogg, CASS Representative, Director of Student Services, Westwind SD

Michele Mulder, Executive Director, Alberta School Councils Association

Patrick Loyer, Executive Staff Officer, Professional Development, Alberta Teachers' Association

Linda Pelly, Director, First Nations, Métis and Inuit Services Branch, Alberta Education

*Representatives have yet to be named for Zone 4 and 5*

## **ASBA task force explores transformation of education from school boards perspective**

Under the leadership of ASBA vice-president **Cheryl Smith**, the ASBA task force looking at transformation of education has identified these priorities:

### **Short term**

In support of school boards' participation in the September/October transformation meetings with representatives of the Alberta Teachers' Association and Alberta Education, the task force is encouraging school boards to identify issues they want to bring forward.

The task force has also identified the following themes – based on ASBA policy – that school boards may wish to include in their deliberations:

- Funding (long term, predictable and sustained funding)
- Infrastructure (new system of school building construction and modernization)
- Transportation (new system that does not require drawing from educational resources)
- Student health and wellness (coordinated and cross-ministry effort to address the needs of the whole child and for all children)
- Governance (to represent local views, needs and aspirations)

### **Long term**

- The task force will prepare background papers in areas identified as essential to transformation of Alberta's education system.
- The task force will develop a toolkit to support school boards as they have local conversations with their communities and constituents about transformation about Alberta's education system.

**Who is on ASBA Transformation task force?**

Cheryl Smith, ASBA vice-president, *Chair*

Serafino Scarpino, Calgary Catholic, Metro

Ralph Wohlgemuth, Grande Prairie and District Catholic Schools, Zone 1

Jeff Thompson, Fort McMurray Public School District, Zone 2/3

Cheryl Johnner, Edmonton School District, Metro

Anne-Marie Boucher, Greater Southern Francophone Regional Authority, Zone 5

Don Zech, Palliser Regional Division, Zone 6

Susan Lang, Executive Director, Association of School Business Officials of Alberta

Michele Mulder, Executive Director, Alberta School Councils' Association

Kath Rhyason, Executive Director, College of Alberta School Superintendents

David Anderson, Executive Director, Alberta School Boards Association

Scott McCormack, Manager Special Initiatives, Alberta School Boards Association

**Other news of note****ASBA Board of Directors endorses 4-year term for school boards**

The ASBA Board of Directors adopted a policy calling for a 4-year term for school trustees. This dovetails with the Alberta Urban Municipalities position on this issue. The move is seen as a cost-saving measure. As with any policy adopted by the ASBA Board of Directors, it will be subject to approval by school boards at the upcoming Fall General Meeting.

**Strategic plan final report available on ASBA website**

Check out the progress on the ASBA's strategic plan here:

[http://www.asba.ab.ca/files/pdf/strategic-plan/strat\\_plan\\_final\\_10\\_13.pdf](http://www.asba.ab.ca/files/pdf/strategic-plan/strat_plan_final_10_13.pdf)

**Next board of directors meeting via videoconference**

As part of its austerity measures, the ASBA Board of Directors is meeting fewer times this year – and is exploring videoconference meetings. The upcoming October meeting will be conducted online.

**Annual report and Value statement en route to school boards**

The ASBA's 2010-11 annual report will be posted on the ASBA website shortly. As a cost and environment saving measure, we are only producing an online version. Each school trustee and senior administrator will receive a copy of the ASBA's annual *Value statement* which will detail how much money that board spent on association services and the savings accrued as a result of membership in the association. For more information contact Heather Rogers [hrogers@asba.ab.ca](mailto:hrogers@asba.ab.ca)

**CALGARY BOARD OF EDUCATION**

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

**PUBLIC AGENDA**

**October 18, 2011**

**To:** BOARD OF TRUSTEES

**From:** Trustee Sheila Taylor

**Re:** **Liaison Report – Calgary Association of Parents & School Councils (CAPSC)**

**Purpose:** Approval

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

**I. RECOMMENDATION**

**THAT the Board of Trustees approves the funding request for the Calgary Association of Parents and School Councils for the 2011/12 school year, in the amount of \$7,800.**

**II. BACKGROUND**

The Board of Trustees of the Calgary Board of Education is the principal funder of the Calgary Association of Parents and School Councils (CAPSC). The Board has a longstanding relationship with CAPSC. This organization is the official voice of parents in the Calgary Board of Education and it has a seat in the Calgary Board of Education board room as an official stakeholder.

As outlined in the May 20, 2011 letter to the Chair, CAPSC requested financial assistance in the form of a grant of \$8,200 for the 2011/12 school year. This was an increase of \$400 over the previous year. Since that time, and in light of the current funding environment, CAPSC decided to withdraw the request for a grant increase. The 2010/2011 Calgary Board of Education Operating Budget that was approved by a board motion at the Regular Meeting of The Board of Trustees on June 28, 2011 included the \$7,800 grant to CAPSC under 'Board of Trustees' expenses. A detailed budget of the Board of Trustees is attached.

The work that CAPSC undertakes on behalf of Calgary students and public education is detailed in the attachments, as well as in their Annual Report.

Respectfully submitted,

Trustee Sheila Taylor  
Liaison Representative  
Attachments



Sent: Mon 7/11/2011 10:28 AM  
To: Cochrane, Patricia J  
Cc: eryl kelly  
Subject: CAPSC 2011/2012 Grant Application and Request for Follow Up Meeting

Dear Chair Cochrane;

After much reflection and discussion since the June 28, 2011 public meeting of the Board of Trustees, the executive of the Calgary Association of Parents and School Councils has decided to withdraw its request for the \$400.00 grant increase. While we appreciate the value our membership places on our services, it is clear that withdrawing the request for a grant increase in the face of the current funding environment for education would be in the best interest of all.

The executive of the Calgary Association of Parents and School Councils would also appreciate an opportunity to meet with Trustees at their earliest convenience in the fall as a follow up to the meeting that was held this past spring.

We look forward to continuing the conversation and supporting your work on behalf of students at the Calgary Board of Education.

Best Regards,  
Leslie Newton  
Co-President  
Calgary Association of Parents and School Councils



Pat Cochrane  
 Chair, Board of Trustees  
 Calgary Board of Education  
 515 Macleod Trail SE  
 Calgary, AB T2G 2L9

May 20, 2011

Dear Chair Cochrane,

**Subject: CAPSC Operating Grant Request for the 2011/2012 School Year**

The CBE Trustees' generous grant over the years has allowed the Calgary Association of Parents and School Councils to grow and thrive as an organization that serves parents and school councils in this city. Our Communications Coordinator contract has been integral to supporting our volunteer board and this is where your grant has been especially helpful. While we do charge a membership fee that covers the remainder of our expenses, membership has always supported keeping our meetings and resources available to all.

CAPSC continues to build on our relationships in order to share the parent voice with the Calgary Board of Education, the Alberta Government, Education stakeholder groups and the general public all while expanding a rich resource base of expertise to help inform our membership on a variety of educational issues.

Some of the highlights of our work over the last year include:

- Playing an active role in informing the public about Trustee candidate platforms and opinions in the lead-up to the October 18th civic election.
  - In partnership with the ATA's Political Action Committee, we created, distributed and then published for the first time an online, all-candidate questionnaire.
  - We hosted seven public, non-partisan, all-candidate forums across the city
  - Kept the public up-to-date on election issues through timely blog postings
  - Utilized social media to promote the all-candidate questionnaire and forums
- Helping facilitate a quick turnaround on parental/school council feedback for the provincial Tripartite Discussions on behalf of CBE Trustees.
- Hosting an Education Panel Discussion that brought together the Hon. Dave Hancock, Education Minister, Pat Cochrane, Chair of the Board of Trustees, and Naomi Johnson, CBE Chief Superintendent.

- Initiating and supporting a variety of advocacy efforts directed at the Alberta Government for increased support to Public Education

Parents play a vital role in the education of their children as partners in education. CAPSC's mission is to provide information, networking opportunities and resources to support them in this role. Our activities are in line with the CBE's mission statement of "Educating tomorrow's citizens today," as well as Alberta Education's goal of promoting parent involvement and the ongoing support of school councils.

Our business plan for 2010/2011 focuses on further expanding our advocacy and networking activities for parents. Specifically, our main operating goals for the next school year include:

- Building upon current relationships and expanding reach so that CAPSC can provide a wide array of knowledge/understanding/perspectives around educational issues for our members
- Increasing visibility through social networking – blog/twitter while developing appropriate policy
- Continuing the process of strategic planning that was initiated in 2010
- Developing a more formal framework for our relationships with the board, administration and our trustee liaison
- Working with board/administration/ATA to improve process around trustee election forums/questionnaires and pursue recommendations that came out of CAPSC debriefing session with exec after the election

In order to achieve our goals for the coming year, we plan to again utilize the position of a part-time Communications Coordinator. As in 2010/2011, the coordinator's main roles will be to liaise with parents and school councils, increase our membership, keep our website up to date and relevant, write content for our e-newsletter, and develop meaningful resources for the CAPSC audience.

As trustees, you have been very supportive of our organization. We are especially appreciative that you have promoted membership in CAPSC at system events and in your own communication to parents. As our organization continues to grow and find new opportunities to support CBE parents and school councils, we appreciate your ongoing endorsement and acknowledge that your support helps to ensure our future success.

As in past years, the volunteer executive would like to be able to put their energy into communication, advocacy and networking activities and not expend their energies on fundraising to make these activities possible. It is in this light that CAPSC, with the support of membership, respectfully requests financial assistance in the form of a grant for \$8,200 for the 2011/2012 school year. The increase of \$400 from former years will be applied to the communications contract to ensure that the compensation for this position is competitive. The attached proposed budget will outline the need for the requested grant. We have also included a copy of our Annual Report.

We would be pleased to discuss the details of these requests with any of the Trustees directly. We would also like to request a written response to the grant request by June 30<sup>th</sup> in order to plan effectively for this upcoming school year.



Please consider our request and direct your written reply to Leslie Newton and Eryn Kelly, Co-Presidents, Calgary Association of Parents and School Councils.

Best Regards,

Leslie Newton and Eryn Kelly,  
Co-Presidents,  
Calgary Association of Parents and School Councils  
[Leslie.Newton@capsc.ca](mailto:Leslie.Newton@capsc.ca)  
[eryn.kelly@capsc.ca](mailto:eryn.kelly@capsc.ca)

Calgary Association of Parents and School Councils  
Statement of Revenue and Expenses  
Proposed Budget 2011/2012

Proposed  
Budget July 1/11 to June 30/12

**Revenue**

CBE Grant	\$8 200.00
Member Fees <sup>1</sup>	2 200.00
Interest <sup>2</sup>	40.00

**Total Revenue:** \$10 440.00

**Expenses**

Website/newsletter <sup>3</sup>	\$1 200.00
Salary <sup>4</sup>	7 700.00
GST	229.78
Office Supplies	100.00
Mail Box	191.00
Insurance <sup>5</sup>	930.00
Bank Charges	60.00
Honorarium <sup>6</sup>	0

**Total Expenses:** \$10 410.78

**Gain (Loss)** \$ 29.22

**Notes 2011/2012:**

- 1 Based on last year's membership revenues - 55 members (55 x \$40= \$2 200) - conservative estimate until we have more data around new fee structure
- 2 GIC Term Deposit (flexible interest rate) – estimate based on average of last two years
- 3 Maintenance, hosting, newsletter deployment (\$100/month + GST)
- 4 Based on \$22/hr contract + GST for 350 hours (35 hrs/month over 10 months)
- 5 General Liability (\$2M/\$1 000 deductible) required by CBE to hold meetings in AE Cross Library
- 6 Amount set aside for volunteer recognition, continued strategic planning sessions or other

Calgary Board of Education  
Board of Trustees - General  
Board of Trustees  
2011/2012 Operating Budget  
Responsibility - 12500

Code	Category	2010/2011 Approved	2011/2012 Approved	Comments
<b>Revenue</b> <b>452100</b>	<b>452100 - Revenue</b>			
	<i>Total Revenue</i>			
<b>511400</b>	<b>Salaries &amp; Overtime</b>			
	Staff - FTE	2	2	
	511410 - Permanent Salaries	\$ 581,794	\$ 623,373	
	515410 - Benefits	\$ 51,040	\$ 58,394	
	<i>Total Salaries and Overtime</i>	\$ 632,834	\$ 679,767	
<b>511500</b>	<b>Temporary Salaries</b>			
	511510 - Temporary Salaries	\$ 2,500	\$ 2,500	
	<i>Total Temporary Salaries</i>	\$ 2,500	\$ 2,500	
<b>521000</b>	<b>Membership Dues &amp; Fees</b>			
	521110 - MB Dues & Fees	\$ 229,100	\$ 229,100	
	521230 - PD Conference Fees	\$ 16,000	\$ 16,000	
	521220 - PD Staff/Dev Training Fees	\$ 2,000	\$ 2,000	
	<i>Total MB Dues &amp; Fees</i>	\$ 247,100	\$ 247,100	
<b>521310</b>	<b>Equipment &amp; Facility Rental</b>			
	521310 - Facility Rental General	\$ 5,000	\$ 5,000	
	<i>Total Equipment &amp; Facility Rental</i>	\$ 5,000	\$ 5,000	
<b>521900</b>	<b>Professional and Technical Services</b>			
	521910 - P & T General	\$ 160,000	\$ 160,000	
	521920 - P&T Contracted-Out Serv	\$ 33,790	\$ 33,790	
	521950 - Messenger fees	\$ 1,000	\$ 1,000	
	521940 - Legal Fees	\$ 40,000	\$ 40,000	
	521930 - Audit Fees	\$ 130,000	\$ 130,000	
	<i>Total Professional and Technical Services</i>	\$ 364,790	\$ 364,790	
<b>522000</b>	<b>P&amp;T Advertising</b>			
	522010 - P&T Ad General	\$ 20,000	\$ 20,000	
	522100 - P&T Elections	\$ 380,000	\$ 380,000	
	<i>Total Telephone</i>	\$ 400,000	\$ 400,000	
<b>524600</b>	<b>Telephone</b>			
	524620 - Cellular Telephones	\$ 1,000	\$ 1,000	
	<i>Total Telephone</i>	\$ 1,000	\$ 1,000	
<b>526300</b>	<b>Travel &amp; Subsistence Business</b>			
	526205 - PD Travel Gen	\$ 34,000	\$ 34,000	
	526210 - PD Mileage/Car Rental	\$ 5,000	\$ 5,000	
	526215 - PD Air/Bus/Rail	\$ 5,000	\$ 5,000	
	<i>Total Travel &amp; Subsistence</i>	\$ 44,000	\$ 44,000	
<b>527100</b>	<b>Supplies</b>			
	527110 - Supplies - General	\$ 10,000	\$ 10,000	
	527124 - Supp Café Food	\$ 10,000	\$ 10,000	
	527211 - Printing & Binding	\$ 15,780	\$ 15,780	
	527510 - T & M Textbook	\$ 3,000	\$ 3,000	
	<i>Total Supplies</i>	\$ 38,780	\$ 38,780	
<b>532000</b>	<b>Transfers</b>			
	532000 - Transfers	\$ 7,800	\$ 7,800	
	<i>Total Amortization</i>	\$ 7,800	\$ 7,800	
	<b>Total Expense Budget</b>	\$ 1,743,804	\$ 1,799,737	
	<b>Net (Revenue) Budget</b>	\$ 1,743,804	\$ 1,799,737	



## **CALGARY BOARD OF EDUCATION**

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

**October 18, 2011**

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

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#### **I. RECOMMENDATION**

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

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

As the Board 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**

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

##### **Freedom of Information and Protection of Privacy (FOIP)**

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

The Calgary Board of Education follows legislated FOIP processes when handling requests for information from the public, which includes CBE employees, to the CBE Privacy and Access Office. The public may choose to ask the Office of the Information and Privacy Commissioner of Alberta to review the response provided to them by the CBE.

The province tracks requests and requests for reviews on an annual basis. The tracking time frame is determined by the province and is from April 1 to March 31 in any given year.

Following are the Calgary Board of Education statistics for the most recent annual time frame and for a partial time frame. There was one request for review to the Privacy Commissioner between April 1 and October 1, 2011. The Commissioner upheld the Calgary Board of Education's decision.

Time Frame	Requests to CBE		Requests to Privacy Commissioner for Review of CBE Response
	General Information	Personal Information	
April 1, 2010 to March 31, 2011	2	4	none
April 1, 2011 to October 1, 2011	5	3	1

#### **Consideration of Alternative Program Proposal Update**

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

EL-6: Instructional Program

A proposal for an English as a Second Language (ESL) High School was submitted to the Calgary Board of Education in May 2011. The initial filters used by administration when considering any alternate program proposal are:

- Does the program proposal meet the *School Act* definition of an alternative program?
- Does the program proposal meet the Board of Trustees' expectations as set out in Executive Limitation 6: Instructional Program, sub-section 10?
- Does the proposed alternative program meet the criteria outlined in Alberta Education's *Alternative Program Handbook*?
- Does the proposed alternative program overlap with existing CBE programming and programs?

Director Elizabeth Gouthro, Learning Services; Director Darlene Selby, Area III and Director Ronna Mosher, Office of the Chief Superintendent met with the applicant to clarify the proposal. Based on these meetings and the proposal content, the decision was made to not proceed with the establishment of an ESL high school in the CBE.

In a letter to the applicant, several prohibiting factors were identified.

- The program proposal did not meet the criteria for elementary, junior high or senior grade involvement set out in the *Alternative Program Handbook*.
- The program proposal did not meet the requirements for the provision of a basic education as outlined in Alberta Education's *Guide to Education: ECS to Grade 12*. The limited curriculum offerings within the proposal did not suggest that students would be able to "meet provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies."

- Calgary Board of Education high schools are able to provide appropriate programming for the English language learners currently registered. In light of the array of service provided by the CBE, the program proposal did not include opportunities for students different from those already available.
- The small number of students anticipated as attending the ESL high school raised concerns for both an inclusive education system and the prudent use of limited resources.

## FINANCE AND SUPPLY CHAIN SERVICES

### Trustee Inquiry

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

At the Board of Trustees' meeting on June 28, 2011 a trustee inquiry was read into the record. A copy of the inquiry and administration's response are published in this report.

### Trustee Inquiry

*For each of the past ten fiscal years for the Calgary Board of Education, please indicate:*

1. *Q3 forecast net operating surplus or deficit, in dollars*
2. *Final audited net operating surplus or deficit, in dollars*

*It would be useful if this information was displayed in a graph on the screen in the board room as well as having twenty data points in order to understand trends.*

### Administration's Response

The attached schedule and chart demonstrate the 10-year comparison of Quarter 3 forecasts to actual.



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

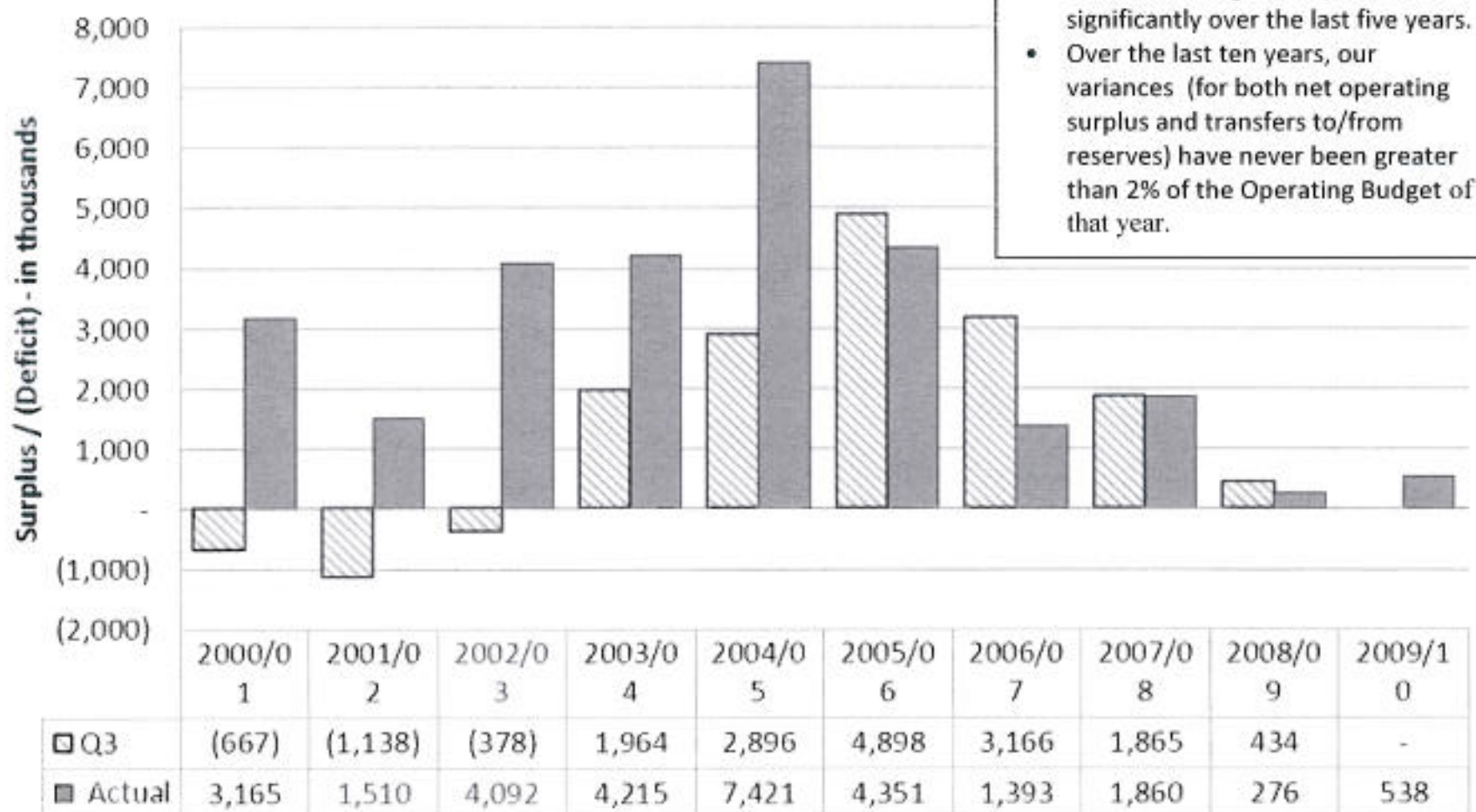


# Trustee Inquiry | 10-Year Comparison of Q3 Forecast to Actual (in thousands)

	Year-end Forecast (May 31)	Year-End Actual (Aug 31)	Variance Increase / (Decrease)
<b>2000/01</b>			
Surplus/ (Deficit) before Reserve transfers	(5,669)	1,732	7,401
Transfer from/ (to) Operating Reserves/Designated Funds	2,970	1,476	(1,494)
Transfer from/ (to) Capital Reserves	2,032	(43)	(2,075)
<b>Net Operating Surplus/ (Deficit)</b>	<b>(667)</b>	<b>3,165</b>	<b>3,832</b>
<b>2001/02</b>			
Surplus/ (Deficit) before Reserve transfers	(594)	9,218	9,812
Transfer from/ (to) Operating Reserves/Designated Funds	(544)	(2,316)	(1,772)
Transfer from/ (to) Capital Reserves	-	(5,392)	(5,392)
<b>Net Operating Surplus/ (Deficit)</b>	<b>(1,138)</b>	<b>1,510</b>	<b>2,648</b>
<b>2002/03</b>			
Surplus/ (Deficit) before Reserve transfers	(1,004)	11,452	12,456
Transfer from/ (to) Operating Reserves/Designated Funds	2,076	(704)	(2,780)
Transfer from/ (to) Capital Reserves	(1,450)	(6,656)	(5,206)
<b>Net Operating Surplus/ (Deficit)</b>	<b>(378)</b>	<b>4,092</b>	<b>4,470</b>
<b>2003/04</b>			
Surplus/ (Deficit) before Reserve transfers	(3,495)	8,478	11,973
Transfer from/ (to) Operating Reserves/Designated Funds	1,263	(5,394)	(6,657)
Transfer from/ (to) Capital Reserves	4,196	1,131	(3,065)
<b>Net Operating Surplus/ (Deficit)</b>	<b>1,964</b>	<b>4,215</b>	<b>2,251</b>
<b>2004/05</b>			
Surplus/ (Deficit) before Reserve transfers	(99)	11,342	11,441
Transfer from/ (to) Operating Reserves/Designated Funds	(2,673)	(4,601)	(1,928)
Transfer from/ (to) Capital Reserves	5,668	680	(4,988)
<b>Net Operating Surplus/ (Deficit)</b>	<b>2,896</b>	<b>7,421</b>	<b>4,525</b>
<b>2005/06</b>			
Surplus/ (Deficit) before Reserve transfers	(4,529)	3,145	7,674
Transfer from/ (to) Operating Reserves/Designated Funds	2,221	(1,822)	(4,043)
Transfer from/ (to) Capital Reserves	7,206	3,028	(4,178)
<b>Net Operating Surplus/ (Deficit)</b>	<b>4,898</b>	<b>4,351</b>	<b>(547)</b>
<b>2006/07</b>			
Surplus/ (Deficit) before Reserve transfers	(4,548)	16,661	21,209
Transfer from/ (to) Operating Reserves/Designated Funds	2,376	(4,664)	(7,040)
Transfer from/ (to) Capital Reserves	5,338	(10,604)	(15,942)
<b>Net Operating Surplus/ (Deficit)</b>	<b>3,166</b>	<b>1,393</b>	<b>(1,773)</b>
<b>2007/08</b>			
Surplus/ (Deficit) before Reserve transfers	4,195	19,707	15,512
Transfer from/ (to) Operating Reserves/Designated Funds	170	(9,941)	(10,111)
Transfer from/ (to) Capital Reserves	(2,500)	(7,906)	(5,406)
<b>Net Operating Surplus/ (Deficit)</b>	<b>1,865</b>	<b>1,860</b>	<b>(5)</b>
<b>2008/09</b>			
Surplus/ (Deficit) before Reserve transfers	(11,283)	(23,232)	(11,949)
Transfer from/ (to) Operating Reserves/Designated Funds	4,661	8,075	3,414
Transfer from/ (to) Capital Reserves	7,056	15,433	8,377
<b>Net Operating Surplus/ (Deficit)</b>	<b>434</b>	<b>276</b>	<b>(158)</b>
<b>2009/10</b>			
Surplus/ (Deficit) before Reserve transfers	(14,593)	(701)	13,892
Transfer from/ (to) Operating Reserves/Designated Funds	8,072	(1,861)	(9,933)
Transfer from/ (to) Capital Reserves	6,521	3,100	(3,421)
<b>Net Operating Surplus/ (Deficit)</b>	<b>-</b>	<b>538</b>	<b>538</b>

## Trustee Inquiry | 10-Year Comparison of Q3 Forecast to Actual (in thousands)

## Annual Net Operating Surplus/(Deficit): Forecast vs Actual



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

**October 18, 2011**

**TOPIC: Appointment of Corporate Secretary**

**RECOMMENDATION:**

**That the Board of Trustees receives the attached correspondence for information and the record.**

**BACKGROUND**

Section 116 of the School Act requires that:

*The board shall*

- a. appoint a secretary and a treasurer, or one person to act as secretary-treasurer,*
- b. forthwith notify the Minister of the appointment.*

As Chief Superintendent, the Board has delegated to me "the power to do any act or thing or exercise any power that the Board may or is required to do or exercise", with the exception of the items detailed in the Delegation of Authority Resolution. The resignation of Mr. Roderick Peden as General Counsel and Corporate Secretary has necessitated the appointment of new personnel to meet this requirement. I am pleased to advise the Board of the following appointment to the position of secretary, effective September 16, 2011 as follows:

Ms. Laura Safran, Q.C., General Counsel, will be the Corporate Secretary of the Calgary Board of Education.

I have every confidence that Ms. Safran is an exemplary appointee to this position. For the Board's information, I have attached a copy of the correspondence to Ms. Safran which confirms her appointment, as well as a copy of the correspondence to the Minister, informing him of the appointment.

Respectfully submitted,



Naomi E. Johnson  
Chief Superintendent of Schools

Attachments: 2





Calgary Board of Education  
OFFICE OF THE CHIEF SUPERINTENDENT

1221 8th Street S.W., Calgary, Alberta T2P 0L4 Telephone: 403-817-7900 Fax: 403-294-8125  
www.cbe.ab.ca

October 6, 2011

Honourable Dave Hancock  
Minister of Education  
224 Legislature Building  
10800 – 97 Avenue  
Edmonton, AB T5K 2B6

Dear Mr. Hancock:

I am pleased to advise you of the following appointment, effective September 16, 2011, and made pursuant to s.116 of the School Act:

Ms. Laura Safran, General Counsel, will be the Corporate Secretary of the Calgary Board of Education. Ms. Safran is currently providing services to the CBE on an interim basis.

Yours truly,

Naomi Johnson  
Chief Superintendent of Schools

cc: Board of Trustees

111006L1



Calgary Board of Education  
OFFICE OF THE CHIEF SUPERINTENDENT

1221 8th Street S.W., Calgary, Alberta T2R 0L4 Telephone: 403-817-7900 Fax: 403-294-8125  
www.cbe.ab.ca

October 6, 2011

Ms. Laura Safran  
General Counsel  
Calgary Board of Education  
1221 – 8<sup>th</sup> Street SW  
Calgary, AB T2R 0L4

Dear Ms. Safran:

In the exercise of the discretion of the Chief Superintendent I am please to confirm that effective immediately you are being appointed as Corporate Secretary of the Calgary Board of Education. This appointment is being made pursuant to section 116 of the School Act and will be effective until any further appointment is directed.

Sincerely,

Naomi Johnson  
Chief Superintendent of Schools

cc: Board of Trustees

111006L2

**CALGARY BOARD OF EDUCATION**

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

**PUBLIC AGENDA**

**October 18, 2011**

**To:** BOARD OF TRUSTEES

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

**Re:** **Report on the Financial Status of Operating Reserves and Designated Funds  
as at August 31, 2011**

**Purpose:** Approval

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

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

**Resources Persons:** Wayne T. Braun, Director, Corporate Finance  
Donna Rogers, Manager, Corporate Planning and Reporting

**I. RECOMMENDATIONS**

It is recommended:

1. THAT information regarding all provisional transfers to and from operating reserves and balances at August 31, 2011, be received for monitoring information and for the record as outlined in Attachment I.
2. THAT a transfer of \$1,282,584 to the Unrealized Investment Gain/Loss Reserve, reflecting unrealized investment gains experienced during the 2010/11 fiscal year, be approved.
3. THAT a transfer of \$279,973 to the Continuing Education Fee Stabilization Reserve tied to a surplus from continuing education services, be approved.
4. THAT a transfer of \$1,500,000 from the Utility Expense Stabilization Reserve, to fund the current year operating deficit, be approved.
5. THAT a transfer of \$3,074,000 from the Administrative Systems Renewal Reserve, to fund the current year operating deficit, be approved.
6. THAT a transfer of \$2,000,000 from the General Instruction Reserve, to fund the current year operating deficit, be approved.



7. THAT a transfer of \$3,000,000 from the Fiscal Stability Reserves, to fund the current year operating deficit, be approved.
8. THAT a transfer of \$1,317,411 from Unrestricted Net Assets (UNA) Operating Surplus, to fund the expected residual annual operating deficit, be approved.

## **II. ISSUE**

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation from budget policy. The Chief Superintendent is required to provide a report to the Board prior to November 30 each year, regarding the requested use of operating reserves for Board approval, in comparison to previously approved commitments.

## **III. BACKGROUND**

Each spring the Calgary Board of Education prepares its operating budget for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of operations. These results are compared to the Approved and Q1 Modified Operating Budget to meet the monitoring requirements of EL-11: Financial Condition.

The Board has approved terms and conditions for various operating reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with EL-11: Financial Condition. Other Designated Operating Funds requested for carry forward to 2011/12 totaling \$8.2 million were previously submitted and approved by the Board of Trustees on October 4, 2011.

## **IV. ANALYSIS**

### Withdrawal from Reserves Commentary

There were many draws against reserves that were originally anticipated by Administration and approved by the Board of Trustees in support of the 2010/11 Operating Budget and these amounts were monitored and amended as appropriate in the quarterly monitoring reports based on the best information at the time. As part of the year end close, Administration reviewed all actual expenditures and matched any recommended additional transfers into or withdrawals from the appropriate operating reserve for the Board of Trustees consideration. The following provides details to support all requests for Operating Reserve transfers for the year ended August 31, 2011.

#### Unrealized Investment Gains/Losses Reserve

Under Generally Accepted Accounting Principles (GAAP) the corporation must post any unrealized gains or losses in its investment portfolio, within the General Ledger. Administration created the Unrealized Gains/Losses Reserve at the end of the 2007/08 fiscal year with Board of Trustees approval to mitigate any fluctuations in these values so as not to impact the instructional service offer. Due to favourable general market conditions, the organization experienced an unrealized gain of \$1,282,584 in its portfolio as at August 31, 2011. Administration is requesting that all these unrealized funds be placed back into the Reserve in accordance with GAAP reporting requirements, resulting in a fiscal year-end balance of \$3,032,177 in that particular Reserve.

#### Continuing Education Fee Stabilization Reserve

Administration created the Continuing Education Fee Stabilization Reserve at the end of 1996/97 to provide flexibility for program planning and the ability to respond to fluctuating enrolment. The Reserve must not exceed 10% of the following year's Approved Revenue Budget and as such a transfer of \$279,973 of the Continuing Education surplus is requested to bring the reserve up to its restricted maximum amount of \$1,592,942 at August 31, 2011.

#### Other Reserves

The following represents the planned reserve draws approved by the Board of Trustees in the June 2010 approval of the 2010/11 Operating Budget; and those approved by the Board of Trustees in the Q1 Modified 2010/11 Operating Budget as required to fund the projected budget shortfall in provincial grant funding. Also included is the actual reserve draw requested for approval at August 31, 2011 and an explanation of any differences.

<b>Reserve</b>	<b>Approved Budget Draw (June 2010)</b>	<b>Q1 Approved Draw (Dec. 2010)</b>	<b>Reserve Draw Requested in this report</b>
Utility Expense Stabilization Reserve	\$ 2,238,000	\$ 2,300,000	\$ 1,500,000
General Instruction Reserve	3,000,000	2,000,000	2,000,000
Fiscal Stability Reserve	2,540,000	3,000,000	3,000,000
Administrative Systems Renewal Reserve	5,320,000	3,074,000	3,074,000
System Transformation Reserve Fund	1,000,000	-	-
Unrestricted Net Assets	2,962,000	2,500,000	1,317,411
School Carry Forwards	2,000,000	1,500,000	- <sup>1</sup>
Contribution from Amortization Reserve	-	2,009,000	-
<b>Total Request</b>	<b>\$ 19,060,000</b>	<b>\$ 16,383,000</b>	<b>\$ 10,891,411</b>

1 – School Carry Forwards in the amount of \$5,482,066 were requested for transfer to 2011/12 and were approved by the Board of Trustees on October 4, 2011.



The anticipated draw on the Utility Expense Stabilization Reserve was reduced to \$1,500,000 in second quarter update to the Board of Trustees due to a lower deficit projected for the Operations and Maintenance funding block. All other reserve draws requested are consistent with those approved in the Q1 Modified Budget for 2010/11.

Effective for the year ending August 31, 2013 and comparative figures for the year ending August 31, 2012, the CBE will be required to adopt Public Sector Accounting Standards. Under these standards, the pension liability will be determined using different terms and will result in an increase to the pension liability and a corresponding decrease to operating surplus. Administration had anticipated booking a \$1.2 million adjustment for the year ending August 31, 2011 in order to proactively mitigate this reporting change, however the current accounting standards prevent this adjustment. While this year's actual requested draw on Unrestricted Net Assets is therefore approximately \$1.2 million less than anticipated, these funds will be required to mitigate the accounting adjustment in the future.

#### Annual Operating Surplus

Based on actual revenue and expenses for the year ended August 31, 2011, Administration is requesting a net draw on Unrestricted Net Assets (UNA) of \$1,317,411 to balance the budget.

Each of these requests to transfer funds to or from these Reserves has been made in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines. The summary of all reserves is provided in Attachment I, including the recommended additional provisions to the reserves and draws from the reserves. These are being provided consistent with EL-11 Financial Condition and for monitoring purposes. In addition, it should be noted that the ending Reserve balances as at August 31, 2011 are sufficient to cover planned reserve usage for the current fiscal year ending August 31, 2012.

## **V. FINANCIAL IMPACT**

### ***Statement of Revenue and Expense for the Year Ended August 31, 2011***

For the year ended August 31, 2011, the Calgary Board of Education operating surplus is virtually nil, after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with KPMG's signed Auditors Report will be placed before the Board of Trustees on December 6, 2011 for final adoption and approval. At the time of writing this report, KPMG's audit is in progress. Any changes required as a result of their findings could amend the year end position for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and this disclosure will be consistent with previous Board of Trustees motions.



## **VI. IMPLEMENTATION CONSEQUENCES**

Superintendents' Team will be assessing the 2011/12 Operating Budget during the first quarter to determine if any changes to the Approved 2011/12 Operating Budget are required as a result of the conclusion of the Calgary Board of Education's 2010/11 fiscal year and any subsequent funding announcements from the Province.

## **VII. CONCLUSION**

This report represents the Financial Status of Operating Reserves and Designated Funds as at August 31, 2011, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2010/11 Operating Budget and associated financial results for the Calgary Board of Education, as required by Executive Limitation 11: Financial Condition.



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

Attachment I: 2010/11 Statement of Operating Reserves and Designated Funds and Recommended Year-End transfers (additional provisions/(use) at the year ended August 31, 2011

**CALGARY BOARD OF EDUCATION**  
**2010/11 STATEMENT OF OPERATING RESERVES AND DESIGNATED FUNDS**  
(As at August 31, 2011)

<b>Description</b>	<b>Reserve Balance Sept 1, 2010 (\$000)</b>	<b>Fiscal Year Board Approved Budgeted Commitments<sup>1</sup> (\$000)</b>	<b>Fiscal Year Board Approved Q1 Budgeted Commitments<sup>2</sup> (\$000)</b>	<b>2010/2011 Interest Allocated (\$000)</b>	<b>Recommended Year-End Transfers (Additional Provision/(Use)) (\$000)</b>	<b>Reserve Balance Aug 31, 2011 (\$000)</b>	<b>Approved Planned 2011/12 Reserve Draw (\$000)</b>
<b>OPERATING RESERVES</b>							
Continuing Education Fee Stabilization	1,313	-	-	-	280	1,593	-
Unrealized Investment Gains and Losses	1,750	-	-	-	1,283	3,033	-
Utility Expense Stabilization Reserve	4,870	(2,238)	(2,300)	-	(1,500)	3,370	(3,352)
Snow Removal Budget Stabilization	200	-	-	-	-	200	(200)
Administrative Systems Renewal	5,322	(5,320)	(3,074)	-	(3,074)	2,248	(2,248)
General Instruction	3,000	(3,000)	(2,000)	-	(2,000)	1,000	(1,000)
Fiscal Stability	5,000	(2,540)	(3,000)	-	(3,000)	2,000	(2,000)
System Transformation	1,500	(1,000)	-	-	-	1,500	(1,500)
<b>Total Operating Reserves</b>	<b>22,955</b>	<b>(14,098)</b>	<b>(10,374)</b>	<b>-</b>	<b>(8,011)</b>	<b>14,944</b>	<b>(10,300)</b>
<b>OTHER DESIGNATED OPERATING FUNDS</b>							
Instructional and Service Unit initiatives	2,500	-	-	-	172	2,672	(2,500)
School Decentralized Budgets	5,054	(1,500)	(1,500)	-	428	5,482	(2,500)
<b>Total Other Designated Funds</b>	<b>6,643</b>	<b>(1,500)</b>	<b>(1,500)</b>	<b>-</b>	<b>600</b>	<b>8,154</b>	<b>(5,000)</b>
<b>UNRESTRICTED OPERATING SURPLUS</b>							
Contribution from Amortization Reserve	-	-	(2,009)	-	-	-	(3,000)
Unrestricted Net Assets Surplus (UNA)	3,501	(2,962)	(2,500)	-	(1,317)	2,183	(1,000)

1. The Board of Trustees approved withdrawal amounts reflected in the Approved 2010/2011 Operating Budget

2. The Board of Trustees approved withdrawal amounts reflected in the Approved Q1 2010/2011 Operating Budget

**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**  
**October 18, 2011**

**To:** BOARD OF TRUSTEES

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

**Re:** **Capital Budget and Reserves Status Report as at August 31, 2011**

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

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

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

**Resource Persons:** Wayne T. Braun, Director, Corporate Finance  
Donna Rogers, Manager, Corporate Planning and Reporting  
Bob Coll, Lead, Capital Budgets, Corporate Planning and Reporting  
Eugene Heeger, Director, Capital Planning and Development  
Robert Ashley, Manager, Architectural and Engineering Services

**I. RECOMMENDATIONS**

It is recommended:

1. THAT information regarding all budget revisions and previously approved transfers, as outlined in this report for the period June 1 to August 31, 2011 inclusive, be received for monitoring information and for the record.
2. THAT attachments I to IV, reflecting actual capital expenditures for the period June 1 to August 31, 2011 and actual expenditures for the year ending August 31, 2011, be received for monitoring information and for the record.
3. THAT the net capital carry forward amounts of \$11,544,993 for Board Funded projects (\$5,654,993 non-facility related and \$5,890,000 facility related) at August 31, 2011 and as identified in Attachment IV, be approved for the completion of the associated projects in 2011/12.
4. THAT the \$33,945 in proceeds from the disposal of capital equipment assets be placed in Capital Reserves (Attachment IV).



## **II. ISSUE**

In accordance with the Board of Trustees' Executive Limitation 11: Financial Condition, the Chief Superintendent shall not cause or allow the development of fiscal jeopardy or material deviation from budget policy. Accordingly, the Chief Superintendent shall not fail to inform the Board of Trustees in a timely manner of significant deviations in either the income or expenditure in the approved budget. Ongoing monitoring of actual requests against approved budgets is to occur on a quarterly and annual basis, including financial statements. This report compares actual capital expenditures incurred to August 31, 2011 to the approved 2010/11 Capital Budget, showing the use and recommended application of capital reserves, budget transfers and revisions made during this period.

## **III. BACKGROUND**

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

This report is presented to the Board of Trustees to:

- provide an update on the status, to the end of the fourth fiscal quarter, of capital projects approved for the 2010/11 fiscal year;
- provide quarterly status of capital reserves and designated funds;
- meet the quarterly monitoring requirements of EL-11: Financial Condition, as they relate to the capital budget; and
- request for approval of year end carry forward amounts.

## **IV. ANALYSIS**

Attachments to this report summarize the financial data for all approved 2010/11 capital projects, as follows:

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

The revised Non-Facility Related Capital Budget amounts to \$17.86 million, with actual expenditures to August 31, 2011 totaling \$12.19 million. Service Units have requested carry forward amounts based on actual expenditures to August 31, 2011 to complete projects totaling \$5.65 million with no significant overall variance to approved budgets. If approved by the Board of Trustees, these funds will be appropriately placed in capital reserves with full disclosure in the financial statements.

All Budget revisions are identified in Attachment I. The current quarter budget revisions reflect a revenue neutral position as at the end of the fourth fiscal quarter. The revisions include budget reductions/increases to various projects to reflect actual budget requirements. The budget changes include:

Total cancellations	\$ (0.59 million)
Total reductions	(1.48 million)
Total increases	<u>2.07 million</u>
Net change	<u>\$ -</u>

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

The total Facility Related Multi-Year Capital Budget, including current quarter revisions, amounts to \$390.77 million, with actual expenditures to August 31, 2011 totaling \$371.56 million. The Total Estimated Capital Expenditure is \$390.77 million, with no anticipated variance. The current quarter budget revisions amount to a net increase of \$23.21 million and include:

Total cancellations	\$ (0.18 million)
Total reductions	(4.02 million)
Total increases	<u>27.41 million</u>
Net change	<u>\$ 23.21 million</u>

Total increases includes \$24.46 million to record the completed construction of the New Ernest Manning Senior High, with all capital assets therein transferred by the Province to the CBE and reflecting the deemed City contribution to the project.

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

This attachment provides information pertaining to the various funding sources required to finance the 2010/11 Capital Budget and the status of their deployment to budgeted projects.

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

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

As at August 31, 2011 there is \$25.97 million in Building Capital Reserves and Designated Funds. Of these funds, \$11.54 million is committed for approved projects, leaving \$14.43 million in uncommitted capital reserves.

## V. FINANCIAL IMPACT

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

The actual costs of the equipment purchases or project implementation projects identified in the 2010/11 Capital Budget will result in approximately \$3.8 million of new amortization expense for each of the next four fiscal years, beginning in 2011/12.

## VI. CONCLUSION

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



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

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



Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at August 31, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 31-May-11 \$	Current Quarter Revisions \$	Revised Budget 31-Aug-11 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
<b>Chief Superintendent</b>											
<b>Communications</b>											
Camcorders (2)	18,500	17,839	-	18,500	18,500	17,839	-	17,839	661	-	-
<b>sub-total</b>	<b>18,500</b>	<b>17,839</b>	<b>-</b>	<b>18,500</b>	<b>18,500</b>	<b>17,839</b>	<b>-</b>	<b>17,839</b>	<b>661</b>	<b>-</b>	<b>-</b>
<b>Finance and Business Services</b>											
<b>Corporate Financial Services</b>											
Budget and Reporting System Implementation	542,791	517,686	100,000	(45,000)	55,000	29,895	25,105	55,000	-	-	-
Budget Sys.-Business Intelligence Tools/Web Server	1,771	1,771	-	-	-	-	-	-	-	-	-
Oracle Financials Upgrade (11.5.8)	3,280,356	204,741	350,000	1,406,661	1,756,661	204,741	1,551,920	1,756,661	-	1,200,000	300,000
Quick Books Upgrade	-	-	-	-	-	-	-	-	-	-	-
<b>sub-total</b>	<b>3,824,918</b>	<b>724,198</b>	<b>450,000</b>	<b>1,361,661</b>	<b>1,811,661</b>	<b>234,636</b>	<b>1,577,025</b>	<b>1,811,661</b>	<b>-</b>	<b>1,200,000</b>	<b>300,000</b>
<b>Information Technology Services</b>											
Class Upgrade	61,993	61,993	14,255	-	14,255	14,255	-	14,255	-	-	-
Data Centre Air Conditioning - Highfield	210,000	40,819	210,000	-	210,000	40,819	169,181	210,000	-	-	-
Development Lab	327,558	325,540	270,000	-	270,000	267,982	-	267,982	2,018	-	-
Enterprise Archiving Tool	250,000	-	250,000	(250,000)	-	-	-	-	-	-	-
Enterprise Fax Solution	81,215	47,692	81,215	(33,523)	47,692	47,692	-	47,692	-	-	-
Enterprise Portal Deployment Expansion	7,383,115	5,319,542	1,298,356	(140,300)	1,158,056	807,483	350,573	1,158,056	-	1,713,000	-
Exchange 2010	75,000	34,910	40,090	-	40,090	-	40,090	40,090	-	-	-
ITS Infrastructure Renewal and Growth	3,839,161	1,142,161	1,243,849	(101,688)	1,142,161	1,142,161	-	1,142,161	-	1,664,000	1,033,000
Office 2010	373,155	373,155	499,460	(165,524)	333,936	333,936	-	333,936	-	-	-
Print Strategy Cost Containment (Started 07/08)	1,458,559	454,786	1,131,333	-	1,131,333	127,560	995,000	1,122,560	8,773	-	-
Self Serve Password Reset	10,000	-	100,000	(90,000)	10,000	-	10,000	10,000	-	-	-
Streaming Media Server Upgrade	105,000	-	105,000	(105,000)	-	-	-	-	-	-	-
Student Demographic/Academic Achievement Data Mart	610,000	592,890	142,578	(17,110)	125,468	125,468	-	125,468	-	-	-
Voice over Internet Protocol - School Demonstration	245,505	227,924	245,505	-	245,505	227,924	17,581	245,505	-	-	-
Windows 7 (OS)	365,240	15,240	425,000	(59,760)	365,240	15,240	350,000	365,240	-	-	-
Windows 2008 (OS)	174,270	151,989	100,725	-	100,725	78,444	22,281	100,725	-	-	-
Wireless Capacity and Enhancement	5,420,084	5,420,084	282,732	-	282,732	282,732	-	282,732	-	-	-
<b>sub-total</b>	<b>20,989,855</b>	<b>14,208,725</b>	<b>6,440,098</b>	<b>(962,905)</b>	<b>5,477,193</b>	<b>3,511,696</b>	<b>1,954,706</b>	<b>5,466,402</b>	<b>10,791</b>	<b>3,377,000</b>	<b>1,033,000</b>
<b>Facility and Environmental Services</b>											
<b>Capital Planning and Development</b>											
Computerized Maintenance Management System	1,077,000	893,764	475,015	-	475,015	291,779	180,000	471,779	3,236	-	-
Facilities Strategic IT Plan	1,099,224	164,224	386,000	(21,776)	364,224	164,224	200,000	364,224	-	380,000	355,000
Mobile Computing	264,710	38,710	50,000	(11,290)	38,710	38,710	-	38,710	-	226,000	-
<b>sub-total</b>	<b>2,440,934</b>	<b>1,096,698</b>	<b>911,015</b>	<b>(33,066)</b>	<b>877,949</b>	<b>494,713</b>	<b>380,000</b>	<b>874,713</b>	<b>3,236</b>	<b>606,000</b>	<b>355,000</b>

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at August 31, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 31-May-11 \$	Current Quarter Revisions \$	Revised Budget 31-Aug-11 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
<b>Facility and Environmental Services Continued:</b>											
<b>Central Facility Services</b>											
Global Positioning Fleet Tracking System	89,050	36,613	89,050	(14,526)	74,524	36,613	37,911	74,524	-	-	-
Mail Truck with Box (0, 0, 1)	74,000	-	-	-	-	-	-	-	-	-	74,000
Stake Truck with Box and Lift Gate	83,745	83,745	83,745	-	83,745	83,745	-	83,745	-	-	-
1 Ton Van with Shelving	28,626	28,626	28,626	-	28,626	28,626	-	28,626	-	-	-
4 x 4 Trucks with Boxes (1, 0, 1)	70,800	28,033	30,800	-	30,800	28,033	-	28,033	2,767	-	40,000
5 Ton Dump Truck (0, 0, 2)	210,000	-	-	-	-	-	-	-	-	-	210,000
Argon Filling Unit	9,000	-	-	-	-	-	-	-	-	-	9,000
Asphalt Breaker	9,633	9,633	9,633	-	9,633	9,633	-	9,633	-	-	-
Asphalt Roller	31,496	31,496	31,496	-	31,496	31,496	-	31,496	-	-	-
Automotive Parts Washer	13,000	13,020	13,000	-	13,000	13,020	-	13,020	(20)	-	-
Compact Tractor c/w Snow Removal attach (0,1,1)	120,000	-	-	-	-	-	-	-	-	60,000	60,000
Genie Lift (2, 0, 1)	16,450	16,540	16,540	-	16,540	16,540	-	16,540	-	-	10,000
Truck with Glass Racks (0, 0, 1)	64,000	-	-	-	-	-	-	-	-	-	64,000
Glazing Shop Glass Washer (0, 0, 1)	45,000	-	-	-	-	-	-	-	-	-	45,000
Hydraulic Metal Band Saw (0, 1, 0)	6,000	-	-	-	-	-	-	-	-	6,000	-
Metal Lathe (0, 1, 0)	10,000	-	-	-	-	-	-	-	-	10,000	-
Municipal Tractor c/w attachments (0, 0, 1)	150,000	-	-	-	-	-	-	-	-	-	150,000
Road Grader (0, 0, 1)	150,000	-	-	-	-	-	-	-	-	-	150,000
Sanding and Plow Truck	49,924	49,924	49,924	-	49,924	49,924	-	49,924	-	-	-
Scan Tool Software	11,743	11,743	11,743	-	11,743	11,743	-	11,743	-	-	-
Security Office Hardware/Software Replacement	165,000	40,542	165,000	-	165,000	40,542	124,458	165,000	-	-	-
Service Truck with Box (0, 0, 1)	65,000	-	-	-	-	-	-	-	-	-	65,000
Snow Blower Attachments (2)	12,070	12,070	12,070	-	12,070	12,070	-	12,070	-	-	-
Trade Vans with Racks (0, 8, 12)	637,000	-	-	-	-	-	-	-	-	250,000	387,000
Trailer for Asphalt Roller	5,141	5,141	5,141	-	5,141	5,141	-	5,141	-	-	-
Trim Mowers (5)	79,000	79,078	79,000	-	79,000	79,078	-	79,078	(78)	-	-
Electronic Door Access	2,602,987	1,698,388	365,800	-	365,800	240,201	125,599	365,800	-	-	779,000
Security Cameras - Phase II	1,300,000	585,252	535,793	-	535,793	371,045	164,748	535,793	-	175,000	375,000
<b>sub-total</b>	<b>5,945,615</b>	<b>2,693,231</b>	<b>1,527,361</b>	<b>(14,526)</b>	<b>1,512,835</b>	<b>1,057,450</b>	<b>452,716</b>	<b>1,510,166</b>	<b>2,669</b>	<b>501,000</b>	<b>2,418,000</b>
<b>Education, Energy and Environment</b>											
Building Automated Systems (BAS) Front End	-	-	218,000	(218,000)	-	-	-	-	-	-	-
Utility Metering	124,103	124,103	-	-	-	-	-	-	-	-	-
<b>sub-total</b>	<b>124,103</b>	<b>124,103</b>	<b>218,000</b>	<b>(218,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Facility Operations</b>											
Articulating Manlift (1, 0, 0)	50,000	-	70,000	(20,000)	50,000	-	50,000	50,000	-	-	-
Auto Scrubbers - 20" (8)	46,607	46,607	46,607	-	46,607	46,607	-	46,607	-	-	-
Auto Scrubbers - 23" (8)	46,710	46,710	46,710	-	46,710	46,710	-	46,710	-	-	-
Auto Scrubbers - 24" (8, 21, 30)	374,214	51,214	51,214	-	51,214	51,214	-	51,214	-	135,000	188,000

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Non-Facility Related Assets  
as at August 31, 2011

	Project Budget \$	Cumulative Project Expenditures \$	Budget 31-May-11 \$	Current Quarter Revisions \$	Revised Budget 31-Aug-11 \$	Expenditures to Date \$	Carry Forward Requests \$	Total Estimated Capital Expenditure \$	Forecast Project Variance \$	Estimate 2011/12 \$	Estimate 2012/13 \$
<b>Facility and Environmental Services Continued:</b>											
<b>Facility Operations Continued</b>											
Auto Scrubbers - 28" (2)	14,789	14,789	14,789	-	14,789	14,789	-	14,789	-	-	-
BSM Computer Upgrades (5)	70,000	19,079	70,000	-	70,000	19,079	50,921	70,000	-	-	-
Burnishers (0, 3, 5)	55,000	-	-	-	-	-	-	-	-	21,000	34,000
CCTV Pipeline Inspection System	14,000	14,000	14,000	-	14,000	14,000	-	14,000	-	-	-
Pipe Threading Machine	12,659	12,659	12,659	-	12,659	12,659	-	12,659	-	-	-
Ride-on Auto Scrubbers (4, 4, 3)	152,257	63,257	63,257	-	63,257	63,257	-	63,257	-	51,000	38,000
Ride-on Tractors (2, 3, 2)	66,899	14,899	14,899	-	14,899	14,899	-	14,899	-	30,000	22,000
Thermal Imaging Camera	27,000	25,852	27,000	-	27,000	25,852	-	25,852	1,148	-	-
<b>sub-total</b>	<b>930,135</b>	<b>309,066</b>	<b>431,135</b>	<b>(20,000)</b>	<b>411,135</b>	<b>309,066</b>	<b>100,921</b>	<b>409,987</b>	<b>1,148</b>	<b>237,000</b>	<b>282,000</b>
<b>Human Resources</b>											
Substitute Emp. Mngmt. Sys. Upgrade/Replace	50,050	-	172,277	(122,227)	50,050	-	50,000	50,000	50	-	-
<b>sub-total</b>	<b>50,050</b>	<b>-</b>	<b>172,277</b>	<b>(122,227)</b>	<b>50,050</b>	<b>-</b>	<b>50,000</b>	<b>50,000</b>	<b>50</b>	<b>-</b>	<b>-</b>
<b>Learning Innovation</b>											
Apple Automated Remote Management	618,000	91,694	318,000	-	318,000	91,694	226,306	318,000	-	300,000	-
District Planning & Monitoring Solutions	448,121	448,121	60,043	(31,879)	28,164	28,164	-	28,164	-	-	-
Integrated Media System (IMS) Upgrade - Phase II	734,609	734,609	37,000	-	37,000	37,000	-	37,000	-	-	-
Inclusive Learning Technologies	2,768,000	1,620,330	1,324,312	-	1,324,312	1,145,642	178,670	1,324,312	-	969,000	-
Learning Resource Strategy	1,951,000	-	500,000	(14,000)	486,000	-	486,000	486,000	-	765,000	700,000
Corporate Partnerships Database	-	-	15,000	(15,000)	-	-	-	-	-	-	-
School Logic	100,000	63,439	100,000	-	100,000	63,439	36,000	99,439	561	-	-
SIRS Home Logic Module	140,300	135,721	-	140,300	140,300	135,721	-	135,721	4,579	-	-
<b>sub-total</b>	<b>6,760,030</b>	<b>2,958,193</b>	<b>2,354,355</b>	<b>79,421</b>	<b>2,433,776</b>	<b>1,501,660</b>	<b>926,976</b>	<b>2,428,636</b>	<b>5,140</b>	<b>2,034,000</b>	<b>700,000</b>
<b>Schools and Educational Programs</b>											
Drama Lighting Systems	1,959,063	1,959,063	15,451	-	15,451	15,451	-	15,451	-	-	-
Program Moves & Expansions Commissioning	2,737,904	725,255	1,069,419	(131,515)	937,904	725,255	212,649	937,904	-	900,000	900,000
School Purchased Assets (current + 2 yrs)	3,631,688	1,131,688	1,593,000	(461,312)	1,131,688	1,131,688	-	1,131,688	-	1,250,000	1,250,000
<b>sub-total</b>	<b>8,328,655</b>	<b>3,816,006</b>	<b>2,677,870</b>	<b>(592,827)</b>	<b>2,085,043</b>	<b>1,872,394</b>	<b>212,649</b>	<b>2,085,043</b>	<b>-</b>	<b>2,150,000</b>	<b>2,150,000</b>
<b>Unsupported Debt Principal Payments</b>	<b>57,901,131</b>	<b>2,179,297</b>	<b>2,682,000</b>	<b>503,969</b>	<b>3,185,969</b>	<b>3,185,969</b>		<b>3,185,969</b>	<b>-</b>	<b>5,400,000</b>	<b>5,600,000</b>
<b>Total Non-Facility Capital Assets</b>	<b>107,313,926</b>	<b>28,127,356</b>	<b>17,864,111</b>	<b>-</b>	<b>17,864,111</b>	<b>12,185,423</b>	<b>5,654,993</b>	<b>17,840,416</b>	<b>23,695</b>	<b>15,505,000</b>	<b>12,838,000</b>



Calgary Board of Education  
Quarterly Capital Budget Status Report  
Multi-Year Facility Projects  
as at August 31, 2011

	Total Project Budget May 31, 2011 \$	Current Quarter Revisions \$	Total Project Revised Budget 31-Aug-11 \$	Total Project Expenditures To Date \$	AI Funded Costs to Complete \$	Board Funded Costs to Complete / Carry Forward Request \$	Total Estimated Capital Expenditure \$
<b>2005/2006 Capital Projects</b>							
Samuel W. Shaw School	20,306,865	128,101	20,434,966	20,434,966	-	-	20,434,966
Samuel W. Shaw School - 12 new portables	2,144,468	11,622	2,156,090	2,156,090	-	-	2,156,090
<b>sub-total</b>	<b>22,451,333</b>	<b>139,723</b>	<b>22,591,056</b>	<b>22,591,056</b>	<b>-</b>	<b>-</b>	<b>22,591,056</b>
<b>2006/2007 Capital Projects</b>							
McKenzie Towne (K-4) School	13,072,594	(359,275)	12,713,319	12,713,319	-	-	12,713,319
Panorama (K-4) School ( w/8 new portables)	13,299,532	44,915	13,344,447	13,344,447	-	-	13,344,447
Taradale (K-4) School (w/10 new portables)	14,581,212	189,837	14,771,049	14,771,049	-	-	14,771,049
<b>sub-total</b>	<b>40,953,338</b>	<b>(124,523)</b>	<b>40,828,815</b>	<b>40,828,815</b>	<b>-</b>	<b>-</b>	<b>40,828,815</b>
<b>2007/2008 Major Modernization - AI Funded</b>							
Western Canada High Modernization	35,000,000	-	35,000,000	29,165,786	5,834,214	-	35,000,000
Accrued Interest on 2007/2008 Major Modernization	-	60,308	60,308	-	60,308	-	60,308
<b>sub-total</b>	<b>35,000,000</b>	<b>60,308</b>	<b>35,060,308</b>	<b>29,165,786</b>	<b>5,894,522</b>	<b>-</b>	<b>35,060,308</b>
<b>2008/2009 Capital Projects - AI Funded</b>							
Robert Warren School Portables - Setup	187,083	(15,200)	171,883	171,883	-	-	171,883
P3 Schools (6) Furniture & Equipment (Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge, West Springs)	5,971,500	-	5,971,500	5,684,422	287,078	-	5,971,500
<b>sub-total</b>	<b>6,158,583</b>	<b>(15,200)</b>	<b>6,143,383</b>	<b>5,856,305</b>	<b>287,078</b>	<b>-</b>	<b>6,143,383</b>
<b>2009/2010 Capital Projects</b>							
Child Care Modular Initiative (Battalion Park, Chaparral & Taradale 2 each)	1,780,700	-	1,780,700	1,780,700	-	-	1,780,700
P3 Schools (Bridlewood, Cranston, Evergreen, RoyalOak, SaddleRidge, West Springs)	160,589,065	-	160,589,065	160,589,065	-	-	160,589,065
<b>sub-total</b>	<b>162,369,765</b>	<b>-</b>	<b>162,369,765</b>	<b>162,369,765</b>	<b>-</b>	<b>-</b>	<b>162,369,765</b>
<b>Other Capital Projects</b>							
<b>AI Funded Projects</b>							
West High School - Ernest Manning Replacement	28,000,000	24,460,587	52,460,587	50,110,366	2,350,221	-	52,460,587
Lord Shaughnessy Career Technology Centre	9,570,000	-	9,570,000	4,870,242	4,699,758	-	9,570,000
Reallocation of capital interest earned	59,007	21,808	80,815	-	80,815	-	80,815

Calgary Board of Education  
Quarterly Capital Budget Status Report  
Multi-Year Facility Projects  
as at August 31, 2011

	Total Project Budget May 31, 2011 \$	Current Quarter Revisions \$	Total Project Revised Budget 31-Aug-11 \$	Total Project Expenditures To Date \$	AI Funded Costs to Complete \$	Board Funded Costs to Complete / Carry Forward Request \$	Total Estimated Capital Expenditure \$
<b>Other Capital Projects (continued)</b>							
<b>Board Funded Projects</b>							
Administration Building Renovations	105,000	(99,750)	5,250	5,250	-	-	5,250
New School Commissioning (Samuel W. Shaw)	520,255	(104,095)	416,160	416,160	-	-	416,160
New School Commissioning (2007/08 capital projects - McKenzie Towne, Panorama & Taradale Schools)	1,000,000	(131,177)	868,823	868,823	-	-	868,823
New School Commissioning P3 (Bridlewood, Cranston, Evergreen, Royal Oak, Saddleridge, and West Springs)	3,000,000	(522,651)	2,477,349	2,477,349	-	-	2,477,349
Dr. Carl Safran/Conference Centre, Connaught Modernization and Addition	50,220,506	-	50,220,506	49,177,485	-	1,043,021	50,220,506
New Education Centre - VoIP	573,476	-	573,476	573,476	-	-	573,476
New Education Centre - Technology Requirements	6,000,000	(2,791,029)	3,208,971	2,251,992	-	956,979	3,208,971
Area V Relocation/Renovation to Midnapore Depot	183,000	(183,000)	-	-	-	-	0
Secondary Data Centre (Location TBD)	1,390,000	-	1,390,000	-	-	1,390,000	1,390,000
New School Commissioning (four P3 Middle Schools)	-	1,000,000	1,000,000	-	-	1,000,000	1,000,000
New School Commissioning (P3 Northwest Senior High)	-	1,500,000	1,500,000	-	-	1,500,000	1,500,000
<b>sub-total</b>	100,621,244	23,150,693	123,771,937	110,751,143	7,130,794	5,890,000	123,771,937
	367,554,263	23,211,001	390,765,264	371,562,870	13,312,394	5,890,000	390,765,264

**Calgary Board of Education  
2010/11 Capital Budget  
Capital Financing Summary  
As at August 31, 2011**

	<b>Non-Facility Related Assets Budget</b>	<b>Facility Total Project Life Budget</b>	<b>Total Budget</b>
Total Budgeted Expenditures (per Attachments I and II)	<u>\$ 17,864,111</u>	<u>\$ 390,765,264</u>	<u>\$ 408,629,375</u>
<b>Financed by the Following:</b>			
Alberta Infrastructure Funded Approvals	\$ -	\$ 298,073,022	\$ 298,073,022
Deemed City Contribution to Ernest Manning Senior High	-	24,460,587	24,460,587
Alberta Government Proceeds on Disposal of Capital Assets	-	1,307,668	1,307,668
Funded from Current Operations - Amortization	11,077,430	7,387,494	18,464,924
Funded from prior year operations and Capital Building Reserves	-	20,481,968	20,481,968
Accrued Interest Earned on Capital Grants	-	1,663,452	1,663,452
Funded from School or Departmental Resources	1,131,688	-	1,131,688
Designated Capital Funds - 2010/11 Carryforward Request	5,654,993	5,890,000	11,544,993
Interim Financing from CBE/RBC Funds	-	27,901,073	27,901,073
Infrastructure Maintenance Renewal Program	-	3,600,000	3,600,000
<b>Total Capital Financing</b>	<u><b>\$ 17,864,111</b></u>	<u><b>\$ 390,765,264</b></u>	<u><b>\$ 408,629,375</b></u>



**Calgary Board of Education  
Capital Reserves, Designated Capital Funds, and  
Alberta Government Proceeds on Disposal of Capital Assets  
Balances as at August 31, 2011**

	Building Reserve	Plant Operations & Maintenance Asset Replacement	Leased School Buildings Reserve	School Facility Modernization Reserve	Chinook Learning Services Relocation	Capital Reserves Total	Designated Capital Funds Note 1	Total	Alberta Government Proceeds on Disposal of Capital Note 2
<b>Balances as at June 1, 2011</b>	\$ 8,249,769	\$ 466,963	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,387,504	\$ 5,314,493	\$ 19,701,997	\$ 1,307,668
<b>Transfers out</b>									
Lord Shaughnessy Career Technology Centre	-	-	-	-	-	-	-	-	(637,907)
School & Department Carry Forward 09/10 reversal	-	-	-	-	-	-	(5,314,493)	(5,314,493)	-
<b>Total Transfers out</b>	-	-	-	-	-	-	(5,314,493)	(5,314,493)	(637,907)
<b>Transfers in</b>									
Equipment and Vehicle Disposal Proceeds	-	33,945	-	-	-	33,945	-	33,945	-
School & Department Carry Forward 10/11	-	-	-	-	-	-	11,544,993	11,544,993	-
<b>Total Transfers in</b>	-	33,945	-	-	-	33,945	11,544,993	11,578,938	-
<b>Balances as at August 31, 2011</b>	\$ 8,249,769	\$ 500,908	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,421,449	\$ 11,544,993	\$ 25,966,442	\$ 669,761
<b>Commitments:</b>									
<b>Represented by:</b>									
2010/11 Capital Budget (4th Quarter Report - carry forward projects)	-	-	-	-	-	-	11,544,993	11,544,993	-
Lord Shaughnessy Career Technology Centre (Board meeting April 27, 2010)	-	-	-	-	-	-	-	-	669,761
<b>Total Committed Amounts</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,544,993	\$ 11,544,993	\$ 669,761
<b>Total Uncommitted Amounts</b>	\$ 8,249,769	\$ 500,908	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,421,449	\$ -	\$ 14,421,449	\$ -
<b>Balances as at August, 2011</b>	\$ 8,249,769	\$ 500,908	\$ 2,000,000	\$ 2,270,772	\$ 1,400,000	\$ 14,421,449	\$ 11,544,993	\$ 25,966,442	\$ 669,761

**Notes:**

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

Service Unit Requests \$ 5,654,993 (Attachment I)

Facility Related Requests 5,890,000 (Attachment II)

**Net capital carry forward request into 2011/12 \$ 11,544,993**

2 Alberta Government Proceeds on Disposal of Capital Assets - government portion of proceeds on disposal of capital assets. Ministerial approval is required for use of this fund. Ministerial approval was received in July, 2010 to use all these funds in support of the Career and Technology Centre Project as requested.

**CALGARY BOARD OF EDUCATION**  
**REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES**  
**PUBLIC AGENDA**  
**October 18, 2011**

**To:** BOARD OF TRUSTEES

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

**Re:** September 30 Student Enrolment Summary 2011

**Purpose:** Information and for the Record

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

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

**Resource Persons:** Karen Barry, System Principal, Community Engagement and Operational Planning  
Ingrid Schmidt, Senior Planner, Community Engagement and Operational Planning  
Anne Trombley, Planning Analyst, Community Engagement and Operational Planning  
Conor McGreish, Planning Analyst, Community Engagement and Operational Planning  
Doug Swift, System Principal, Student Data

**I. RECOMMENDATION**

It is recommended:

THAT the September 30<sup>th</sup> Student Enrolment Summary 2011 be received for information.

## II. ISSUE

In order to be in compliance with Executive Limitation 14E (d): *Student Accommodation Information Requirement* administration must provide a report, by the end of October, comparing the actual September 30 enrolment to the system projections.

## III. BACKGROUND

The purpose of this report is to respond to system requests for a timely enrolment summary in advance of the detailed School Enrolment Report (EL-14E).

## IV. ANALYSIS

Provision of the summary in advance of the detailed School Enrolment Report (EL-14E) may result in minor discrepancies between the two reports. These minor discrepancies are due to factors such as duplicate registrations and a closer examination of data issues not resolved prior to September 30<sup>th</sup>.

Table 1 compares actual September 30, 2011 enrolment to projected enrolment in February 2011.

**Table 1**

	Enrolment September 30, 2011	Projected Enrolment	Difference
Pre-kindergarten	35	40	-5
Kindergarten	7,734	7,627	107
Grades 1-3	23,422	23,163	259
Grades 4-6	20,595	20,590	5
Grades 7-9	21,531	21,549	-18
Grades 10-12	25,548	25,303	245
Outreach Programs	1,113	1,000	113
Unique Settings	684	710	-26
Sub-Total	100,662	99,982	680
CBe-learn	615	650	-35
Chinook Learning Services	2,935	2,700	235
Total	104,212	103,332	880

Student enrolment as of September 30, 2011 was 104,212 including CBe-learn and Chinook Learning Services. Enrolment is above system projection by 880 students. The system projection for September 2011 is within the industry standard of excellence (2.0%). The system projection is 99.2% accurate.



Table 2 compares enrolment from September 2011 to September 2010. Enrolment increased by 1,295 students.

**Table 2**

	Enrolment September 30, 2011	Enrolment September 30, 2010	Difference
Pre-kindergarten	35	38	-3
Kindergarten	7,734	7,459	275
Grades 1-3	23,422	22,443	979
Grades 4-6	20,595	20,436	159
Grades 7-9	21,531	21,693	-162
Grades 10-12	25,548	25,667	-119
Outreach Programs	1,113	1,046	67
Unique Settings	684	709	-25
Sub-Total	100,662	99,491	1,171
CBe-learn	615	637	-22
Chinook Learning Services	2,935	2,789	146
Total	104,212	102,917	1,295

## V. FINANCIAL IMPACT

The financial impact will be reported in the first quarter financial report to the Board of Trustees.

## VI. IMPLEMENTATION CONSEQUENCES

This report is part of Executive Limitation 14E: *Student Accommodation Information Requirements*. The summary facilitates earlier access to the Calgary Board of Education's student enrolment count thereby improving efficiencies within the system for all users requiring this data.

## **VII. CONCLUSION**

This report provides timely information to the Board of Trustees regarding the actual September 30<sup>th</sup> enrolment, compared to system projections (Table 1) and last year's enrolment (Table 2), by divisions, Outreach Programs, Unique Settings, CBe-learn and Chinook Learning Services.



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