

# public agenda

## Regular Meeting of the Board of Trustees

December 5, 2017  
12:00 p.m.

Multipurpose Room,  
Education Centre  
1221 8 Street SW,  
Calgary, AB

### R-1: Mission |

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

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.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
10 mins	3.1 Lighthouse Award	J. Everett	GC-3	
	<b>4   Results Focus</b>			
15 mins	4.1 Louis Riel School Presentation	S. Smith	R-2	
60 mins	4.2 R-2 Report Card Information Report – Part 1 Language Arts, Languages and Social Studies	D. Stevenson	R-2, OE-7	Page 4-1
	<b>5   Operational Expectations</b>			
20 mins	5.1 OE-5: Financial Planning – Annual Monitoring	D. Stevenson	OE-1, 9	Page 5-1
20 mins	5.2 OE-11: Learning Environment / Treatment of Students – Annual Monitoring	D. Stevenson	OE-1, 9	Page 5-13
	<b>6   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			

Time	Topic	Who	Policy Ref	Attachment
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
20 mins	7.1 Proposed Amendments to CBE Mission Statement	J. Hrdlicka	<b>GC-2</b>	<b>Page 7-1</b>
20 mins	7.2 Proposed Revisions to Board Meeting Procedures	L. Davis	GC-3	Page 7-5
20 mins	7.3 Proposed Third Party Mathematics Monitoring	L. Davis	GC-3	Page 7-8
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 First Quarter Budget Variance Report for 2017-18 Operating and Capital Budgets and Fall 2017 Budget Update - Revised <i>(THAT the Board authorizes submission of the Fall 2017 Budget Update, as shown in Attachment I of the report, to Alberta Education.)</i>			Page 8-65
	8.2 Items Provided for Board Information		OE-8	
	8.2.1 Chief Superintendent's Update		B/CSR-5, OE-8	Page 8-1
	8.2.2 2017-2018 School Enrolment Report		OE-7, 9	Page 8-6
	8.2.3 EducationMatters Financial Statements as at October 31, 2017		GC-3	Page 8-53
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10  Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

This public Board meeting will be recorded & posted online.  
Media may also attend these meetings.  
You may appear in media coverage.

Archives will be available for a period of two years.  
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:  
Office of the Corporate Secretary at [corpsec@cbe.ab.ca](mailto:corpsec@cbe.ab.ca).

# Results 2 Report Card Information Report: Part 1 Language Arts, Languages and Social Studies.

## report to Board of Trustees

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success OE-7: Communication With and Support for the Board
Resource Persons	Chris Meaden, Director, Learning Ronna Mosher, Director, Learning Dianne Roulson, Director, Learning Elizabeth Wood, System Principal, Research & Strategy Area Directors

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## 1 | Recommendation

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This report is being provided for the information of Trustees. No decision is required at this time.

## 2 | Issue

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This report provides the Board of Trustees with report card information related to student achievement in the following subjects for the 2016-17 school year:

- Language Arts (English and French)
- Languages
- Social Studies

It is a detailed look at the learning information from the perspective of Results 2: Academic Success.

## 3 | Background

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One of the board-approved indicators within the Results 2: Academic Success is:

- The percentage of students meeting learning expectations within each discipline, as measured by student report cards.

In the spring of 2015 Trustees asked for additional information to the Results 2 Monitoring Report. In the 2015-16 and 2016-17 school years, additional detail was provided in the form of six subject information reports. In the spring of 2017 Trustees indicated that these subject-specific reports could be amalgamated.

This year the supplemental information for Results 2: Academic Success is being provided through the Summary of the 2016-17 Provincial Achievement Test and Diploma Examination Results (November 7, 2017), and two report card data reports (December 5, 2017 and January 9, 2018).

This first report card data report provides specific information for Language Arts, Languages and Social Studies.

Data for this report is generated by teacher evaluations of students' understanding of the learning outcomes in the Programs of Study. These evaluations are conducted across time, through multiple learning tasks and assessment activities.

From Kindergarten to Grade 9, student learning in the CBE is reported on a four-point scale on a number of stems that reflect the learning expectations within the program of study for each subject area. Level 1 indicates that the student is not meeting the expectations on the program of study. Levels 2-4 indicate increasing degrees of success with the expectations of the program of study. Additional descriptors can be used for students whose English language proficiency or specialized learning needs create specific learning goals outside the regular program of study.

In grades 10-12, student learning is reported as a single percentage grade. In keeping with Alberta Education's criteria for awarding credits for courses, CBE considers students successful if they have achieved a course mark equal to or above 50%.

The Appendix contains brief descriptions of the Programs of Study for each of the subjects in this report.

At the request of Trustees, results are presented in three ways:

- overall
- overall by stem
- overall by stem and grade

**Note** | Knowledge and Employability (K&E) data is grouped with the other grade level data in grades 8 & 9 due to the small number of students at each grade enrolled in a K&E course.

### **English Language Arts**

#### **Overall**

**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards: K-12**

Year	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
<b>Overall</b>	87.7	88.9	91.0	92.1	92.9	92.4

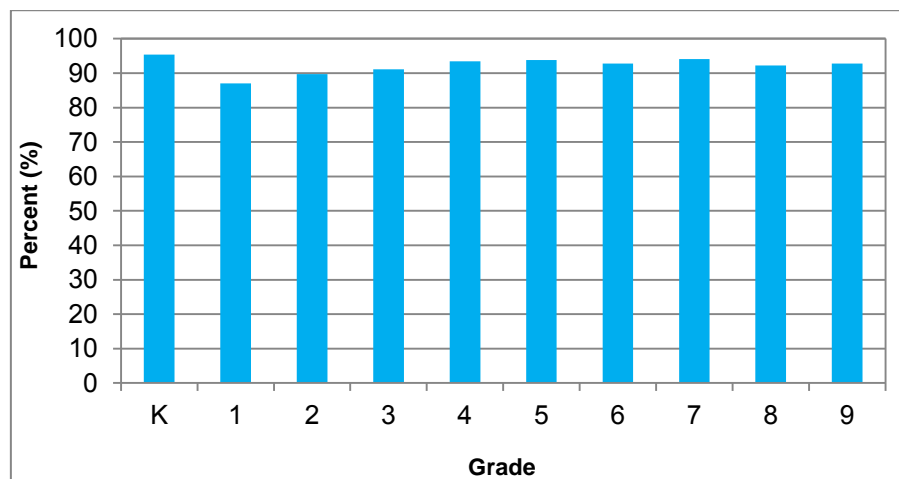
The percentage of students meeting learning expectations in English Language Arts:

- Kindergarten to Grade 9 is 92.1%.
- High School is 93.2%.

**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by grade: K-9**

Year	K	1	2	3	4	5	6	7	8	9
<b>2014-15</b>	95.3	86.7	89.7	90.0	93.6	93.1	94.2	93.3	93.2	93.7
<b>2015-16</b>	95.9	88.2	89.3	91.2	92.7	93.9	94.1	94.7	93.7	92.6
<b>2016-17</b>	95.4	87.0	89.7	91.1	93.4	93.8	92.8	94.1	92.2	92.8

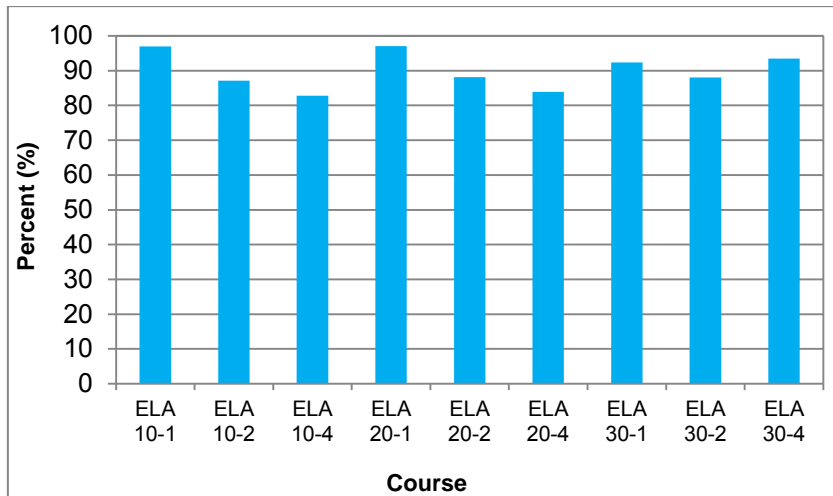
**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by grade 2016-17: K-9**



**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by course: 10, 20, 30 levels**

Year	10-1	10-2	10-4	20-1	20-2	20-4	30-1	30-2	30-4
2014-15	96.1	83.3	75.6	96.8	86.5	80.6	92.4	86.9	85.1
2015-16	97.0	87.7	81.1	97.3	89.6	87.9	94.3	90.4	92.0
2016-17	97.0	87.1	82.8	97.1	88.1	83.9	92.4	88.0	93.5

**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by course 2016-17: 10, 20, 30 levels**

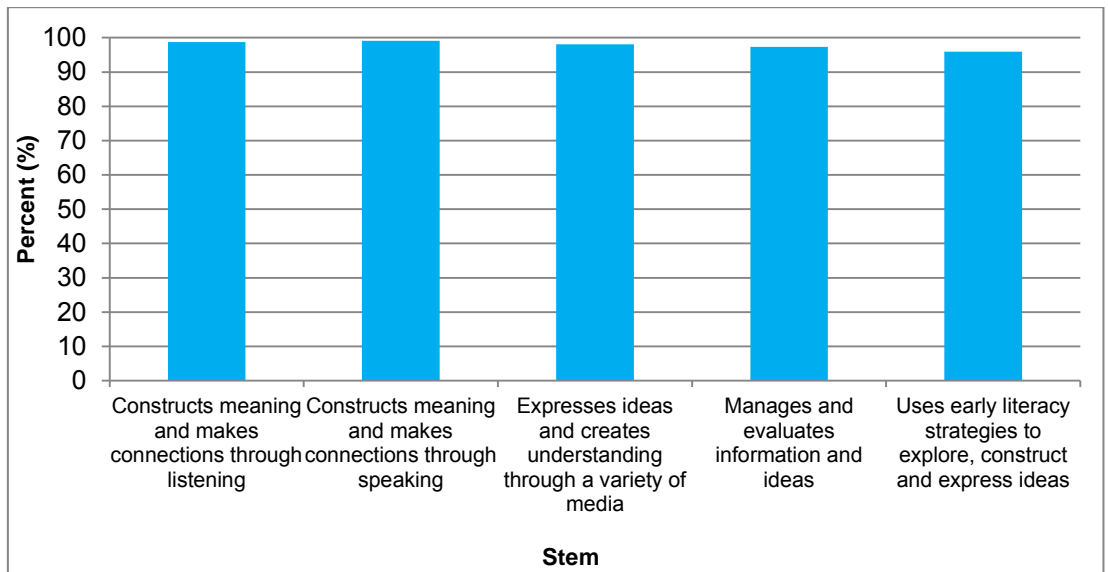


## Overall by Stem

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014 -15	2015 -16	2016 -17
Constructs meaning and makes connections through listening	96.8	99.0	98.7
Constructs meaning and makes connections through speaking	94.8	99.0	99.1
Expresses ideas and creates understanding through a variety of media	96.7	98.2	98.1
Manages and evaluates information and ideas	96.1	97.8	97.3
Uses early literacy strategies to explore, construct and express ideas	95.2	96.6	95.9

Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem 2016-17: Kindergarten

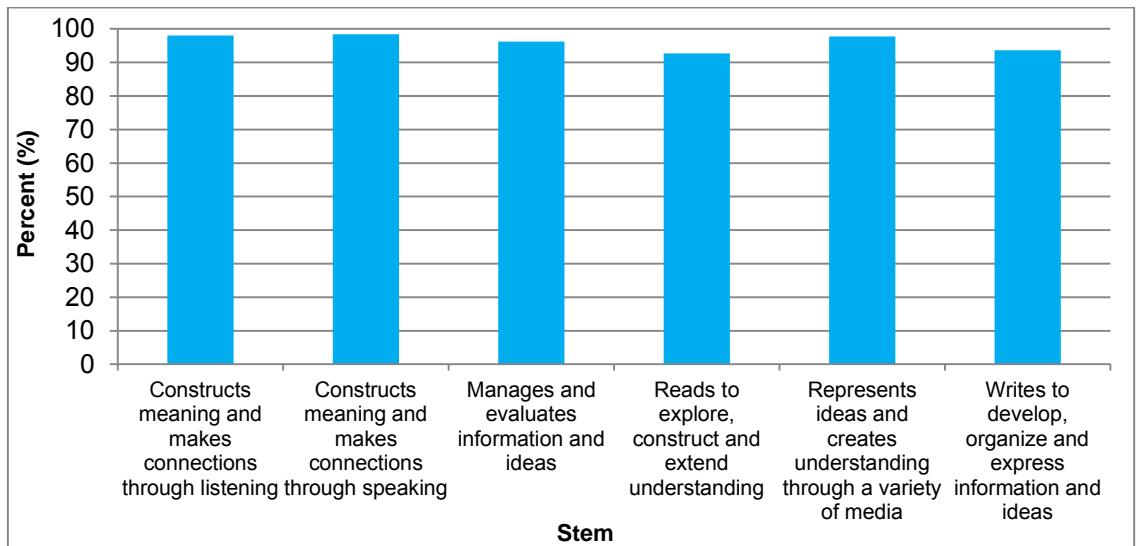




**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem: Grades 1-9**

Stem	2014-15	2015-16	2016-17
Constructs meaning makes connections through listening	96.6	98.0	98.0
Constructs meaning and makes connections through speaking	96.6	98.4	98.4
Manages and evaluates information and ideas	93.8	96.2	96.2
Reads to explore, construct and extend understanding	89.1	92.7	92.7
Represents ideas and creates understanding through a variety of media	96.5	97.7	97.7
Writes to develop, organize and express information and ideas	89.5	93.9	93.6

**Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by stem 2016-17: Grades 1-9**



## Overall by Stem and Grade

### Percentage of students meeting learning expectations within English Language Arts as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Constructs meaning makes connections through listening	97.9	98.3	98.1	98.8	98.5	98.0	98.1	97.0	97.3
Constructs meaning and makes connections through speaking	98.5	98.8	98.7	99.1	98.9	98.2	98.4	97.4	97.4
Manages and evaluates information and ideas	95.9	96.5	96.5	97.3	97.1	96.4	96.4	94.9	95.0
Reads to explore, construct and extend understanding	84.1	88.5	91.3	93.6	95.2	94.6	96.6	96.2	95.6
Represents ideas and creates understanding through a variety of media	97.1	98.2	97.9	98.5	98.4	98.1	97.9	96.0	96.3
Writes to develop, organize and express information and ideas	88.6	90.6	92.6	94.3	95.5	94.6	96.4	95.1	95.1

## English Language Arts Findings

Analysis of the percentage of students meeting learning expectations within English Language Arts as measured by student report card stems indicates high levels of success. This is particularly notable given that nearly 30% of students in Kindergarten to grade 6 are learning English as an additional language.

In 2015-16 student learning in high school dash 2 and 4 courses was examined and consideration was given to how to provide students in these courses with every opportunity to be successful. Teachers of the dash 4 courses were brought together in cohort groups to look at specific high impact strategies for their students and learning outcomes. There has been improvement in students meeting with success in the dash 4 courses. This is the beginning of the positive change expected to be seen in the dash 2 courses soon.

## French Language Arts

### Overall

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards: K-12

Year	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
<b>Overall</b>	92.8	94.8	95.3	96.1	96.4	96.2

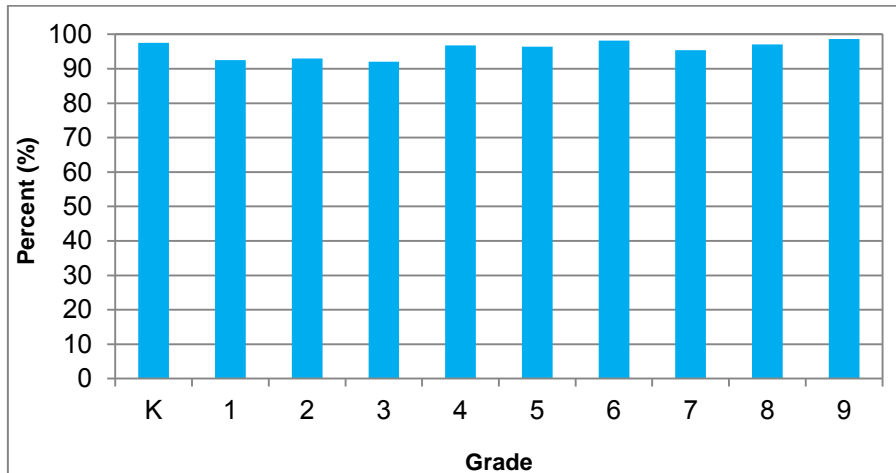
The percentage of students meeting learning expectations in French Language Arts:

- Kindergarten to Grade 9 is 95.5%.
- High School is 99.3%.

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
<b>2014-15</b>	98.1	94.6	91.7	93.0	96.4	96.3	97.8	93.7	95.8	97.4
<b>2015-16</b>	97.1	95.0	92.5	93.6	96.8	98.7	96.7	96.7	95.3	97.5
<b>2016-17</b>	97.5	92.5	93.0	92.0	96.8	96.4	98.2	95.4	97.1	98.6

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by grade 2016-17: K-9

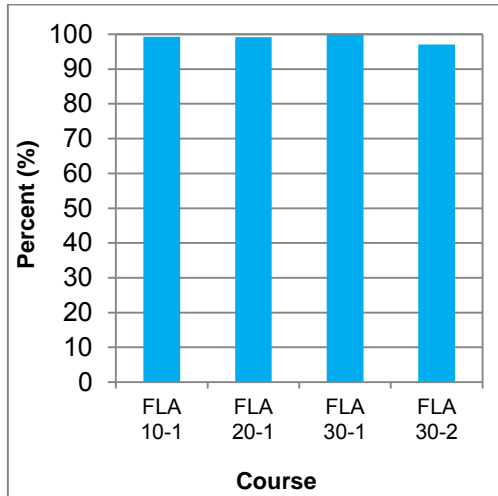


**Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course: 10, 20, 30 levels**

Year	10-1	20-1	30-1	30-2
2014-15	99.3	99.6	99.3	100.0
2015-16	98.0	99.2	99.5	98.2
2016-17	99.3	99.2	100.0	97.1

There is also a FLA 20-2 course. The results are not reported here as there was only a single FLA 20-2 class in the CBE in each of the reported years.

**Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course 2016-17: 10, 20, 30 levels**

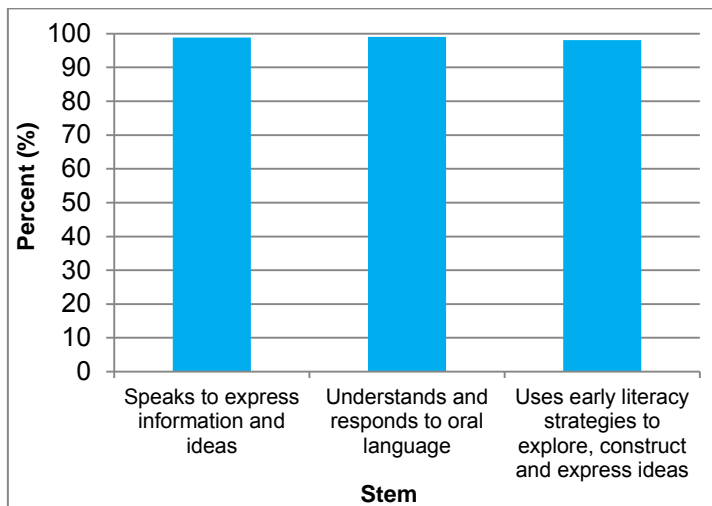


## Overall by Stem

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17
Speaks to express information and ideas	98.9	97.5	98.8
Understands and responds to oral language	99.5	98.4	99.0
Uses early literacy strategies to explore, construct and express ideas <sup>1</sup>	98.5	97.9	98.1

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem 2016-17: Kindergarten

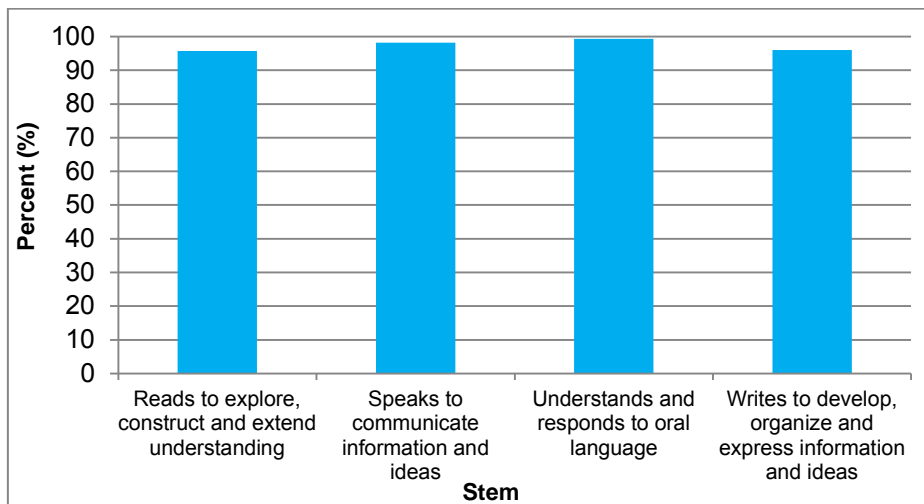


<sup>1</sup> In 2015-16, the report card stems for Kindergarten were modified. “Engages with text to explore, construct and express information and ideas” was replaced with “Uses early literacy strategies to explore, construct and express ideas.”

**Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem: Grades 1-9**

Stem	2014-15	2015-16	2016-17
Reads to explore, construct and extend understanding	95.9	95.8	95.7
Speaks to communicate information and ideas	97.9	96.6	98.2
Understands and responds to oral language	99.2	99.4	99.3
Writes to develop, organize and express information and ideas	95.9	95.9	96.0

**Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by stem 2016-17: Grades 1-9**



## Overall by Stem and Grade

Percentage of students meeting learning expectations within French Language Arts as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	91.4	92.5	91.9	96.9	98.5	97.9	97.9	98.5	98.9
Speaks to communicate information and ideas	97.1	97.6	97.4	98.9	98.0	99.4	98.0	98.3	99.8
Understands and responds to oral language	99.0	98.6	99.2	99.8	100.0	99.8	98.2	99.7	99.5
Writes to develop, organize and express information and ideas	95.4	95.0	91.5	95.7	97.4	98.3	95.6	98.0	98.4

## French Language Arts Findings

In French Language Arts in Kindergarten through to grade 9, there has been strong student performance over time with minor fluctuations. Strong student results in listening and speaking reflect an instructional focus on oral-language development in French Language Arts.

## Additional Language Arts

The additional Language Arts report card data included in this section are the Language Arts courses in Bilingual Programs: Chinese (Mandarin), German and Spanish.

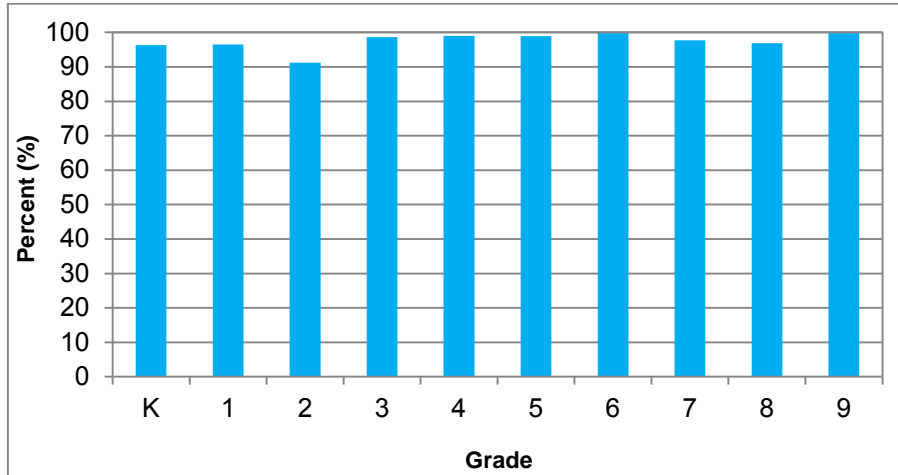
## Chinese (Mandarin) Language Arts

### Overall

Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by grade: K-9

Year	K	1	2	3	4	5	6	7	8	9
2014-15	95.2	93.0	97.4	99.2	100.0	100.0	100.0	100.0	100.0	100.0
2015-16	97.7	92.9	91.1	100.0	99.1	100.0	100.0	100.0	100.0	100.0
2016-17	96.3	96.5	91.2	98.6	99.0	98.9	100.0	97.7	96.9	100.0

**Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by grade 2016-17: K-9**



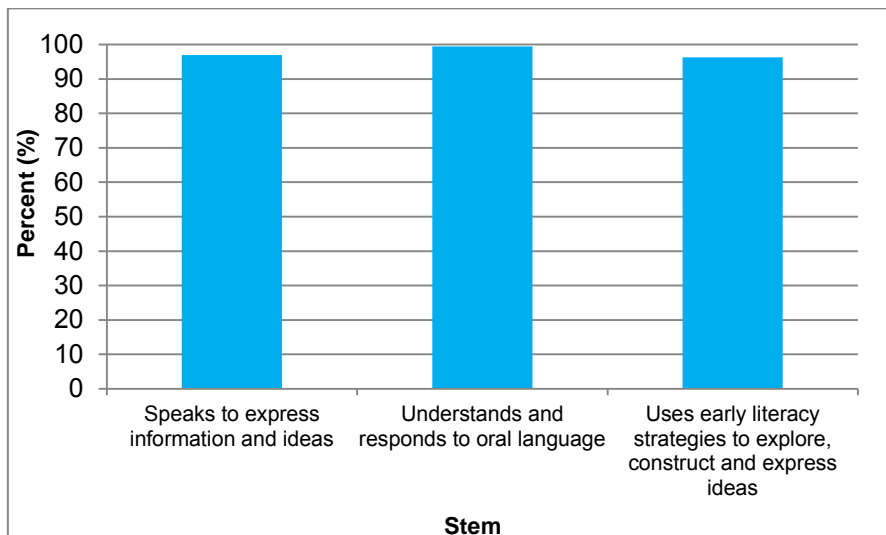
The percentage of students meeting learning expectations in Chinese (Mandarin) Language Arts Kindergarten to Grade 9 is 96.8%.

**Overall by Stem**

**Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem: Kindergarten**

Stem	2014-15	2015-16	2016-17
Speaks to express information and ideas	95.2	98.8	96.9
Understands and responds to oral language	97.2	98.2	99.4
Uses early literacy strategies to explore, construct and express ideas	98.6	97.7	96.3

**Percentage of students meeting learning expectations within Chinese (Mandarin) Language Arts as measured by student report cards by stem 2016-17: Kindergarten**

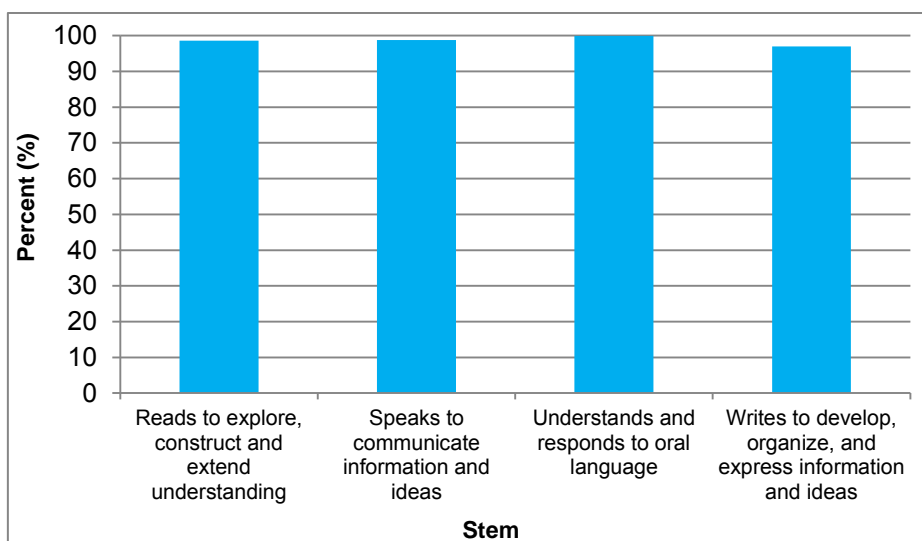




**Percentage of students meeting learning expectations within Chinese (Mandarin)  
Language Arts as measured by student report cards by stem: Grades 1-9**

Stem	2014-15	2015-16	2016-17
Reads to explore, construct and extend understanding	99.0	98.3	98.6
Speaks to communicate information and ideas	97.9	98.0	98.8
Understands and responds to oral language	99.2	98.9	99.9
Writes to develop, organize, and express information and ideas	98.0	96.7	97.0

**Percentage of students meeting learning expectations within Chinese (Mandarin)  
Language Arts as measured by student report cards by stem 2016-17: Grades 1-9**



**Overall by Stem and Grade**

**Percentage of students meeting learning expectations within Chinese (Mandarin)  
Language Arts as measured by student report cards by course and stem 2016-17:  
Grades 1-9**

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	97.7	97.3	99.3	100.0	100.0	100.0	97.7	96.9	100.0
Speaks to communicate information and ideas	98.8	97.2	98.6	99.0	100.0	100.0	97.7	100.0	100.0
Understands and responds to oral language	100.0	100.0	100.0	100.0	100.0	100.0	97.7	100.0	100.0
Writes to develop, organize, and express information and ideas	96.5	91.2	98.6	100.0	98.9	100.0	97.7	96.9	100.0

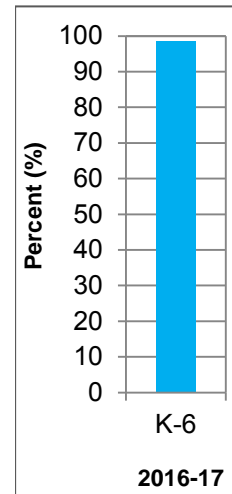
## German Language Arts

### Overall

Grade specific information is not provided for the German Language Arts as there is only a single class at each grade level in the CBE's German Bilingual Program. Results are not reported for individual classes.

#### Percentage of students meeting learning expectations within German Language Arts as measured by student report cards: K-6

Year	K-6
2014-15	90.1
2015-16	94.7
2016-17	98.4



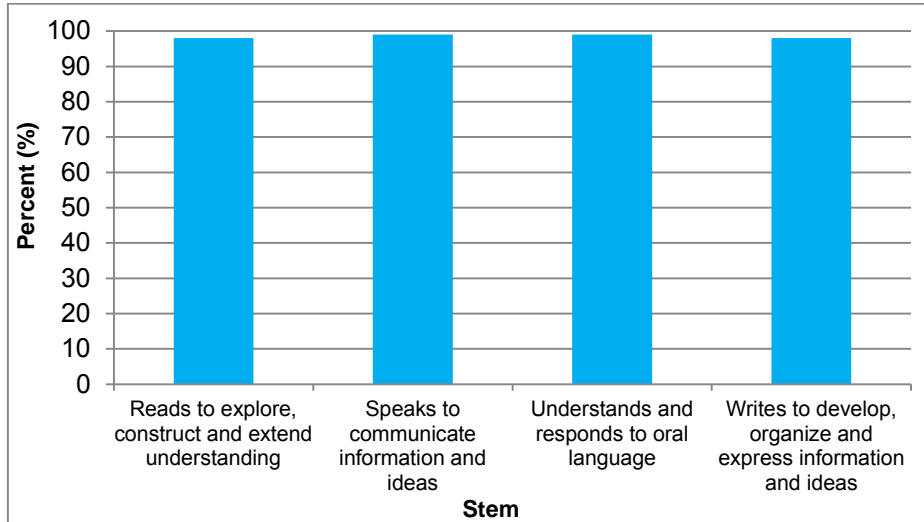
### Overall by Stem

**Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem:** the results for Kindergarten are not reported here as there was only a single class in the CBE.

#### Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem: Grades 1-6

Stem	2014-15	2015-16	2016-17
Reads to explore, construct and extend understanding	93.1	88.1	98.0
Speaks to communicate information and ideas	88.9	94.6	99.0
Understands and responds to oral language	88.6	94.6	99.0
Writes to develop, organize, and express information and ideas	90.8	93.2	98.0

**Percentage of students meeting learning expectations within German Language Arts as measured by student report cards by stem 2016-17: Grades 1-6**



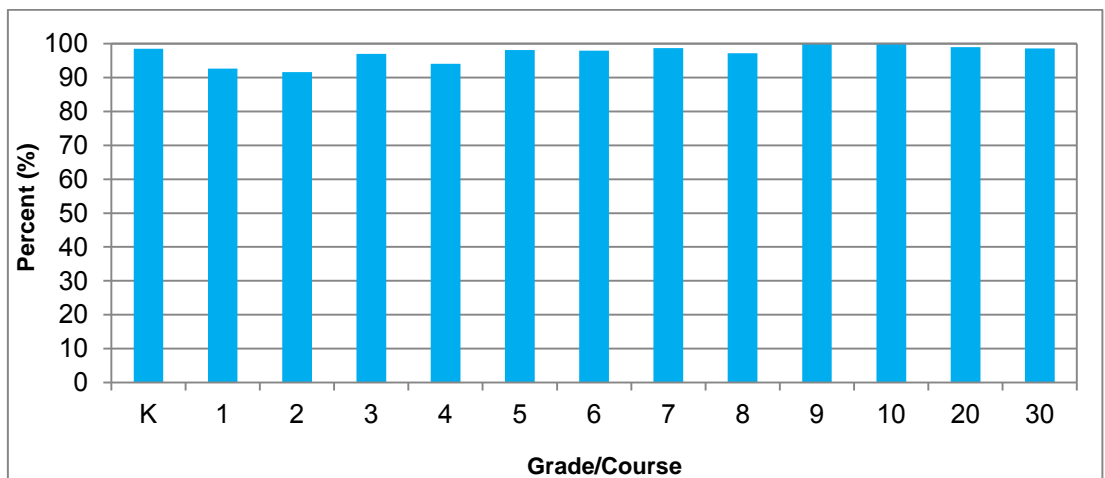
**Spanish Language Arts**

**Overall**

**Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by grade/course: K-9 and 10, 20, 30 levels**

Year	K	1	2	3	4	5	6	7	8	9	10	20	30
2014-15	95.6	91.8	94.4	96.6	98.1	99.2	98.8	99.0	98.2	97.1	97.1	98.5	100.0
2015-16	98.0	91.7	95.5	97.1	97.2	97.3	97.9	99.6	95.2	95.5	100.0	97.3	100.0
2016-17	98.5	92.6	91.6	97.0	94.1	98.1	97.9	98.7	97.2	100.0	100.0	99.0	98.6

**Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by grade/course 2016-17: K-19 and 10, 20, 30 levels**



The percentage of students meeting learning expectations in Spanish Language Arts:

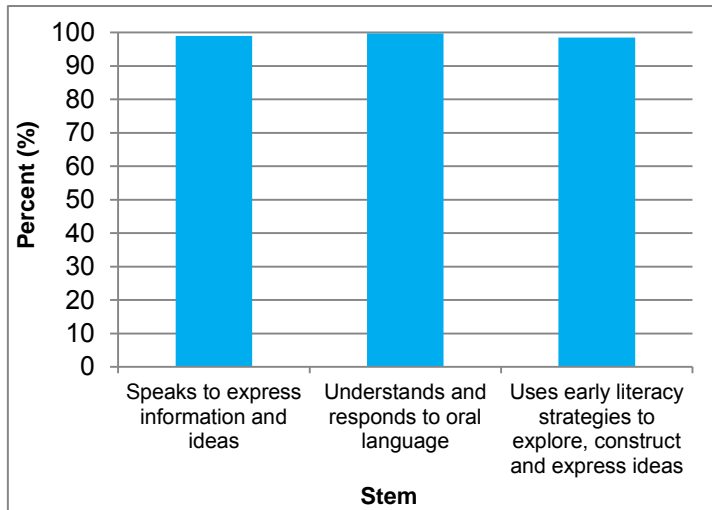
- Kindergarten to Grade 9 is 96.0%.
- High School is 99.3%.

## Overall by Stem

Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17
Speaks to express information and ideas	98.5	98.9	99.0
Understands and responds to oral language	96.7	98.7	99.7
Uses early literacy strategies to explore, construct and express ideas	97.7	98.9	98.5

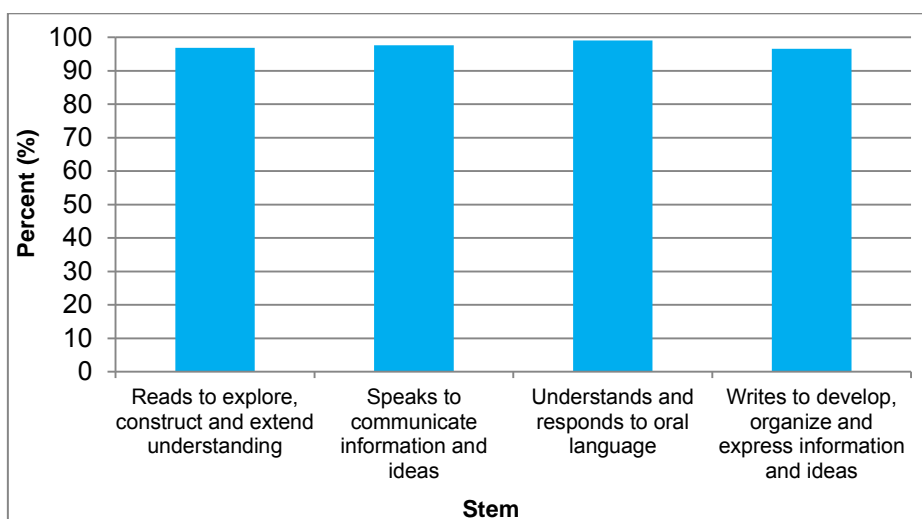
Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem 2016-17: Kindergarten



**Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem: Grades 1-9**

Stem	2014-15	2015-16	2016-17
Reads to explore, construct and extend understanding	97.5	97.0	96.8
Speaks to communicate information and ideas	97.7	97.9	97.6
Understands and responds to oral language	99.4	99.3	99.0
Writes to develop, organize, and express information and ideas	96.7	96.7	96.6

**Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by stem 2016-17: Grades 1-9**



**Overall by Stem and Grade**

**Percentage of students meeting learning expectations within Spanish Language Arts as measured by student report cards by course and stem 2016-17: Grades 1-9**

Stem	1	2	3	4	5	6	7	8	9
Reads to explore, construct and extend understanding	93.4	92.8	98.1	96.2	99.4	99.3	99.6	98.6	100.0
Speaks to communicate information and ideas	96.5	95.8	98.4	95.5	99.4	97.9	99.1	99.5	100.0
Understands and responds to oral language	98.3	98.0	99.3	98.9	100.0	99.3	99.6	99.1	100.0
Writes to develop, organize, and express information and ideas	93.8	93.4	97.9	96.2	97.7	99.3	99.1	97.2	100.0

## Additional Language Arts Findings

In Chinese (Mandarin), German and Spanish Language Arts, there has been strong student achievement over time. Strong student results reflect an instructional focus on authentic oral language acquisition in the target languages

### Language & Culture and French as a Second Language

This section includes report card data for French as a Second Language and Chinese (Mandarin) Language & Culture, German Language & Culture and Spanish Language & Culture.

#### Chinese (Mandarin) Language & Culture

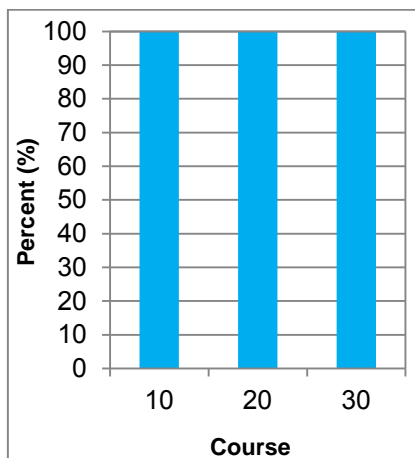
##### Overall

**Percentage of students meeting learning expectations within Chinese (Mandarin) Language & Culture as measured by student report cards by course: 10, 20, 30 levels**

Year	10	20	30
2014-15	96.1	100.0	100.0
2015-16	97.7	98.6	98.6
2016-17	100.0	100.0	100.0

Grade 9 Chinese (Mandarin) Language & Culture is also offered in the CBE. The results are not reported here as there was only a single grade 9 class in the CBE for each of the reported years.

**Percentage of students meeting learning expectations within Chinese (Mandarin) Language & Culture as measured by student report cards by course 2016-17: 10, 20, 30 levels**



The percentage of students meeting learning expectations in Chinese (Mandarin) Language & Culture in High School is 100.0%.

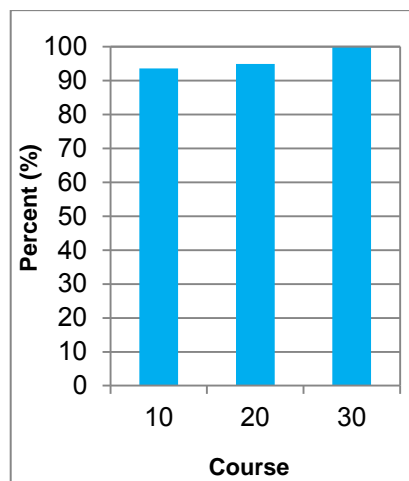
## German Language & Culture

### Overall

Percentage of students meeting learning expectations within German as measured by student report cards by course: 10, 20, 30 levels

Year	10	20	30
2014-15	90.7	100.0	100.0
2015-16	97.2	98.7	100.0
2016-17	93.6	94.9	100.0

Percentage of students meeting learning expectations within German Language & Culture as measured by student report cards by course 2016-17: 10, 20, 30 levels



The percentage of students meeting learning expectations in German Language & Culture in High School is 95.7%.

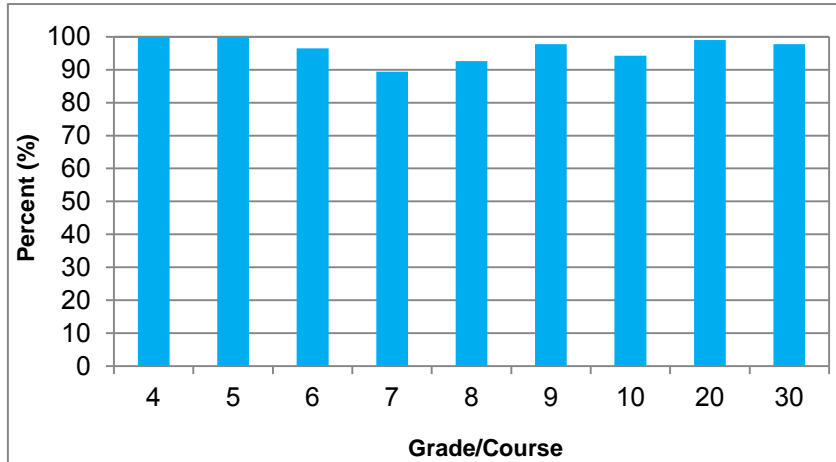
## Spanish Language & Culture

### Overall

Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by grade/course: Grades 4-9 and 10, 20, 30 levels

Year	4	5	6	7	8	9	10	20	30
2014-15 <sup>2</sup>	100.0	100.0	100.0	100.0			94.2	96.8	97.4
2015-16	100.0	100.0	99.4	100.0	100.0	91.7	94.1	97.6	98.9
2016-17	100.0	100.0	96.5	89.4	92.6	97.8	94.3	99.0	97.8

Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by grade/course 2016-17: Grades 4-9 and 10, 20, 30 levels



The percentage of students meeting learning expectations in Spanish Language Arts:

- Grades 4-9 is 95.9%.
- High School is 96.5%.

<sup>2</sup> Spanish Language & Culture was not offered in grades 8 and 9 by any CBE schools in 2014-1015

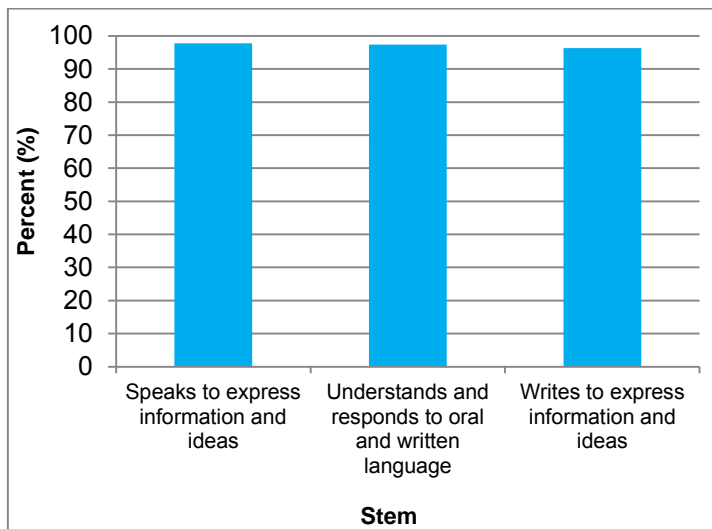


## Overall by Stem

### Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by stem: Grades 4-9

Stem	2014-15	2015-16	2016-17
Speaks to express information and ideas <sup>3</sup>		99.6	97.8
Understands and responds to oral and written language	100.0	100.0	97.4
Writes to express information and ideas <sup>3</sup>		99.3	96.3
Expresses ideas and information through speaking and writing <sup>3</sup>	100.0		

### Percentage of students meeting learning expectations within Spanish Language & Culture as measured by student report cards by stem 2016-17: Grades 4-9



<sup>3</sup> In 2015-16, the report card stem “Expresses ideas and information through speaking and writing” was divided into: “Speaks to express information and ideas” and “Writes to express information and ideas.”

## Overall by Stem and Grade

Percentage of students meeting learning expectations within Spanish Language and Culture as measured by student report cards by course and stem 2016-17: Grades 4-9

Stem	4	5	6	7	8	9
Speaks to express information and ideas	100.0	100.0	96.5	91.5	100.0	100.0
Understands and responds to oral and written language	100.0	100.0	96.5	93.6	96.3	89.9
Writes to express information and ideas	100.0	94.4	96.5	91.5	92.6	98.9

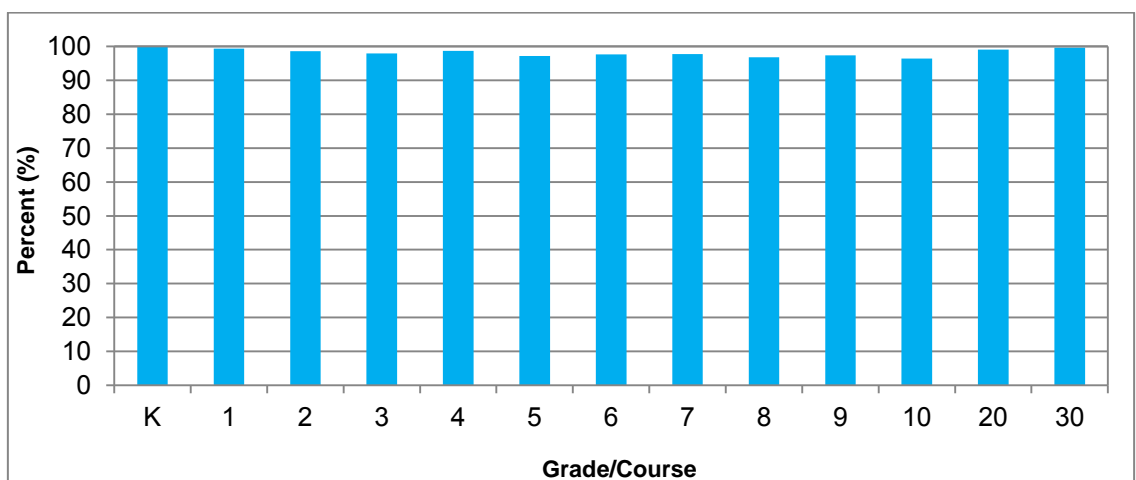
## French as a Second Language

### Overall

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by grade/course: K-9 and 10, 20, 30 levels

Year	K	1	2	3	4	5	6	7	8	9	10	20	30
2014-15 <sup>4</sup>		99.2	98.4	98.7	98.4	98.2	96.7	95.7	97.8	95.6	96.6	97.9	99.3
2015-16	94.9	98.7	98.4	98.7	98.1	97.7	97.1	96.0	97.8	97.4	97.7	98.3	99.1
2016-17	100.0	99.3	98.6	97.9	98.7	97.2	97.6	97.7	96.8	97.4	96.4	99.1	99.6

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by grade/course 2016-17: K-9 and 10, 20, 30 levels<sup>9</sup>



The percentage of students meeting learning expectations in French as a Second Language:

- Kindergarten to Grade 9 is 97.8%.
- High School is 98.4%.

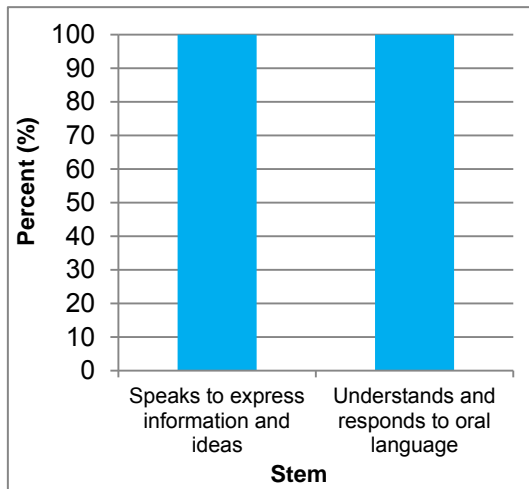
<sup>4</sup> In the year 2014-15 no results were recorded for French as a Second Language [FSL] in Kindergarten as no school in the CBE offered FSL at that level.

## Overall by Stem

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Kindergarten

Stem	2015-16	2016-17
Speaks to express information and ideas	94.9	100.0
Understands and responds to oral language	100.0	100.0

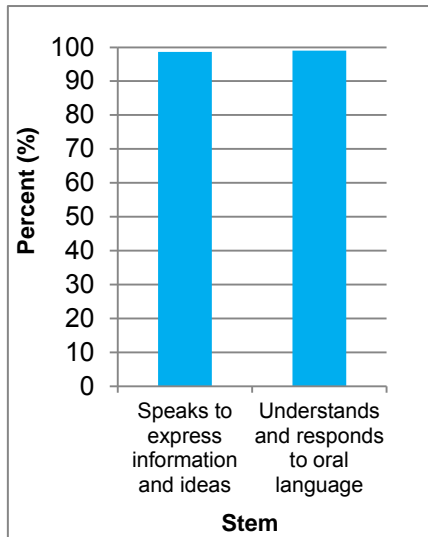
Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2016-17: Kindergarten



**Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 1-3**

Stem	2014-15	2015-16	2016-17
Speaks to express information and ideas	99.0	98.9	98.6
Understands and responds to oral language	99.0	99.1	99.0

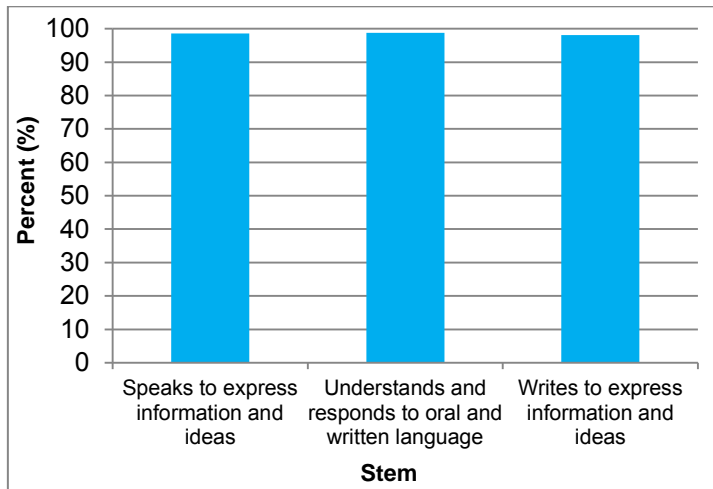
**Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2016-17: Grades 1-3**



**Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem: Grades 4-9**

Stem	2014-15	2015-16	2016-17
Speaks to express information and ideas <sup>5</sup>		98.6	98.6
Understands and responds to oral and written language	98.7	98.7	98.8
Writes to express information and ideas <sup>5</sup>		98.2	98.1
Expresses ideas and information through speaking and writing <sup>5</sup>	97.8		

**Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2016-17: Grades 4-9**

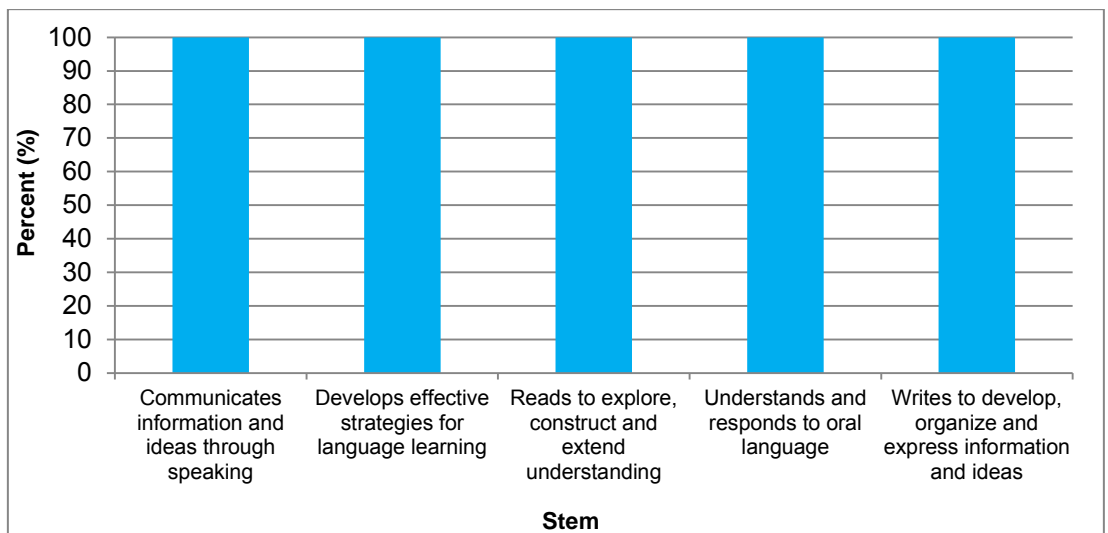


<sup>5</sup> In 2015-16, the report card stem “Expresses ideas and information through speaking and writing” was divided into: “Speaks to express information and ideas” and “Writes to express information and ideas.”

**Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem<sup>6</sup>: Grades 5-6 Intensive French**

Stem	2014-15	2015-16	2016-17
Communicates information and ideas through speaking	92.9	94.9	100.0
Develops effective strategies for language learning	96.9	97.0	100.0
Reads to explore, construct and extend understanding	93.7	98.5	100.0
Understands and responds to oral language	96.9	97.8	100.0
Writes to develop, organize and express information and ideas	90.3	93.2	100.0

**Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by stem 2016-17: Grades 5-6 Intensive French**



<sup>6</sup> The report card stems that were developed for Intensive French are reflect the outcomes of the French as a Second Language Program of Studies and the intensive and immersive language learning that occurs through this programming.

## Overall by Stem and Grade

Percentage of students meeting learning expectations within French as a Second Language as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Speaks to express information and ideas	99.3	98.8	97.9	99.0	98.3	98.5	98.7	98.2	98.4
Understands and responds to oral (and written language)	99.6	98.9	98.7	99.3	98.4	99.1	98.8	97.8	98.8
Writes to express information and ideas <sup>7</sup>				99.0	97.9	98.1	97.8	97.1	98.1

## Language & Culture and French as a Second Language Findings

CBE students in Language & Culture and French as a Second Language courses experience high levels of achievement. Teachers use high-impact instructional and assessment practices to promote literacy in a second or additional language. Strong student results reflect our district professional focus on oral language development.

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<sup>7</sup> The learning outcomes in Kindergarten to Grade 3 FSL courses focus only on oral comprehension and oral production.

## **Social Studies**

### **Overall**

**Percentage of students meeting learning expectations within Social Studies as measured by student report cards: K-12**

Year	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
<b>Overall</b>	92.4	94.2	93.0	94.4	95.1	94.9

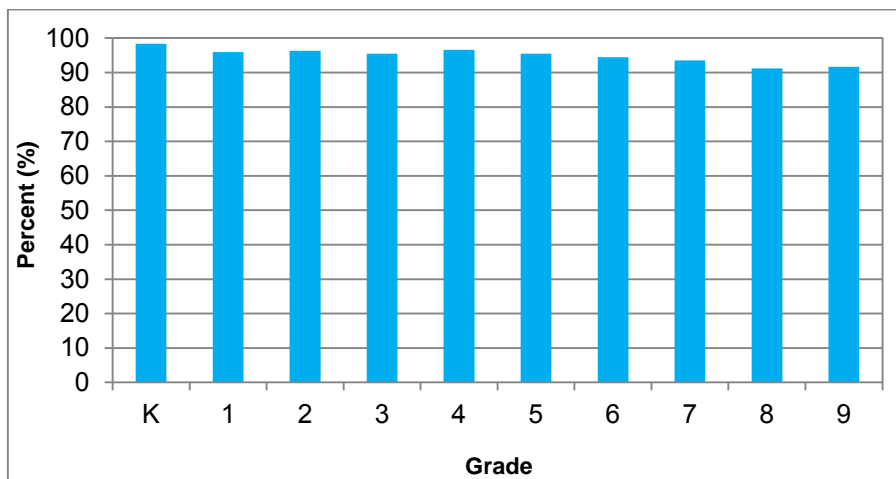
The percentage of students meeting learning expectations in:

- Kindergarten to Grade 9 is 95.1%.
- High School is 94.3%.

**Percentage of students meeting learning expectations within Social Studies as measured by student report cards by grade: K-9**

Year	K	1	2	3	4	5	6	7	8	9
<b>2014-15</b>	97.4	95.9	95.8	94.1	96.1	95.0	94.9	92.8	92.8	90.6
<b>2015-16</b>	98.5	96.5	96.1	95.6	95.6	95.6	94.7	93.5	92.4	91.3
<b>2016-17</b>	98.4	95.9	96.3	95.5	96.6	95.5	94.5	93.5	91.2	91.7

**Percentage of students meeting learning expectations within Social Studies as measured by student report cards by grade 2016-17: K-9**

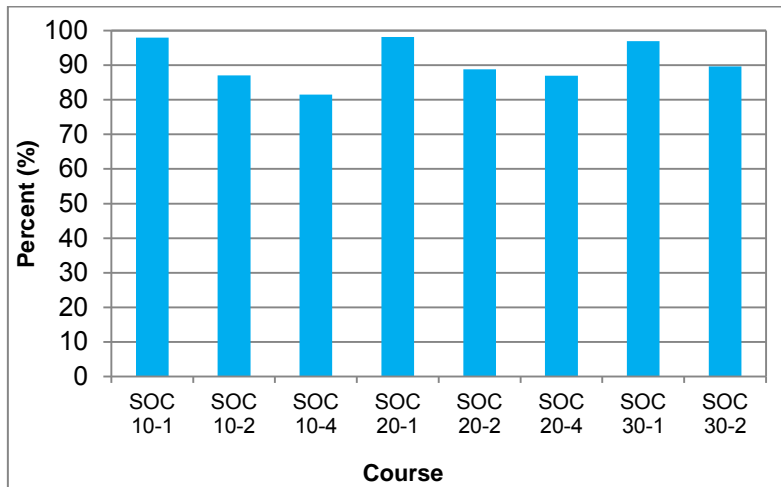




**Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course: 10, 20, 30 levels**

Year	10-1	10-2	10-4	20-1	20-2	20-4	30-1	30-2
2014-15	91.0	87.9	79.3	96.3	93.6	93.3	92.3	88.9
2015-16	97.7	86.6	80.5	98.1	88.5	90.5	97.7	91.4
2016-17	97.9	87.0	81.5	98.1	88.8	86.9	96.9	89.6

**Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course 2016-17: 10, 20, 30 levels**

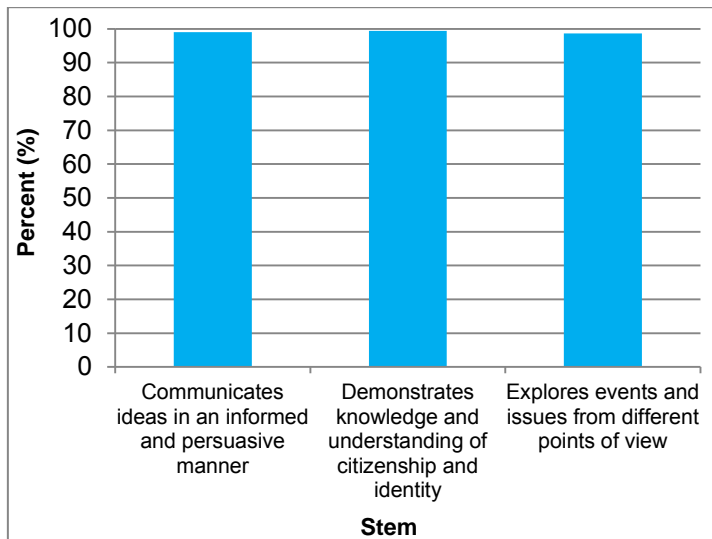


## Overall by Stem

### Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem: Kindergarten

Stem	2014-15	2015-16	2016-17
Communicates ideas in an informed and persuasive manner	98.5	98.9	99.0
Demonstrates knowledge and understanding of citizenship and identity <sup>8</sup>		99.5	99.4
Explores events and issues from different points of view	98.5	98.9	98.7
Participates actively and responsibly in learning communities <sup>8</sup>	98.5		
Understands and makes connections between concepts <sup>8</sup>	99.0		

### Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem 2016-17: Kindergarten

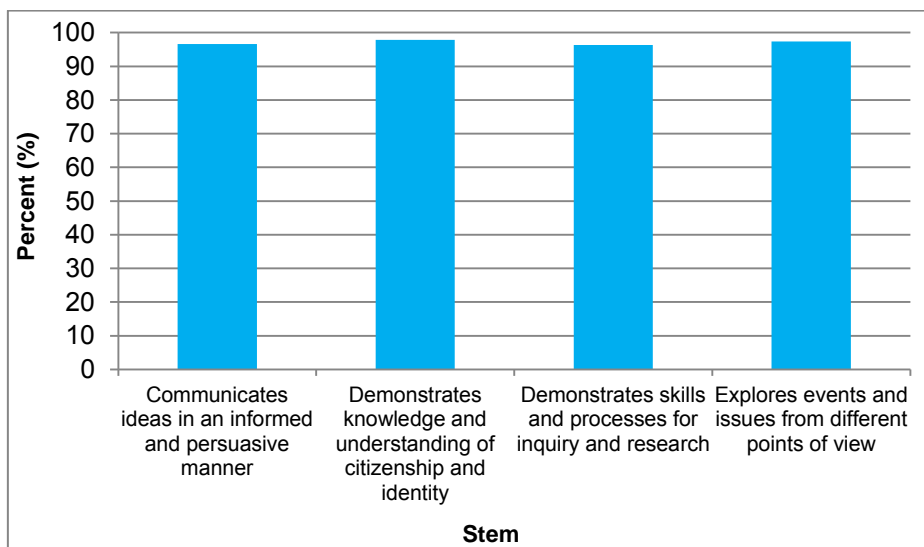


<sup>8</sup> In 2015-16, the report cards stems for Kindergarten were modified. “Understands and makes connections between concepts” and “Participates actively and responsibly in learning communities” were replaced with “Demonstrates knowledge and understanding of citizenship and identity.”

**Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem: Grades 1-9**

Stem	2014-15	2015-16	2016-17
Communicates ideas in an informed and persuasive manner	96.4	96.6	96.6
Demonstrates knowledge and understanding of citizenship and identity	97.9	97.9	97.8
Demonstrates skills and processes for inquiry and research	96.0	96.3	96.3
Explores events and issues from different points of view	97.3	97.5	97.4

**Percentage of students meeting learning expectations within Social Studies as measured by student report cards by stem 2016-17: Grades 1-9**



## Overall by Stem and Grade

### Percentage of students meeting learning expectations within Social Studies as measured by student report cards by course and stem 2016-17: Grades 1-9

Stem	1	2	3	4	5	6	7	8	9
Communicates ideas in an informed and persuasive manner	97.2	97.6	96.8	97.7	97.1	96.1	96.7	94.4	95.1
Demonstrates knowledge and understanding of citizenship and identity	98.8	99.0	98.9	99.1	98.4	97.2	97.0	95.6	94.6
Demonstrates skills and processes for inquiry and research	97.0	97.2	96.4	97.2	96.9	96.3	96.0	94.4	95.0
Explores events and issues from different points of view	97.7	98.5	98.1	98.5	98.0	97.4	96.8	95.5	94.9

### Social Studies Findings

Analysis of the percentage of students meeting learning expectations within Social Studies as measured by student report card stems indicates high levels of success. In Kindergarten, at least 98.7% of students are meeting learning expectations within Social Studies as measured by report card stems. In grades 1-9 over 94% of students are meeting learning expectations within Social Studies as measured by report card stems.

There is Professional Learning Community support for Social Studies Learning Leaders in the area of discipline-based inquiry, media literacy and personalized learning with an emphasis on the dash 2 and 4 courses.

## 5 | Conclusion

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CBE students achieve well in Language Arts, Languages and Social Studies as measured by report cards. This is evident across the range of courses, grades and learning outcomes within each subject area.

Overall Academic Success for CBE students is well supported in these instructional programs. School Development Plans and system wide supports and networks focus on continuous and targeted improvement to ensure student success over time.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

## **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent’s performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.

## attachment | Brief Introduction to Programs of Study

### English Language Arts

In English Language Arts, students develop much more than the ability to read and write. Students learn to use language to create meaning. They do this through the study of language and development of a wide variety of skills and strategies.

Sharing and listening to stories is a uniquely human and joyful experience. When students hear, watch, read and share stories, they develop empathy and a greater appreciation of themselves and their communities.

From kindergarten to grade 12, students develop their ability to listen, speak, read, write, view and represent. Students interpret and create texts for a variety of purposes and audiences. In English Language Arts, students develop their oral language skills, written language skills and ability to understand and generate images.

Students' communication needs are rapidly changing in today's world, and learning in English Language Arts supports students to develop multiple literacies. Success in English Language Arts supports success in all other areas of learning. English Language Arts provides the foundational skills for life-long learning.

#### *Links to Alberta Education's Program of Studies*

- [English Language Arts K-6](#)
- [English Language Arts 7-9](#)
- [English Language Arts Knowledge and Employability \(K&E\) 8 & 9](#)
- [English Language Arts 10-12](#)

### Languages

The CBE offers students both alternative language programs and second language and culture courses.

In language programs, students develop communicative competencies and learn to be global citizens.

In Bilingual and French Immersion programs, students have the opportunity to develop a second language as they learn the same curriculum as students registered in the English program. Bilingual and Immersion Programs support students to become functionally fluent while achieving the learner outcomes of all core and complementary courses. Students develop sufficient language proficiency to consider pursuing post-secondary education as well as employment opportunities in French, Spanish, German or Mandarin.

In our Language and Culture courses, students develop basic levels of communicative competency. Performance-based programs offer students diverse and multiple means of developing their communication skills, linguistic knowledge, cultural understanding, intercultural competence and language learning strategies. Students use their life experiences,

knowledge, skills and attitudes as a basis for developing their second-language communicative abilities for real-life purposes.

All language programs share common goals such as the development of cultural and intercultural competencies, metalinguistic awareness and communicative capacity for personal needs. The development of cultural and intercultural competencies supports students in becoming responsible global citizens. Second language education promotes personal development by encouraging students to take risks and persevere with challenges in the learning process.

Alberta Education's requirements for instructional time in the targeted language are as follows:

- French Immersion
  - Early entry Kindergarten or Grade 1: 100% of instruction in French.
  - Grade 3: 80% instruction in French and 20% in English
  - Grades 4-6: 70% instruction in French and 30% in English
  - Grades 7-9: 50-70% instruction in French and a minimum of 30% in English
  - Grades 10-12: 45 credits of instruction taught in French in French Language Arts, Social Studies and Mathematics.
  
- **Note** | Late French Immersion students follow the same program of studies as French Immersion students. In the early months of Grade 7, students are immersed in French literacy to build a strong foundation on which to base their continued learning.
  
- Bilingual Programs
  - Kindergarten to Grade 6: 50% of instruction in the target language and 50% in English.
  - Grades 7-9: 35% of instruction in the target language and 65% in English.
  - Grades 10-12: 25 credits of instruction taught in the targeted language in Language Arts, Mathematics and complementary courses.

*Links to Alberta Education's Program of Studies*

- [French Language Arts K - 12](#)
- [French Language Arts 10-2, 20-2, 30-2](#)
- [Chinese \(Mandarin\) Language Arts K - 12](#)
- [German Language Arts K - 12](#)
- [Spanish Language Arts](#)
- [Chinese \(Mandarin\) Language and Culture \(3 Year Program\)](#)  
(For students beginning their study of Chinese Language and Culture in Senior High School)
- [Chinese \(Mandarin\) Language and Culture \(6 Year Program\)](#)  
(For students beginning their study of Chinese Language and culture in Grade 7)
- [Chinese \(Mandarin\) Language and Culture \(9 Year Program\)](#)  
(For students beginning their study of Chinese Language and Culture in Grade 4)
- [French as a Second Language \(3 Year Program\)](#)  
(For students beginning their study of French as a Second Language in Senior High School)
- [French as a Second Language \(9 Year Program\)](#)  
(For students beginning their study of French as a Second Language in Grade 4)
- [German Language and Culture \(3 Year Program\)](#)  
(For students beginning their study of German Language and Culture in Senior High School)
- [German Language and Culture \(6 Year Program\)](#)  
(For students beginning their study of German Language and Culture in Grade 7)
- [German Language and Culture \(9 Year Program\)](#)  
(For students beginning their study of German Language and Culture in Grade 4)
- [Spanish Language and Culture \(3 Year Program\)](#)

(For students beginning their study of Spanish Language and Culture in Senior High School)

- Spanish Language and Culture (6 Year Program)  
(For students beginning their study of Spanish Language and Culture in Grade 7)
- Spanish Language and Culture (9 Year Program)  
(For students beginning their study of Spanish Language and Culture in Grade 4)

**Note** | French as a Second Language K-3 is a Locally Developed Course approved by the Board of Trustees.

## **Social Studies**

In Social Studies students explore big questions related to citizenship and Identity. Students explore who they are in relation to others in their local, national and global communities.

From Kindergarten to Grade 12 student develop active and responsible citizenship as they deepen their understanding of diversity and equality. Learning in Social Studies promotes a sense of belonging and acceptance in students as they study about Canada's pluralistic, bilingual, multicultural, inclusive and democratic society.

At each grade level, students explore topics related to: Time, Continuity and Change; Power, Authority and Decision-Making; The Land: Places and People; Global connections; Economics and resources; and Culture and Community.

Learners inquire into issues and consider them from multiple perspectives. Teachers design learning opportunities so that students develop an appreciation of the communities in which they live today, and an awareness of how our past informs our decisions for the future.

Students learn to think critically, creatively, historically and geographically. They make connections to prior knowledge and apply it to new contexts. In Social Studies students examine issues related to power, authority and decision making.

### *Links to Alberta Education's Program of Studies*

- [Social Studies K-6](#)
- [Social Studies 7-9](#)
- [Social Studies 10-12](#)
- [Social Studies Knowledge and Employability 8 & 9](#)



operational  
expectations  
monitoring report

Monitoring report for  
the school year 2016-  
2017

Report date:  
December 5, 2017

## OE-5: FINANCIAL PLANNING

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- In Compliance
- In Compliance with exceptions as noted in the evidence
- Not in Compliance

Signed: *D. Stevenson*  
Chief Superintendent

Date: Nov. 17, 2017

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
Chair, Board of Trustees

Date: \_\_\_\_\_



**OE-5: FINANCIAL PLANNING**

## Executive Summary

Operational Expectation 5: Financial Planning establishes the values and expectations of the Board of Trustees for the Calgary Board of Education in developing and maintaining financial planning that allows the organization to meet its fiscal obligations on an ongoing basis.

The Chief Superintendent's reasonable interpretations for OE 5: Financial Planning were approved on March 20, 2012 and subsequent revisions approved on May 28, 2013. The Board of Trustees last monitored OE 5: Financial Planning on November 29, 2016. Revisions were approved to the Reasonable Interpretations on April 5, 2016 and will be used to monitor the 2017-2018 budget development process.

5.1 The Chief Superintendent will develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.

- Indicator 1: Compliant

5.2 The Chief Superintendent will develop a budget that credibly describes revenues and expenditures.

- Indicator 1: Compliant

5.3 The Chief Superintendent will develop a budget that shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.

- Indicator 1: Compliant

5.4 The Chief Superintendent will develop a budget that discloses budget-planning assumptions.

- Indicator 1: Compliant



**OE-5: FINANCIAL PLANNING**

5.5 The Chief Superintendent will develop a budget that plans for fiscal soundness in future years.

- Indicator 1: Compliant

5.6 The Chief Superintendent will develop a budget that reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.

- Indicator 1: Compliant

5.7 The Chief Superintendent will develop a budget that includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities.

- Indicator 1: Compliant

5.8 The Chief Superintendent may not develop a budget that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

- Indicator 1: Compliant
- Indicator 2: Compliant

Two documents are named in the indicators for OE-5: a Budget Document and a Budget Assumptions Report.

The Budget Document named in the indicators is the “Working Together for Student Success: Budget Report for 2017-18”, as submitted on June 20, 2017. Evidence in this monitoring report will point to specific pages in the budget report. The budget report as a whole is referred to as the Budget Document.

The Calgary Board of Education Budget Assumptions report was presented to the Board of Trustees on April 11, 2017. It is included in the Budget Document on page 142.

**OE-5: FINANCIAL PLANNING**

The Chief Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations goals, and that avoids long-term fiscal jeopardy to the organization.

**Board-approved Interpretation |**

- The Chief Superintendent interprets *multi-year* to mean a three-year period rolling in synchronization with the Three-Year Education Plan. This multi-year financial plan includes both the operating and capital Budgets.
- The Chief Superintendent interprets *develop and maintain* to mean that the multi-year financial plan will be presented and approved by the Board of Trustees May 31 of each year.
- In extenuating circumstances (delayed provincial budget, election, etc.) the presentation and approval of the multi-year financial plan may be delayed beyond May 31. In such cases, the Chief Superintendent will liaise with Alberta Education to determine the appropriate approval date.
- The Chief Superintendent interprets *directly related to the Board's Results priorities* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to achieve the Board's Results priorities and Operational Expectations goals. Furthermore, the format will include comparative numbers for the previous year and the forecasted budgets for the ensuing two years.
- The Chief Superintendent interprets *directly related to the Board's Operational Expectations goals* to mean that the processes used in financial planning are conducted, and the format and content of the financial planning document are developed, in compliance with the requirements of Operational Expectations.
- Due to lack of certainty related to future year funding from the Province, the forecast numbers for the ensuing two years will be the Chief Superintendent's best estimates and should not be considered the final financial plan for those years. Also due to the lack of certainty related to future year funding from the Province, the forecasted future budgets may not be balanced. This is not an indicator of fiscal jeopardy as budget balancing will occur when sufficient certainty for Provincial funding has been achieved.
- The Chief Superintendent interprets *avoids long-term fiscal jeopardy to the organization* as referring to the ultimate financial decisions reflected in the financial plan. Fiscal jeopardy refers to the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations in the



normal course of operations for the foreseeable future. To avoid fiscal jeopardy, the organization must have:

- sufficient accumulated surplus from operations available to cover any planned shortfall or;
- an approved accumulated deficit elimination plan for any planned accumulated deficit from operations.

This in itself does not demonstrate avoidance of fiscal jeopardy as it reflects the financial position at a single point in time.

- The Chief Superintendent interprets *guarding against fiscal jeopardy* during the development of the financial plan to mean that the financial planning decisions will:
  - Only contemplate an annual deficit if there is sufficient accumulated surplus from operations available to cover the deficit. The accumulated surplus should be calculated exclusive of any one time non-reversing accounting adjustments that flow to the accumulated surplus from operations;
  - Only contemplate an accumulated deficit if there is a clear, prudent financial plan to eliminate it and the plan is approved by the appropriate authority in the Government of Alberta;
  - Address any planned deficits over an identified time frame appropriate to the circumstances, but usually within available resources anticipated in the Three-Year Education Plan;
  - Strive to develop and maintain an operating reserve base equal to 1% of jurisdiction revenues, whenever possible;
  - Strive to develop and maintain capital reserves sufficient for CBE capital needs;
  - Strive to ensure all operating reserves are planned to be spent and replenished (where appropriate) within the Three-Year Education Plan cycle;
  - Strive to ensure all capital reserves are planned to be spent and replenished (where appropriate) within a 10 Year Capital Planning cycle;
  - Maintain positive operating cash flows within the period covered by the Three-Year Education Plan; and
  - Be based on acceptable levels of risk, as contemplated in the Three-Year Education Plan.

**The Chief Superintendent will develop a budget that:**

<p>5.1 Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year.</p>	<p>Compliant</p>
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## Board-approved Interpretation |

The Chief Superintendent interprets *summary format understandable to the Board* to be the format required by Alberta Education.

Additionally, a format understandable to the Board means that:

- revenues are presented by major categories, by block, by service unit, schools, areas, and other where appropriate and meaningful for the reader.
- expenditures are presented by major category, by expenditure block, and also broken out by service unit, schools, areas and other where appropriate.
- centrally managed fees are presented showing major categories of revenues and expenditures sufficient to inform the public.

The Chief Superintendent interprets *Board understands the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that at the outset of the budget building process, the Board will be presented with a Budget Assumptions Report that demonstrates the linkages and sets out material planning assumptions related to key categories of revenues and expenditures.

## Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Document that reflects the above interpretation and the related Budget Assumptions Report.

*A budget was presented to the Board on June 20, 2017.*

*The organization is compliant with this indicator.*

**Evidence demonstrates the indicator in sub-section 5.1 is in compliance.**

5.2 Credibly describes revenues and expenditures	Compliant
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## Board-approved Interpretation |

The Chief Superintendent interprets *that revenues and expenditures are credibly described to mean* when they summarize:

- revenue by major funding source, block, service unit, schools, areas and other as appropriate; and
- expenditure by spending categories typically used in financial statements prepared in accordance with generally accepted accounting principles and including service units, blocks, schools, areas and other as appropriate.

The Chief Superintendent interprets *credible description* to mean the format required by Alberta Education, and including revenue and expenditures by service units, schools, areas, block, major category, as necessary to reasonably describe the operations of the Calgary Board of Education. The financial information will be supplemented by a glossary of terms and explanatory notes.

**Board-approved Indicator and Evidence of Compliance |**

1. A Budget Document that reflects the above interpretation.

*Budgeted revenues and expenditures are reported on page 79 of the Budget Document in the categories and format required by Alberta Education and in accordance with Canadian public sector accounting standards. Descriptions of the reported revenue and expense categories are included on pages 45 and 46 of the Budget Document.*

*Additional details and a breakdown of revenues and expenditures are provided on pages 49 – 77 including percentages of totals and variances from the 2015-16 budget. A glossary of terms is found starting on page 169.*

*The organization is compliant with this indicator.*

**Evidence demonstrates the indicator in sub-section 5.2 is in compliance.**

5.3 Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *budget category* to mirror the revenue and expenditure categories.

The Chief Superintendent interprets the requested disclosure to be three fiscal years, being the previous fiscal year actuals, the current fiscal year budget, and the next fiscal year (being the year for which budget approval is required).

In addition, to comply with the overall requirement to present a *multi-year budget*, in accordance with the Chief Superintendent’s interpretation, the presentation will include (for information purposes only) the planned amounts for two subsequent years based on known information at the time of budget preparation.

**Board-approved Indicator and Evidence of Compliance |**

1. A Budget Document that reflects the above interpretation.

Page 79 of the Budget Document presents the minimum amount of information required by this indicator as well as enhanced comparative information in order to comply with the requirements of the Meritorious Budget Award (MBA) for which the CBE has been awarded for the 2016 -17 year and has submitted for 2017-18.

The 2017-18 budget is presented along with actual activity from 2013-14, 2014-15 and 2015-16. The Fall Budget for 2016-17 is also provided for comparative purposes.

Budget projections for the 2018-19, 2019-20 and 2020-21 are also included.

The organization is compliant with this indicator.

**Evidence demonstrates the indicator in sub-section 5.3 is in compliance.**

5.4 Discloses budget-planning assumptions	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets the *budget-planning assumptions* to include:

- financial, economic and other relevant factors where uncertainty exists; and
- resource allocation strategies.

The Chief Superintendent interprets that the *disclosure of budget planning assumptions* shall be a separate document, containing both a description of the major assumption and the intended budget impact. Presentation of this document to the Board of Trustees will take place in advance of the presentation of the resulting budget.

To demonstrate that the ultimate budget document reflects the planned assumptions, the statistics and impacts from the Budget Assumptions Report will be re-calculated using the final budget figures and included with the Budget Document presented to the Board. Due to the dynamic nature of budget planning, the Budget Document may vary from the Budget Assumptions Report due to material changes in the fiscal environment that are outside of the ability of the Chief Superintendent to control.

Disclosure of assumptions shall be based on materiality of impact. For the purposes of disclosure, the Chief Superintendent interprets *material impact* to be either:

- any assumption having an anticipated impact greater than two percent of the budget; and
- any assumption that is pivotal to the delivery of the Three-Year Education Plan.



By necessity, the level of detail of the assumptions and the confidence in the estimated impacts will be greater for the current year budget being approved than for the ensuing two years provided for information only. These future years will be modified and adjusted in each ensuing year to respond to unforeseen and changing circumstances and formal budget approval by the Board for those years will occur annually.

The accuracy and completeness of the Budget Assumptions Report is directly related to the accuracy and reliability of the provincial government’s fiscal plan. As provincial spending plans lapse annually, the reliability of provincial government fiscal plans is subject to annual votes of the Legislature. The lapsing nature of provincial budget dollars impacts the reliability of the Chief Superintendent’s financial plan for future years.

**Board-approved Indicators and Evidence of Compliance |**

1. A Budget Assumptions Report that reflects the above interpretation.

*The Budget Assumptions Report provides the following information as required by the above interpretation:*

- Financial, economic and other relevant factors where uncertainty exists are disclosed in the attached Budget Assumption Report beginning on page 13, page 15 for Revenue and page 17 for expenses.
- Resource allocation strategies are provided on pages 8 – 11 and 17 – 21.

*All assumptions having an impact greater than two percent of the budget and all assumptions pivotal to the delivery of the Interim Three-Year Education Plan have been disclosed in the Budget Assumptions Report on the above noted pages.*

*The organization is compliant with this indicator.*

**Evidence demonstrates the indicator in sub-section 5.4 is in compliance.**

5.5 When future government funding commitments have been made, creates a multi-year budget and plans for fiscal soundness in future years.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets:

- *Plans for* to mean that financial decisions are made in accordance with the previous interpretation of “guarding against fiscal jeopardy” while achieving the outcomes set out in the Three-Year Education Plan.

- *Fiscal soundness in future years to mean ongoing ability to meet financial obligations within the context of a provincial controlled public entity.*

**Board-approved Indicator and Evidence of Compliance |**

1. A Budget Assumptions Report that reflects the above interpretation and the condition contained in the reasonable interpretation.

*The 2017-18 Budget is balanced with the use of reserves and a reduction in capital activity to fund regular operations. Reserves are planned to be utilized to fund the operating deficit and capital costs.*

*The projections included in the report for 2018-19 to 2020-21 do not represent deficit plans. Rather, the deficits are indicative of the additional revenue and/or program and service reductions that would be necessary to generate a balanced budget. As well, as a government controlled entity there is no risk that the CBE will be unable to meet its financial obligations.*

*The CBE's 2017-18 budget plans for the retention of approximately 1% of its annual operating expenses as reserves at the end of the year as disclosed on page 24 of the Budget Document. These reserves, along with other cost savings measures, will be used to develop balanced budgets in future years.*

*The organization is compliant with this indicator.*

**Evidence demonstrates the indicator in sub-section 5.5 is in compliance.**

5.6 Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increase and benefits.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets that the financial plan will *reflect anticipated changes in employee compensation, including inflationary adjustments, step increases, performance increases and benefits* by including these estimated changes in the projections for salaries and benefits expenses, including grid increases, in each of the three years presented in the financial plan.

**Board-approved Indicator and Evidence of Compliance |**

1. A Budget Assumptions Report that reflects the above interpretation.

*Estimated changes in the projections for salaries and benefits expenses are incorporated into the budget assumption on page 17 of the Budget Assumptions Report. These assumptions are reflected in the information provided in the Budget Document.*

*The organization is compliant with this indicator.*

**Evidence demonstrates the indicator in sub-section 5.6 is in compliance.**

5.7 Includes amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *amounts determined by the Board to be necessary for the Board to effectively and efficiently perform its governing responsibilities* to be the Office of the Trustees' budget allocation.

**Board-approved Indicator and Evidence of Compliance |**

1. Board approval of the Office of the Trustees' budget allocation.

*At the meeting on May 16, 2017, the Board of Trustees approved the Office of the Trustees' budget allocation for 2017-18.*

*The organization is compliant with this indicator.*

**Evidence demonstrates the indicator in sub-section 5.7 is in compliance.**

**The Chief Superintendent may not develop a budget that:**

5.8 Does not plan for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *conservatively projected to be available* to mean that:

- the source of the funding can be specifically identified; and
- the timing for receipt and amount of funding can both be reasonably estimated.

Reasonably estimated means our level of confidence in our projections is:

- high; or
- if moderate, is acceptable given potential alternative actions.

Levels of confidence are defined in the context of the organization's operating context and related risk tolerance.

## Board-approved Indicators and *Evidence of Compliance* |

1. A Budget Assumptions Report that reflects the above interpretation.

*Over 93% of Calgary Board of Education funding is derived from Provincial grants. Revenue projections are based on the Alberta Education Funding Manual, and CBE student projections, which have been extremely reliable on a system-wide basis. Remaining revenues have been budgeted conservatively, as described in the attached Budget Assumptions Report on pages 15 - 16.*

*The organization is compliant with this indicator.*

2. A Budget Document that reflects the above interpretation.

*The projected 2017-18 deficit results are fully funded by available reserves.*

*On page 79 of the Budget Document, the Three-Year Financial Plan reflects expenses in excess of revenue for 2018-19 to 2020-21. These deficits represent the additional revenue and/or cost reductions needed to balance the budget in the future and are not plans to overspend in future years.*

*The organization is compliant with this indicator.*

### **Evidence demonstrates all indicators in sub-section 5.8 are in compliance.**

#### **GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

operational  
expectations  
monitoring report

Monitoring report for the  
school year 2016-2017

Report date:  
December 5 2017

## OE-11: Learning Environment/Treatment of Students

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- In Compliance
- In Compliance with policy exceptions as noted in the evidence
- Not in Compliance

Signed: *D. Stevenson* Date: Nov. 17, 2017  
David Stevenson, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 11: Learning Environment/Treatment of Students, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Chair, Board of Trustees

**OE-11: Learning Environment/Treatment of Students**

## Executive Summary

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

Operational Expectation 11: Learning Environment/Treatment of Students establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretations for OE 11: Learning Environment/Treatment of Students was approved on May 1, 2012. The Board of Trustees last monitored OE 11: Learning Environment/Treatment of Students on November 29, 2016.

The report provided today includes data available from the 2016-2017 school year. The following summary of the individual policy statements for OE 11: Learning Environment/Treatment of Students provides an overview of the results of each indicator. Information, including evidence pertaining to each specific indicator is presented in detail in this report.

11.1 The Chief Superintendent shall protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.2 The Chief Superintendent shall provide safe learning conditions for each student.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

**OE-11: Learning Environment/Treatment of Students**

- Indicator 4: Compliant

11.3 The Chief Superintendent shall maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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- Indicator 1: Compliant

11.4 The Chief Superintendent shall ensure that all confidential student information is lawfully collected, used and protected.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Non-compliant
- Indicator 3: Compliant
- Indicator 4: Compliant

11.5 The Chief Superintendent shall provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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- Indicator 1: Compliant
- Indicator 2: Compliant
- Indicator 3: Compliant

11.6 The Chief Superintendent shall not tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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- Indicator 1: Compliant



**OE-11: Learning Environment/Treatment of Students**

The Chief Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning for each student.

**Board-approved Interpretation |**

The Chief Superintendent interprets *learning environment* to be those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.

The Chief Superintendent interprets *safe* to mean a learning environment where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

The Chief Superintendent interprets *respectful* to mean a learning environment that is safe, caring and where students feel they are treated fairly.

The Chief Superintendent interprets *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

**The Chief Superintendent will**

11.1 Protect instructional time provided for students during the academic day by prohibiting interruptions due to unnecessary intrusions.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *instructional time provided for students during the academic day* to be those scheduled periods that focus on the learning outcomes of students, as defined by Alberta Education's authorized Programs of Study.



The Chief Superintendent interprets *protect* and *prohibit* to mean clear communication to school principals about expectations for instructional time and the correction of known instances of operation outside of regulations. Regulations and expectations for instructional time provide guidance or direction related to such things as school participation in campaigns, school participation in elections, and school participation in programs provided by outside services and partnerships.

The Chief Superintendent interprets *unnecessary intrusions* to be a halt to instructional time not related to student learning outcomes, with the exception of approved practices and emergent responses connected to safety.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100% of on-site student activities taking place in instructional time will focus on student learning outcomes.

*The organization is compliant with this indicator.*

*100% of school principals responded Yes to the following statement:*

- *“all on-site student activities taking place in instructional time focused on student learning outcomes.”*

2. 100% of off-site activities occurring during instructional time will support student learning outcomes.

*The organization is compliant with this indicator.*

*100% of school principals responded Yes to the following statement:*

- *“all off-site activities taking place in instructional time focused on student learning outcomes.”*

3. 100% of schools will use a visitor sign-in system so that visitors check in at the school office before proceeding to classrooms or other areas of the school.

*The organization is compliant with this indicator.*

*100% of school principals responded Yes to the following statement:*

- *“my school uses a system that requires visitors to sign-in and/or check-in before proceeding to classrooms or other areas of the school.”*

**Evidence demonstrates all indicators in sub-section 11.1 are in compliance.**

11.2 Provide safe learning conditions for each student.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *safe* to mean the learning environment is free from potential harm to students, where students may focus on their learning, reasonably free from distractors. This learning environment provides for students intellectually, socially, emotionally and physically.

**Board-approved Indicators and *Evidence of Compliance* |**

1. 100% of schools will have the required number of school employees on staff with a current certification in first aid, as set out by Occupational Health and Safety.

*The organization is compliant with this indicator.*

*100% of school principals responded Yes to the following statement:*

- *“my school had the required number of staff with a current certification in first aid, as set out by Occupational Health and Safety.”*

2. 100% of schools offering off-site activities to students will have the required number of school employees with current certification in first aid participating in the activities, as set out by the Calgary Board of Education off-site manual.

*The organization is compliant with this indicator.*

- *Risk management and Off-Site departments confirm all schools offering off-site activities had the required number of staff with a current certification in first aid or access to certified first aid personnel at their destination, as set out by the Calgary Board of Education off-site activities manual.*
- *Principals report providing the required number of staff with appropriate certification participating in off-site activities.*

3. 100% of schools will practice an emergency plan that includes fire drills, evacuation procedures and lockdown procedures.

*The organization is compliant with this indicator.*

*100% of school principals confirmed that lockdowns and evacuation practices were held.*

- *All schools conducted the required fire drill, lockdown and evacuation procedures.*

4. The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education’s Accountability Pillar Survey will be intermediate (81 percent) or higher.

*The organization is compliant with this indicator.*

*89.3% of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.*

**Evidence demonstrates all indicators in sub-section 11.2 are in compliance.**

11.3 Maintain a climate that is characterized by support and encouragement for high student achievement.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *student achievement* to include a demonstration of performance in areas of academic success, citizenship, character and personal development. Evidence of student performance is comprehensively covered in the monitoring of Results policies. In this interpretation of operational policy, the focus is on the supports and practices that enable students to do their best.

The Chief Superintendent interprets *climate* to be the learning environment.

*Support and encouragement* are interpreted to mean the practices that create a learning environment where schools are safe, caring and fair.

Along with practices, positive relationships with peers and adults in the school assist students socially/emotionally and intellectually.

**Board-approved Indicator and Evidence of Compliance |**

The Calgary Board of Education annual Safe and Caring Schools result, as determined by Alberta Education’s Accountability Pillar Survey will be intermediate (81%) or higher.

*The organization is compliant with this indicator.*

*89.3% of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly in school.*

**Evidence demonstrates the indicator in sub-section 11.3 is in compliance.**

11.4 Ensure that all confidential student information is lawfully collected, used and protected.	Compliant
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### Board-approved Interpretation |

The Chief Superintendent interprets this sub-section to mean that all records about students are maintained in confidence and disclosed only if authorized and by law. Administrative regulations about student records must align with the School Act and the regulations passed thereunder, as well as other applicable legislation and regulations about student records.

The Chief Superintendent interprets *collected, used and protected* to mean student records will be gathered, shared and stored as defined in the School Act, the Freedom of Information and Protection of Privacy Act, the Child Welfare Act, and the Income Tax Act.

### Board-approved Indicators and *Evidence of Compliance* |

1. Administrative Regulations regarding student records will align with legal requirements.

*The organization is compliant with this indicator.*

*Administration has confirmed that Administrative Regulation 6024: Student Records is aligned with Alberta Education Student Records Regulation and Calgary Board of Education legal requirements.*

2. 100% of school principals indicate the practices in their schools will comply with the organization’s Administrative Regulations regarding student records.

*The organization is not compliant with this indicator.*

*99.5 % of school principals responded Yes to the following statement:*

- *“the practices in my school comply with Administrative Regulation 6024 – Student Records.”*
- *1 school indicated there was an instance of non-compliance with Student Records. This instance was brought to the attention of the FOIP coordinator and the applicable notification was completed.*

3. 100% of practices in Calgary Board of Education’s Records Management department will comply with the organization’s regulations regarding student records.

*The organization is compliant with this indicator.*

*The Records Management department confirms that department practice complied with Calgary Board of Education Administrative Regulation 6024 – Student Records.*

4. 100% of specialized assessments will proceed only after informed consent is received from the parent/guardian or independent student.

*The organization is compliant with this indicator.*

*The Learning service unit confirms 100% of specialized assessment applications are initiated after a conversation between parent/guardian or independent student and school and/or system personnel responsible for administering specialized assessments, and a written signature.*

**Evidence demonstrates three of four indicators in sub-section 11.4 are in compliance. The exception is indicator 11.4.2**

11.5 Provide instructional programs and transportation services that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets this sub-section to mean that instructional programs will take into account the strengths, interests and learning outcomes of students, as defined by Alberta Education’s authorized Programs of Study.

It means the organization will maintain a reasoned balance in determining programs and programming for students, in consultation with parents and guardians about educational programming. Critical to this balance is connecting cost and service.

**Board-approved Indicators and Evidence of Compliance |**

1. 100% of students have access to an instructional program that meets their learning goals, strengths and interests.

*The organization is compliant with this indicator.*

*100% of school principals responded Yes to the following statement:*

- *“students in my school had access to an instructional program that met their learning goals, strengths and interests.”*

2. 100% of alternative program proposals received by the Calgary Board of Education will be considered in three key areas: community interest, the organization’s ability to realize successful student learning outcomes and the fiscal responsibilities of the Calgary Board of Education.

*The organization is compliant with this indicator.*

*The Deputy Chief Superintendent confirms that three proposals for alternative programs were reviewed during the 2016-2017 school year.*

3. 100% of decisions about the provision of transportation service for students and the related fee structures are based on access to instructional program and the fiscal responsibilities of the Calgary Board of Education.

*The organization is compliant with this indicator.*

*Administration confirms that decisions were based on access to instructional program for the 2016-2017 school year balanced with the fiscal responsibilities of the CBE. There were no transportation reserve funds available to balance the transportation budget.*

**Evidence demonstrates all indicators in sub-section 11.5 are in compliance.**

**The Chief Superintendent shall not:**

11.6 Tolerate any behaviours, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.	Compliant
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**Board-approved Interpretation |**

The Chief Superintendent interprets *tolerate* to mean timely action will be taken to address complaints or other evidence of concern related to adult interactions with students.

The Chief Superintendent interprets *adults who have contact with students* to be employees of the Calgary Board of Education and persons volunteering in schools with the knowledge and consent of school staff.

The Chief Superintendent interprets *hinder the academic performance* to mean adult behaviours, actions or attitudes that interfere with student learning. *Hinder the well-being of students* is interpreted to mean adult behaviours, actions or attitudes that do not support a respectful learning environment.

**Board-approved Indicators and Evidence of Compliance |**

1. 100% of complaints of alleged inappropriate behaviour of employees or volunteers towards students will be addressed within the organization's regulations.

*The organization is compliant with this indicator.*

*100% of school principals and area directors responded Yes or NA to the following statements:*

- *“all reported complaints of alleged inappropriate behaviour of employees or volunteers were addressed within the regulations of the CBE.”*
- *“in my Area, all complaints of alleged inappropriate behaviour of school principals toward students were addressed within the regulations of the CBE.”*

**Evidence demonstrates the indicator in sub-section 11.6 is in compliance.**

**ATTACHMENT: OE-11 Learning Environment/Treatment of Students  
Capacity Building**

**GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring

**OE-11: Learning Environment/Treatment of Students****Capacity Building**

December 5, 2017

**11.4.2** 100% of school principals indicate the practices in their schools will comply with the organization's Administrative Regulations regarding student records.

Records Management department will continue to provide on-site support to schools to build capacity with regards to safe and legal record keeping practices that are aligned with CBE Administrative Regulations and current legislation. Ongoing on site audits and reviews provide opportunities for learning, deepening understanding and changing practice. Record management information and updates will continue to be provided on a regular basis to administrative secretary learning sessions held throughout the school year. Ensuring that principals know who to contact regarding specific information or situations continues to be a critical component of these learning opportunities.





**report to  
Board of Trustees**

## Proposed Amendments to CBE Mission Statement

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Julie Hrdlicka, Wards 11 and 13
Purpose	Decision
Governance Policy Reference	Results R-1: Mission Governance Culture GC- 2: Governing Commitments Operational Expectations OE-2: Learning Environment/Treatment of Students

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees gives first reading to the amendment of Results Policy 1 Mission, as provided in this report; and
- THAT the Board of Trustees directs the Chief Superintendent to inform the Board prior to January 9, 2018, of significant organizational and financial impacts, if any, that would result from this proposed change.

### 2 | Issue

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To amend the Calgary Board of Education (CBE) Mission Statement, as stated in Results Policy 1 from:

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

to:

“Each student in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning”

### 3 | Background

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Government of Alberta initiatives:

Bill 10, “an Act to Amend the Alberta Bill of Rights and to Protect Our Children” came into force June 1, 2015. This Act amended several pieces of legislation including the *School Act*, the *Alberta Bill of Rights*, the *Education Act*, and the *Alberta Human Rights Act*. The *School Act* amendments created new responsibilities for boards, parents and students to ensure that schools are a welcoming, caring, respectful and safe environment for all students and staff. The environment must be one that respects diversity and fosters a sense of belonging.

The Alberta Government amended Bill 10 in January 2015 and required boards to ensure they have policies and practices in place to promote a welcoming, caring, respectful and safe environment. The CBE has fulfilled these requirements by: (1) amending a Board policy to foster safe, caring, respectful and welcoming school district, (2) creating a system-wide code of conduct, and (3) developing and implementing guidelines for gender and sexual minority youth.

In November 2017, the Alberta Government passed Bill 24 “The Act to Support Gay-Straight Alliances”. This act further strengthens schools and principals responsibilities in supporting the creation of gay straight alliances (GSA’s).

As a public education jurisdiction, CBE has been doing this work for over a decade to create safe and welcoming learning environments for students.

The CBE has done this through Operational Expectation 2: Learning Environment/Treatment of Students Learning and Operational Expectations 4: Treatment of Employees which sets out the Board of Trustees’ values in relation to the Chief Superintendent’s responsibilities regarding employees and organizational operations.

The most relevant Results policies include Results 3: Citizenship (R-3.3) that addresses fostering a sense of belonging, and a respect for diversity by requiring that students develop as citizens to respect and embrace diversity. Results 5: Character (R-5) requires that students develop character by doing

what is right, acting morally with wisdom, and balancing their individual concerns with the rights and needs of others. The Board of Trustees adopted an interpretation of “respect and embrace” to mean “to see as equal, learn from and treat with dignity” and the interpretation of “diversity” as the recognition of “the full range of uniqueness in humanity”.

## 4 | Analysis

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Research continues to show the importance of school boards creating policies which are inclusive of gender diversity, gender identity and gender expression so LGBTQ2+ students stay connected to school.

Quotes from the Alberta Government website:

“In our society, many LGBT youth lack school attachment. Almost half of LGBT youth surveyed in a 2011 Canadian research study examining school climate indicated that they did not feel like they belong, compared to only 3.5% of their non-LGBT youth counterparts. Sense of belonging is a key component of social inclusion, and an important factor in a successful transition to adulthood”.

“These statistics underscore the level of fear experienced by LGBT youth, their growing detachment from school, and an increased likelihood of not completing high-school.

- 64% of LGBT youth, and 61% of students with LGBT parents report that they feel unsafe at school
- 74% of transgender students and 55 % of LGBT youth report being verbally harassed about their gender or sexual identity
- 21% of LGB youth report being physically harassed or assaulted because of their orientation
- 37% of trans-youth report being physically harassed or assaulted due to their gender expression
- 49% of trans-youth reported being sexually assaulted as result of their gender expression

Rather than school being an instrumental factor in LGBT youths’ sense of inclusion, research shows that it is increasingly becoming a factor in LGBT youth experiencing fear, isolation, marginalization and social exclusion.”

The entire Alberta Education document, “School attachment and academic performance” is available at

<https://understandingtheguidelines.ca/faqs/research-on-lgbtq-youth/>.

The CBE's mission statement is critical in setting the purpose and scope of the CBE's work as a leader in public education.

The CBEs' mission statement is one of the first statements students and families read as they consider attending a CBE school. It is important that a child can see themselves in the schools they attend and language plays an important role in that inclusion.

The CBE has many policies and practices in place to support inclusive learning environments for all students including LGBTQ2+ students. The CBE's mission statement must fall in line with those policies and practices as it is one more building block to create a bridge to further connect LGBTQ2+ students to CBE schools.

## 5 | Financial Impact

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The impact statement from the Chief Superintendent will include the financial impact of changing the CBE Mission Statement (Results 1: Mission Policy).

## 6 | Conclusion

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The Calgary Board of Education is committed to making schools safe, caring, welcoming and respectful and the CBE has many policies and procedures currently in place to create inclusive learning environments for all our students including LGBTQ2+ students.

LGBTQ students, families, allies and the public have come to expect leadership from the CBE in this area. By Amending R1, the CBE's mission statement to include language which respects gender identity and gender expression we are further strengthening the work which has already been done to create safe, caring and welcoming learning environments.

## report to Board of Trustees

### Proposed Revisions to Board Meeting Procedures

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Lisa Davis, Wards 6 and 7
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

#### 1 | Recommendation

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- THAT the Board of Trustees gives first reading to the following amendments to its Board Meeting Procedures, under *G. Distribution of Agenda – Regular Meetings* be amended as follows:
  - a. “1. All regular meeting Agenda information will be circulated by the Corporate Secretary to Trustees and members of Administration, as appropriate, 14 days prior to the applicable meeting. In order to meet this schedule, signed reports and all information required to prepare the Agenda must be received in the Corporate Secretary’s Office by noon, 15 days prior to the meeting.”
  - b. “4. Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public 7 days prior to the respective meeting.”
- THAT the Board of Trustees directs the Chief Superintendent to provide an impact statement of significant organizational impacts, if any, that would result from the proposed amendments.



## 2 | Issue

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Trustees have a fiduciary duty to properly prepare for meetings. With 120,000 students and 14,000 employees, the impact of our decisions is significant. Adequate time needs to be given for trustees to review the information, seek advice from stakeholders if necessary, and prepare for meetings.

Current timelines are insufficient.

## 3 | Background

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Currently, the wording in the Board Meeting Procedures is as follows:

“1. All regular meeting Agenda Information will be circulated by the Corporate Secretary to Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, signed reports and all information required to prepare the Agenda must be received in the Corporate Secretary’s Office by noon on the Tuesday, seven days prior to the meeting.”

“4. Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public on the Friday, four (4) days prior to the respective meeting. In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.”

The proposed review is consistent with Board Purpose GC-1:

- GC-1: Board Purpose: “The Board of Trustees represents, leads, and services the organization’s owners – the citizens of Calgary – and holds itself accountable to them by committing to act in the best interests of the Calgary Board of Education”.

## 4 | Analysis

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The Current timelines mean that Trustees receive reports on a Wednesday, for discussion and/or approval on a Tuesday. This means there are 3 full business days for review, evaluation, and discussion prior to the public board meeting. These timelines are insufficient for Trustees to discharge their duties.

Increasing the time available for the public to review the Agenda Information is consistent with the Board’s values around transparency and engagement with stakeholders.

## 5 | Conclusion

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The proposed changes are important for the Board to fulfill its duties to the public by being adequately prepared for discussion and debate of the vision, mission, values, and monitoring of results.

## report to Board of Trustees

### Proposed Third Party Mathematics Monitoring

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Lisa Davis, Wards 6 and 7
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3 Board Job Description

#### 1 | Recommendation

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- THAT, with respect to Results 2: Academic Success Monitoring, the Board of Trustees retains an independent third party to review the math program's alignment to expected program of studies outcomes and achievement; and
- THAT the Board of Trustees authorizes the use of reserves for up to \$75,000 to complete this review.

#### 2 | Issue

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On June 20, 2017 the Board passed the following motion unanimously:

*THAT the Board of Trustees identifies concern with overall student results in Mathematics.*

Further, during the 2016/17 school year, CBE embarked on a "Math Engagement Strategy" which identified the following in the "CBE Math Engagement Roadmap (02/17)":

- "The creation of a math strategy was identified as a priority in the CBE's Three-Year Education Plan. Math scores have declined across





the province, and although our results are above the province, as a system we continue to experience a decline. We are focusing our efforts through this system strategy to understand the issues and improve results.”

- “Our goal for the strategy is to create a common understanding of math teaching and learning across the CBE and to share best practices and resources among teachers to help our students to be more successful. We also want to deepen parent and community understanding of the research and best practices around teaching and learning in math.”
- “Parents are vital partners in their children’s learning, and we want to better understand what they need from us at the school and system levels, as well as to learn how we can work better together to support student learning in math. It is important for students to experience success in math, as they build a foundation of learning necessary to thrive in life and work and for continued learning.”
- “The math curriculum is set by Alberta Education, and we have always worked closely with them to ensure that our work is aligned with their direction in education.”
- “The strategy will provide a common understanding of math teaching and learning across the CBE and a platform to share best practices and resources, to help our students become more successful in math.”

During this engagement, stakeholders were consulted – those stakeholders included “parents, students, educators, school administrators, partners in education and the public.”(from CBE Math Engagement Roadmap 02/17).

### 3 | Background

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The proposed review is consistent with our policies:

- GC-1: Board Purpose: “The Board’s purpose is to ensure that the organization achieves the results described in the Board’s Results policies...”
- GC-2: Governing Commitments: “2.4 (b) External, third-party monitoring will be used as necessary to enable the Board to exercise confident control over organizational performance.”
- GC-3.1: “The Board will ensure that the Results are the dominant focus of organization performance.”
- GC-3.5: “Ensure acceptable Chief Superintendent performance through effective monitoring of Results and Operational Expectations policies”.
- B/CSR-5.2: “The Board will acquire monitoring data on Results and Operational Expectations by one of more of three methods: (including)

- (b) By External Review, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies.”
- B/CSR: 5.6: “The Board may monitor any policy out of this defined sequence, if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.”
- Results R-2: “Academic Success: Students will: Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines: (including) Mathematics.”

#### 4 | Analysis

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The proposed review will assist the Board to meet its obligations to the public with respect to our policies outlined above including ‘confident control over operational performance’. The time, energy and effort spent by administration in the engagement with stakeholders and the development of the strategy, and the financial commitment to implementing the strategy, all demonstrate the importance of this work to the organization and our stakeholders.

##### Project Scope:

- Four low performing schools in math (which will have math coaches in 2017/18) are reviewed along with four higher performing schools among another set of four schools which are moderately successful on PAT’s.
- The review includes what the school is doing in terms of being aligned to Program of Studies by reviewing how:
  - a. The prescribed program of studies is aligned to:
    - i. The planned lessons (teacher lesson plans)
    - ii. The instructed program of studies (evidence that the prescribed and planned program of studies have been implemented in a classroom: student notebooks, assignments etc.)
    - iii. The assessed program of studies (what types of assessment are used by the teacher to determine student performance, and is the assessment measuring what the program of studies is requiring to be taught). Are knowledge and skill outcomes being primarily assessed, or student processes?

- iv. The reported program of studies: Is the reporting to parents based upon the student's performance on the prescribed program of studies or on other things?
- v. Resources: How are the resources used aligned to the prescribed program of studies?
  - Preparation of a carefully designed survey of a sample of students and parents to determine their feedback on their expectations of the school and math program and how they are informed of student progress.
  - Completion Date: June 2018
  - Through the established RFP process the Board will obtain an independent third party consultant qualified to complete the work.

## 5 | Financial Impact

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It has been recommended this project be funded from current reserves.

## 6 | Conclusion

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The Board has clearly identified the importance of improving its math program through its policies, its motions, and the resources dedicated to improving results, including the \$2 million allocated in fall 2017 from reserves towards implementing math coaches.

The monitoring contemplated here today will assist the Board's purpose to ensure the organization achieves the results described in its Results policies and its Results – Academic Success.

## report to Board of Trustees

### First Quarter Budget Variance Report for the 2017-18 Operating and Capital Budgets and Fall 2017 Budget Update – Revised

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Ed Sutlic, Director, Corporate Finance Donna Rogers, Manager, Corporate Planning and Reporting Sharyn Tut, Lead, Corporate Budgets

## 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees receives the submission of the Fall 2017 Update to the 2017-18 Operating Budget, as shown in Attachment I of the report, to the Minister of Alberta Education.

## 2 | Issue

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Following the submission of the November 28, 2017 report on the “First Quarter Budget Variance Report for the 2017-18 Operating and Capital Budgets and Fall 2017 Budget Update”, the following changes were identified and updated in the attached report:

- Capital Reserves – August 31, 2018 balance is \$10,728,000 on Page 3 (formerly \$27,641,000).
- Grades 1-12 Eligible funded students – Grades 10 to 12 are 29,471 on Page 4 (formerly 29,741).

## 3 | Conclusion

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The revised Fall 2017 Update to the 2017-18 Operating Budget was submitted to Alberta Education on November 29, 2017.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: Fall 2017 Update to the 2017-18 Operating Budget

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent’s performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.

**Attachment I: Fall 2017 Update to the 2017-18 Operating Budget**

<b>3030 Calgary School District No. 19</b>				
School Jurisdiction Code and Name				
<b>FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 1</b>				
	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
<b>OPERATIONS (SUMMARY)</b>				
<b>Revenues</b>				
Alberta Education	\$1,290,857,000	\$1,274,436,000	\$16,421,000	1.3%
Other - Government of Alberta	\$328,000	\$328,000	\$0	0.0%
Federal Government and First Nations	\$3,207,000	\$3,207,000	\$0	0.0%
Other Alberta school authorities	\$303,000	\$303,000	\$0	0.0%
Out of province authorities	\$0	\$0	\$0	0.0%
Alberta municipalities - special tax levies	\$0	\$0	\$0	0.0%
Property taxes	\$0	\$0	\$0	0.0%
Fees	\$42,594,000	\$38,094,000	\$4,500,000	11.8%
Other sales and services	\$22,731,000	\$25,144,000	(\$2,413,000)	-9.6%
Investment income	\$3,167,000	\$3,167,000	\$0	0.0%
Gifts and donation	\$7,634,000	\$7,266,000	\$368,000	5.1%
Rental of facilities	\$5,581,000	\$5,393,000	\$188,000	3.5%
Fundraising	\$7,200,000	\$7,200,000	\$0	0.0%
Gain on disposal of capital assets	\$0	-	#VALUE!	#VALUE!
Other revenue	\$419,000	-	#VALUE!	#VALUE!
<b>Total revenues</b>	<b>\$1,384,021,000</b>	<b>\$1,364,538,000</b>	<b>\$19,483,000</b>	<b>1.4%</b>
<b>Expenses By Program</b>				
Instruction - Early Childhood Services	\$57,328,000	\$57,353,000	(\$25,000)	0.0%
Instruction - Grades 1 - 12	\$1,052,149,000	\$1,030,679,000	\$21,470,000	2.1%
Plant operations and maintenance	\$180,195,000	\$182,195,000	(\$2,000,000)	-1.1%
Transportation	\$48,200,000	\$48,065,000	\$135,000	0.3%
Board & system administration	\$39,093,000	\$37,495,000	\$1,598,000	4.3%
External services	\$24,056,000	\$23,751,000	\$305,000	1.3%
<b>Total Expenses</b>	<b>\$1,401,021,000</b>	<b>\$1,379,538,000</b>	<b>\$21,483,000</b>	<b>1.6%</b>
<b>Annual Surplus (Deficit)</b>	<b>(\$17,000,000)</b>	<b>(\$15,000,000)</b>	<b>(\$2,000,000)</b>	<b>-13.3%</b>
<b>Expenses by Object</b>				
Certificated salaries & wages	\$665,742,000	\$647,031,000	\$18,711,000	2.9%
Certificated benefits	\$148,913,000	\$145,251,000	\$3,662,000	2.5%
Non-certificated salaries & wages	\$215,936,000	\$215,931,000	\$5,000	0.0%
Non-certificated benefits	\$58,502,000	\$58,211,000	\$291,000	0.5%
Services, contracts and supplies	\$240,060,000	\$240,065,000	(\$5,000)	0.0%
Amortization expense - supported	\$38,913,000	\$39,189,000	(\$276,000)	-0.7%
Amortization expense - unsupported	\$27,524,000	\$28,150,000	(\$626,000)	-2.2%
Interest on capital debt - supported	\$128,000	\$128,000	\$0	0.0%
Interest on capital debt - unsupported	\$408,000	\$687,000	(\$279,000)	-40.6%
Other interest and finance charges	\$1,093,000	\$1,093,000	\$0	0.0%
Losses on disposal of tangible capital assets	\$0	\$0	\$0	0.0%
Other expenses	\$3,802,000	\$3,802,000	\$0	0.0%
<b>Total Expenses</b>	<b>\$1,401,021,000</b>	<b>\$1,379,538,000</b>	<b>\$21,483,000</b>	<b>1.6%</b>
<b>Accumulated Surplus from Operations (Projected)</b>				
Accumulated Surplus from Operations - August 31, 2017	\$19,088,000	\$10,916,000	\$8,172,000	74.9%
Accumulated Surplus from Operations - August 31, 2018	\$12,088,000	\$5,916,000	\$6,172,000	104.3%
Capital Reserves - August 31, 2017	\$32,401,000	\$19,573,000	\$12,828,000	65.5%
Capital Reserves - August 31, 2018	\$10,728,000	\$14,813,000	(\$4,085,000)	-27.6%
<b>Certificated Staff FTE's</b>				
School based	6,539.7	6385.7	154.0	2.4%
Non-school based	146.6	145.1	1.5	1.1%
<b>Total Certificated Staff FTE's</b>	<b>6,686.3</b>	<b>6,530.8</b>	<b>155.5</b>	<b>2.4%</b>
<b>Non-Certificated Staff FTE's</b>				
Instructional	2,203.2	2167.0	36.2	1.7%
Plant operations & maintenance	827.3	844.8	(17.5)	-2.1%
Transportation	43.5	43.5	-	0.0%
Other non-instructional	428.7	418.8	9.9	2.4%
<b>Total Non-Certificated Staff FTE's</b>	<b>3,502.7</b>	<b>3,474.0</b>	<b>28.7</b>	<b>0.8%</b>
<b>Attestation of Secretary-Treasurer/Treasurer:</b>				
This information was formally received by the Board of Trustees at the meeting held on : November 28, 2017				

**3030 Calgary School District No. 19**

School Jurisdiction Code and Name

**FALL 2017 UPDATE TO THE 2017/2018 BUDGET: Page 2**

	Fall 2017 Update to the Budget 2017/2018	Spring 2017 Budget Report 2017/2018	Variance	% Variance
<b>FEE &amp; SALES TO PARENTS &amp; STUDENTS</b>				
<b>Fees</b>				
Transportation	\$5,930,000	\$5,930,000	\$0	0.0%
Basic instruction supplies	\$0	\$0	\$0	0.0%
Lunchroom Supervision & Activity Fees	\$13,965,000	\$13,965,000	\$0	0.0%
Technology user-fees	\$3,000	\$3,000	\$0	0.0%
Alternative program fees	\$757,000	\$757,000	\$0	0.0%
Fees for optional courses	\$2,868,000	\$2,868,000	\$0	0.0%
ECS enhanced program fees	\$0	\$0	\$0	0.0%
Activity fees	\$11,504,000	\$11,504,000	\$0	0.0%
Other fees to enhance education	\$0	\$0	\$0	0.0%
Extra-curricular fees	\$3,067,000	\$3,067,000	\$0	0.0%
Non-curricular supplies, materials, and services	\$4,500,000	\$0	\$4,500,000	100.0%
Non-curricular travel	\$0	\$0	\$0	0.0%
Other fees	\$0	\$0	\$0	0.0%
<b>Total fees</b>	<b>\$42,594,000</b>	<b>\$38,094,000</b>	<b>\$4,500,000</b>	<b>11.8%</b>
<b>Other Sales to Parents &amp; Students</b>				
Cafeteria sales, hot lunch, milk programs	\$0	\$0	\$0	0.0%
Special events	\$0	\$0	\$0	0.0%
Sales or rentals of other supplies / services	\$140,000	\$4,640,000	(\$4,500,000)	-97.0%
Out of district student revenue	\$0	\$0	\$0	0.0%
International and out of province student revenue	\$11,370,350	\$9,396,000	\$1,974,350	21.0%
Adult education revenue	\$3,298,000	\$3,298,000	\$0	0.0%
Preschool	\$0	\$0	\$0	0.0%
Child care & before and after school care	\$0	\$0	\$0	0.0%
Lost item replacement fees	\$0	\$0	\$0	0.0%
Foreign Tuition	\$0	\$0	\$0	0.0%
Music Instruments, library fees, commissions	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
Other sales (describe here)	\$0	\$0	\$0	0.0%
<b>Total other sales</b>	<b>\$14,808,350</b>	<b>\$17,334,000</b>	<b>(\$2,525,650)</b>	<b>-14.6%</b>
<b>Grades 1 - 12</b>				
Eligible funded students - Grades 1 to 9	81,100.0	81028.0	72.0	0.1%
Eligible funded students - Grades 10 to 12	29,471.0	28801.0	670.0	2.3%
Other students	1,580.0	1403.0	177.0	12.6%
Home ed and blended program students	168.0	180.0	(12.0)	-6.7%
<b>Total Enrolled Students, Grades 1-12</b>	<b>112,319.0</b>	<b>111,412.0</b>	<b>907.0</b>	<b>0.8%</b>
<b>Early Childhood Services (ECS)</b>				
Eligible funded children - ECS	9,371.0	9788.0	(417.0)	-4.3%
Other children	-	0.0	-	0.0%
Program hours	475.0	475.0	-	0.0%
<b>ECS FTE's Enrolled</b>	<b>4,685.5</b>	<b>4,894.0</b>	<b>(208.5)</b>	<b>-4.3%</b>

**Attestation of Secretary-Treasurer/Treasurer:**

This information was formally received by the Board of Trustees at the meeting held on : November 28, 2017

**FALL 2017 UPDATE TO THE 2017/2018 BUDGET**

**Comments/Explanations of changes from original Spring 2017/2018 Budget Report:**

**Explain any changes in revenue or fee items >5% (any highlighted items in cells S10-S24 on Page 1 or cells S10 - S21 and S25 - S38 on Page 2):**

Other sales and services decreased by \$2.4 million. This is due to reclassification of \$4.5 million non curricular goods and services from Sales to Fees per Alberta Education reporting guidelines offset by \$2.1 million increase mainly related to the International Student tuition fees which was revised for changes in enrolment from what was projected in 2016-17.

Gifts and donations increased \$0.3 million and Other revenues increased by \$0.4 million. This is due to newly established budgets to better reflect actual funding for the Learning programs. The corresponding expenses fully offset the revenues.

**Explain any changes in program expenses >5% (any highlighted items in cells S27-S32 on Page 1):**

No variances to report.

**Explain any changes in expenses by object >5% (any highlighted items in cells S37 - S48 of Page 1):**

Interest and finance charges are lower by \$0.3 million due to revised estimates for retrofit projects and change in interest rates.

**Explain any changes in projected Accumulated Operating Surplus and Capital Reserves as at August 31, 2017 or August 31, 2018 by >5% (highlighted items in cell S52 to S55):**

Transfer from operating reserves/designated funds shows the forecasted use of \$7.0 million of operating reserves and \$10.0 million of capital reserves in order to fund the \$17.0 million operating deficit and increased capital activities. These draws include \$2.0 million in operating and \$16.9 million in capital designated funds for projects in progress at the end of 2017-18 that will continue in 2018-19.

**Explain change in total certificated staff >3% (if cell S58 or S59 on Page 1 is highlighted) or non-certificated staff >3% (if cell S63 - S66 on Page 1 is highlighted):**

No variances to report.

**Explain change in enrolment >3% (if cell S55 or cell S61 on Page 2 is highlighted):**

The opening of over 20 new schools in two years has increased the variability of enrolment projections.

**Attestation of Secretary-Treasurer/Treasurer:**

This information was formally received by the Board of Trustees at the meeting held on :

November 28, 2017



**report to  
Board of Trustees**

**Chief Superintendent's Update**

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

**1 | Recommendation**

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This report is being provided for the information of the Board. No decision is required at this time.

**2 | Issue**

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As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-7: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-7 for the provision of information in a timely, simple and concise form.

## **Personalize Learning**

### Sheldon Kennedy Youth Champion Initiative

The Sheldon Kennedy Child Advocacy Centre (SKCAC) Youth Champion Initiative was started by the SKCAC Education Committee, comprised of multiple community stakeholders, as a way of engaging youth in promoting healthy relationships, safe communities and awareness of childhood abuse. Currently CBE students from 9 different high schools and 4 junior/middle schools as well as schools from near-by jurisdictions are taking action to create a culture of understanding, support and resiliency within their school-community. This aligns with the CBE focus on High School Success.

Youth Champions demonstrate their leadership by working as a collaborative team to:

- Identify concerns or topics to promote in their school community.
- Develop actions to address these concerns and promote resiliency
- Deliver their message/action (safe conversations)

High School completion is a significant predictor of long-term health, well-being, and overall success. The Youth Champion Initiative supports students to build positive relationships, learn important life skills, and contribute to their community - all factors that contribute to positive development, resiliency, and academic success. The Sheldon Kennedy Child Advocacy Centre will be the recipient of the CBE Light House award in December.

## **Build Professional Capital**

### Indigenous Education learning series

The Indigenous Education team, First Nations, Métis and Inuit graduation coaches, school based learning leaders and specialists from Learning, in partnership with Pathways Community Services Organization, have been working with students from Jack James High School, Discovering Choices, Forest Lawn High School and Ernest Morrow School to design and bring to fruition a student-led event built on the theme of Reconciliation through Education. On Friday, November 10th, 2017, the fourth and final Speaker Series event took place at Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre). The focus of the afternoon was “Everyday Actions in Reconciliation”; expanding individual and collective understandings to develop and implement everyday actions of reconciliation in aspects of self, classroom, agency and community. This journey was guided by Elder Dr.

Reg Crowshoe, University of Calgary Professor Dr. Dustin Louie, and Calgary Board of Education High School Student Leaders. The learning series is part of the Indigenous Education Strategy of the Three-Year Education Plan.

The audience of over 150 people included CBE students, teachers, and leaders and representatives from various Nations in Southern Alberta; local agencies and community. This event was made possible through partnership with Calgary Foundation and the Urban Society for Aboriginal Youth (USAY).

### Threat Assessment Training

In May 2016, Superintendents' Team approved the Enhancing Safety Reducing Risk Framework and implementation plan. It included specific strategies to advance the welcoming, caring, respectful and safe school focus. The plan was intended to develop and promote supportive interventions and engage in preventive planning with school, area and system teams related to potential threats. This work supports the Three-Year Education Plan as it is related to creating conditions for success for students as unique learners and as members of their school and home communities.

An action from the framework is to train all principals in threat assessment. Darren Balsam with the Calgary Police Service offered a full day workshop for high school principals. The workshop occurred on November 8, 2017. The purpose of this workshop was to:

- Develop a realistic awareness of risk and threat
- Prevent overreaction
- Share lessons
- Prevent violent occurrences that don't need to happen

The Calgary Board of Education will continue to work closely with The Calgary Police Service to implement the Framework.

### Common Ground Dinner Series - Aisiina'kiiks 'We who record or we who draw'

Lester B Pearson and Nelson Mandela's graduation coaches, culinary experts and students hosted a collaboration between the Calgary Board of Education and Calgary Arts Development Authority. Based on the Making Treaty 7 Cultural Society's methodology for Common Ground, and guided by the wisdom of elder Randy Bottle, the purpose of this dinner series was to promote reconciliation between Indigenous and non-Indigenous people. This series is related to the professional learning that addresses the priority

of Indigenous culture, languages and histories as outlined in the Three-Year Education Plan.

Eighty Indigenous and non-Indigenous influencers from the local arts sector and education attended three dinners over the course of three months. Each evening they shared a meal, engaged in ceremony, witnessed fine and performing arts, and participated in conversation. Through the rich conversation, participants explored Indigenous ways of knowing and being and created collaborative art pieces representative of their collective experience. The experience and the art will be shared with a larger audience at the Calgary Arts Development's Calgary Congress. Following the series each participant was also asked to action their experiences and thinking in their own contexts.

## **Engage Our Stakeholders**

### Employee Engagement

Last spring nearly 8,000 employees, or about 61 per cent of our workforce, completed our inaugural employee engagement survey. An employee engagement survey was identified as one of the priorities of the CBE's Three-Year Education Plan. The goal was to conduct an anonymous survey that would measure how engaged employees are in their work and in the mission and goals of the organization. The average public sector engagement score is 56 per cent. The CBE's engagement score was measured at 58 per cent. Overall and at a high level, most employees are moderately engaged.

As this was a foundational year, this sets our baseline. Since the spring the core project team has been working on ways to bring voice to the data, in order to truly understand what employees are telling us. The team will continue to work to understand and focus on the dimensions that impact engagement: the work, the basics, company practices, brand, leadership, and performance.

Full survey results and the implementation plan have recently been rolled out to Communications Council and all directors. Principals and Assistant principals will receive an update in December followed by a full results presentation in January. Superintendents are reading all comments received through the survey. The new year will bring more opportunities to collaborate as an organization and involve employees in order to bring voice to the data and determine next steps for 2018-19.

## Steward Our Resources

### PowerSchool

PowerSchool is the new Student Information System (SIS) for the CBE that will replace the current Student Information Record System (SIRS), TeacherLogic and HomeLogic in August 2018. PowerSchool is a proven web-based application that is used globally and will support integration with Alberta Education's Provincial Approach to Student Information (PASI).

The implementation project is in progress, with full usage in all CBE schools targeted for the 2018/19 school year. The setup of PowerSchool will include streamlining and standardizing processes such as course codes/names and attendance codes. SIRS currently remains in place and will be fully supported until PowerSchool launches.

2017/18 school year is a transition year to PowerSchool. High School key users will take part in important PowerSchool training workshops, starting in mid-January 2018. Training sessions for Jr/Middle and Elementary key users will start in February.



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

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Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance

## report to Board of Trustees

## 2017-2018 School Enrolment Report

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Sheri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Learning Lori Walsh, System Assistant Principal, Learning

### 1 | Recommendation

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- This report is being provided for information to the Board. No decision is required at this time.

### 2 | Issue

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Each year in late November or early December, Administration presents a School Enrolment Report to the Board of Trustees for information.



### 3 | Background

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The purpose of the report is to provide enrolment data for CBE schools and programs. This report is intended to provide a snapshot based on the September 30 enrolment each year. It does not provide analysis of CBE growth trends. The information contained in this report is used throughout the year by CBE administration to prepare other key documents such as the annual Three Year School Capital Plan that provides updated analysis of projected enrolment growth and population trends.

The School Enrolment Report includes several attachments that provide the following information:

- The number of students enrolled in each school, by grade and program, including alternative programs, complex learning classes, and the number of out-of-attendance area students enrolled in each school as of September 30th in the current school year;
- Provincial capacity of schools, including the number of modular classrooms, the utilization rate of each school building including lease exemptions and the amount of instructional space available in each school based on the number of classrooms (rated room capacity); and
- A list of the leases and the amount of space leased for each building.

In the spring of 2017, the CBE changed from five administrative areas to seven. The new administrative areas are aligned based on a learning continuum for students whereas the old areas were geographically based. This has resulted in a need to revise the geographic sectors used for reporting information related to communities within Calgary. Information which is better reported in a geographical way will be reported using the City of Calgary planning sectors. These eight sectors divide the city as follows: northwest, north, northeast, east, southeast, south, centre and west. City of Calgary planning sectors were used in Attachment IX: 2016-2017 Student Population Change.

The School Enrolment Report does not provide any financial data or information on class size within schools. School RAM budgets are adjusted in the fall to allocate resources to schools based on actual enrolment on September 30.

### 4 | Analysis

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#### City of Calgary's Population

Information about Calgary's population is provided as context and is taken from the *Calgary & Region Economic Outlook 2017-2026*. The information provided in this report is only a small fraction of the detail provide in the City's report. The full report is available on the City of Calgary website.

<http://www.calgary.ca/cfod/finance/Documents/Corporate-Economics/Calgary-and-Region-Economic-Outlook/Calgary-and-Region-Economic-Outlook-2017-Fall.pdf>

Total population for 2017 is 1,246,337 up 11,166 residents from 2016. This represents an increase of 0.9%.

- Calgary's population is expected to grow by 1 per cent in 2018 and, on average, grow by just over 1 per cent per year during 2019 to 2021.
- Calgary is expected to experience modest stable growth until 2022.
- Corporate Economics' population forecast projects the city's population to reach 1,402,400 persons by end of 2026. The change in population is driven by the combination of increased net migration and natural increase.
- Between 2018 and 2026 the population of the City of Calgary is expected to grow by an annual average of 1.3 per cent per year.

Calgary's population growth is comprised of two factors; natural increase and net migration. Natural increases are the result of the excess of births over deaths. In 2017, the natural increase was 10,192 persons, down by 591 from the previous period of 2015-2016.

The following information about natural increase is taken directly from the *Calgary & Region Economic Outlook 2017-2026*:

- In Calgary, the average natural increase between 1986 and 2016 was 8,800 persons per year. The average annual natural increase over the next ten years is expected to soften, reaching 8,100 persons by 2026.
- Declining natural increase is mostly the result of a shifting demographic among the female population in Alberta. Since WWII, populations across the western world periodically experience declines in the number of women in their childbearing years. Over the forecast horizon the number of women in childbearing years is expected to continue declining which will result in fewer children being born.

Net migration fluctuates, making it difficult to predict from year to year. Net migration is the difference between the total population growth recorded and the natural increase. At 974, there was an increase in net migration from 2016's net migration of -6,527.

The following information about net migration is taken directly from the *Calgary & Region Economic Outlook 2017-2026*:

- In 2016 Calgary saw more people leave the city than arrive, with a net loss of 6,500 persons. The last time Calgary recorded a negative net migration was in 2010, when 4,154 persons departed.



- The 2017 Calgary Civic Census showed a net gain of 974 persons. This slight uptick signals that current market conditions relative to the rest of Canada have improved somewhat.
- As the economy continues to recover and improve relative to the rest of Canada net migration is expected to increase, but not return to prior levels.
- The average annual net migration between 1986 and 2016 was 10,900 persons per year, while over the forecast horizon the average annual net migration is expected to be 8,250 persons per year.

Population and housing statistics are monitored on an annual basis for all residential districts. From April 2016 to April 2017 there were eight communities that grew by more than 1,000 residents compared to seven communities in the previous census. The communities that grew by more than 1,000 residents are listed below in order of increased level of growth:

Community	City of Calgary Planning Sector	Number of New Residents
Auburn Bay	SE	1,870
Evanston	N	1,621
Legacy	S	1,560
Nolan Hill	N	1,556
Skyview Ranch	NE	1,465
Mahogany	SE	1,444
The Beltline	C	1,261
Redstone	NE	1,018

Source: 2017 Civic Census Results

### Calgary Board of Education

The 2017-2018 Student Enrolment Summary, which was presented to the Board of Trustees on October 31, indicated a total enrolment of 121,690 students. As noted in that report, changes to the initial September 30 enrolment occur as Administration works with the province to review enrolment data submitted through the PASI System (Provincial Approach to Student Information). This year the total September 30 enrolment after completion of this review process is 121,691.

Enrolment has increased for the tenth consecutive year. Over the past ten years, enrolment has increased by just over 20,000 students with enrolment increasing by 2.1% or 2,544 students from 2016 to 2017. The enrolment increase this year is

higher than the 2,162 student increase last year. The highest increase over the past nine years was 3,737 between September 2012 and September 2013.

The table below compares September 30, 2016 student enrolment to September 30, 2017 by division:

**Comparison of September 30, 2016 to September 30, 2017**

	<b>September 30, 2016</b>	<b>September 30, 2017</b>	<b>Difference</b>
Pre-Kindergarten	197	228	31
Kindergarten	9,106	9,053	-53
Grades 1-3	29,410	29,080	-330
Grades 4-6	25,715	27,183	1,468
Grades 7-9	23,292	24,267	975
Grades 10-12	26,443	27,035	592
<b>Sub-Total (Pre-K to GR12)</b>	<b>114,163</b>	<b>116,846</b>	<b>2,683</b>
Home Education	249	267	18
Outreach Programs	1,337	1,288	-49
Unique Settings	729	853	124
CBe-learn	458	463	5
Chinook Learning Services	2,211	1,974	-237
<b>Total</b>	<b>119,147</b>	<b>121,691</b>	<b>2,544</b>

The most significant increases occurred at Grades 4-6 (1,468 students), Grades 7-9 (975 students) and Grades 10-12 (592 students).

Fifteen schools offer a full day kindergarten program and reported total enrolment of 680 students on September 30, 2017. The CBE has 12 Early Development Centre (EDC) locations that offer pre-kindergarten programming to almost 200 students.

### School Enrolment

Attachment I lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. For schools and/or programs whose attendance area is the same as the CBE boundary, the number of out-of-attendance area students, if any, are students attending from outside of the city. There are several CBE schools in established communities where enrolment from the designated communities may be low or declining. Accepting out of attendance area students each year allows these schools to maintain strong programming for students. High schools typically have a high number of out of attendance area students.

Enrolment in classes for students with complex needs is included in the regular program enrolment. Several schools offer complex learning classes for students that extend beyond the grade configuration of the regular program at the school. For example a school which accommodates K-4 for the regular program and has a

complex learning class that accommodates a small number of students in Grade 5.

There are a few schools with classes for students with complex learning needs that do not offer a regular program. In these cases enrolment in the complex learning classes is noted separately.

A graph of the total student enrolment in the last decade and the projected enrolment in the next three years is included in Attachment VI. The projected enrolment included in the graph is taken from the CBE's *Three-Year School Capital Plan 2018-2021* which was approved in March 2017. An updated five year enrolment projection will be included in the Three-Year School Capital Plan 2019-2022 when it is presented in March 2018.

Attachment IX is a map of student population change by community. It shows pre-k to Grade 12 enrolment growth by community from September 30, 2016 to September 30, 2017. The map also indicates the locations of the new schools that opened this year as well as those that are approved for funding and projected to open for 2018 and beyond.

This year, the CBE opened four new schools. One of these schools welcomed students in mid-August, a second opened at the start of September, the third school opened in November while the fourth opened as a school within a school and students will transfer to their new building once construction is completed later this school year. Over the past two years, the opening of an unprecedented number of new schools has made it possible for more than 15,500 students to be accommodated at schools within their communities.

### Alternative Programs

Enrolment in alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 24,888, an increase of 730 students from last year. This increase in alternative program enrolment is higher than the 465 increase from the previous year.

### Complex Learning Needs

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments III and IV. Enrolment in classes for students with complex learning needs is 3,296, an increase of 158 students from last year.

A list of definitions and acronyms of classes for students with complex learning needs is included in Attachment X.

### Capacity and Utilization

Attachment V provides capacity and utilization rates for schools, including lease exemptions, on both a provincial and a rated room basis. The method for calculating Provincial Capacity focuses on the “instructional” area of a school.

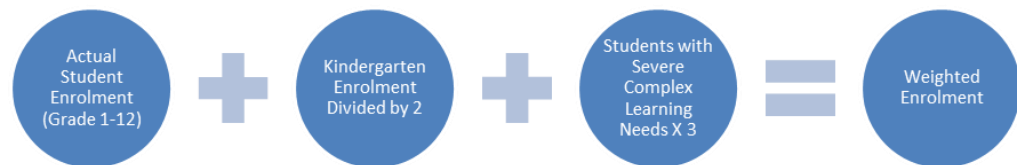
The following instructional spaces, if applicable for a particular school, are exempted and deducted from the total capacity of a school:

- areas leased to the public sector and non-profit groups, with the lease rate being at cost or for a nominal fee (e.g. not for profit daycare);
- areas leased by private schools;
- areas leased by charter schools; and
- decentralized administration space in schools.

Area exemptions are not granted for space leased to the private sector.

The way in which the method allows for lease exemptions means that provincial capacities of schools may change from year to year if a new lease is added to a school or if an existing lease arrangement has changed or been discontinued.

The calculation of utilization is based on a Provincial formula which “weights” students based on whether they are kindergarten students or they have severe complex learning needs. The graphic below illustrates how actual weighted enrolment is calculated based on September 30 student enrolment each year:



Once the weighted enrolment is determined, utilization is calculated by dividing the weighted enrolment by the Provincial capacity.

The Provincial capacity may not always reflect the amount of usable space available for instructional purposes in a particular school. When addressing specific accommodation concerns, the number of students an individual school can accommodate may best be measured through assessing the number of teaching spaces in the school. For this reason, CBE Administration also calculates a rated room capacity and utilization for all schools.

Even with the opening of four new schools this year, the provincial utilization rate for the system has increased by 1% from 82% last year to 83% this year. The total number of CBE schools with utilization rates above 80% is 124, there are 6

schools with a utilization rate that is exactly at the 80% mark and the total number of schools with utilization rates below 80% is 94.

## Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments VII and VIII.

## 5 | Conclusion

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Total student enrolment increased by 2,544 students from September 30, 2016 to September 30, 2017 with notable increases at Grades 4-6 (1,468 students), Grades 7-9 (975 students) and Grades 10-12 (592 students).



DAVID STEVENSON  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I:	September 30 enrolment including out of attendance area
Attachment II:	Alternative program enrolment by school and grade
Attachment III:	Complex learning classes 2017-2018
Attachment IV:	Enrolment in complex learning classes 2017-2018
Attachment V:	School capacity and utilization 2017-2018
Attachment VI:	CBE actual enrolment 2007-2017 & projected enrolment 2018-2021
Attachment VII:	2017-2018 Leased space in operating schools
Attachment VIII:	2017-2018 Lease of surplus school facilities
Attachment IX:	2016-2017 Student population change by community
Attachment X:	Complex learning definitions

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SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
ARBOUR LAKE		811							128	152	151	176	204				37
BELVEDERE PARKWAY		294		42	42	38	46	36	42	48							59
BOWCROFT		149		17	26	36	16	20	14	20							17
BOWCROFT	German Bilingual	137		22	26	23	22	20	16	8							5
BOWNESS		761												254	250	257	85
BRENTWOOD	Complex Learning Class(es)	8			2	1	1	1	2	1							0
BRENTWOOD	Traditional Learning Centre	694		100	97	121	141	119	116								9
CAPTAIN JOHN PALLISER		258		11	21	21	28	30	66	81							47
CAPTAIN JOHN PALLISER	Montessori	298		47	47	54	55	40	38	17							1
CITADEL PARK		439		61	82	97	101	98									14
DR E W COFFIN		175		21	30	25	26	21	28	24							96
EDGEMONT		664		89	109	105	107	116	138								4
ERIC HARVIE		464		91	108	93	74	98									13
F E OSBORNE		420									123	139	158				43
H D CARTWRIGHT		406									127	130	149				53
HAMPTONS (THE)		194		34	38	35	61	26									38
HAWKWOOD		626		78	73	99	106	87	93	90							59
MARION CARSON		335		30	42	49	56	52	52	54							43
MARION CARSON	Chinese (Mandarin) Bilingual	221		48	50	48	45	30									1
NATIONAL SPORT SCHOOL		181											28	45	51	57	43
RANCHLANDS		518		70	95	69	67	76	64	77							12
ROBERT THIRSK		1,292												432	388	472	142
ROYAL OAK		494		103	138	120	133										5
SCENIC ACRES		150		34	22	28	24	42									9
SILVER SPRINGS		232		31	39	35	44	30	23	30							33
SIMON FRASER		441							58	61	102	111	109				60
SIR WINSTON CHURCHILL		2,190												708	688	794	471
TERRACE ROAD		175	29	24	21	21	26	13	20	21							23
THOMAS B RILEY		171									51	48	72				6
THOMAS B RILEY	Traditional Learning Centre	357								99	100	79	79				2
TOM BAINES		799								143	203	220	233				32
TUSCANY		358		61	65	77	75	80									8
TWELVE MILE COULEE		840							176	168	183	153	160				14
WEST DALHOUSIE		333		25	47	42	53	64	44	58							28
WILLIAM D. PRATT		800						125	142	150	163	113	107				7
<b>AREA 1 TOTAL</b>		<b>16,685</b>	<b>29</b>	<b>1,039</b>	<b>1,220</b>	<b>1,237</b>	<b>1,307</b>	<b>1,224</b>	<b>1,260</b>	<b>1,302</b>	<b>1,203</b>	<b>1,169</b>	<b>1,299</b>	<b>1,439</b>	<b>1,377</b>	<b>1,580</b>	<b>1,519</b>

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
ALEX MUNRO		308	20	42	45	43	39	37	35	47							23
BALMORAL	Traditional Learning Centre	633							118	133	128	148	106				28
BANFF TRAIL	French Immersion	454		76	67	66	65	57	61	62							35
BEDDINGTON HEIGHTS		467		72	62	69	69	62	68	65							35
BRANTON	French Immersion	718									237	247	234				27
BUCHANAN		191		34	29	37	14	28	24	25							38
BUFFALO RUBBING STONE		534		130	101	103	87	109	4								17
CAMBRIAN HEIGHTS		153		17	24	22	24	21	25	20							26
CAPITOL HILL		335		56	46	51	46	51	39	45	1						35
CAPTAIN NICHOLA GODDARD		901							214	198	167	166	156				1
CATHERINE N GUNN		410		78	45	70	62	64	41	50							128
COLLINGWOOD	Spanish Bilingual	500		85	87	89	79	82	78								20
COLONEL IRVINE		151								3	66	50	32				19
COLONEL IRVINE	Chinese (Mandarin) Bilingual	253							71	65	38	47	32				1
COLONEL SANDERS	Traditional Learning Centre	395			95	100	100	100									10
DALHOUSIE	Spanish Bilingual	454		75	70	73	64	73	99								42
DR J K MULLOY	Traditional Learning Centre	480		99	99	101	88	93									3
GEORGES P VANIER		150									30	45	75				33
GEORGES P VANIER	French Immersion	220									91	63	66				10
HIGHWOOD	Chinese (Mandarin) Bilingual	358		73	74	71	65	75									29
HUNTINGTON HILLS		241		20	35	24	34	50	41	37							33
JAMES FOWLER		438												129	113	196	187
JAMES FOWLER	Arts Centered Learning	345												86	97	162	14
JOHN G DIEFENBAKER		1,445												462	445	538	218
KENNETH D. TAYLOR		508		121	123	112	82	70									4
KING GEORGE	French Immersion	607		114	111	92	83	73	68	66							8
NORTH HAVEN		283	27	31	34	34	36	40	35	46							21
PANORAMA HILLS		473		82	88	88	98	117									19
SENATOR PATRICK BURNS		84									35	24	25				33
SENATOR PATRICK BURNS	Spanish Bilingual	526								143	143	129	111				4
SIR JOHN A MACDONALD		642								2	225	217	198				65
SIR JOHN FRANKLIN	Arts Centered Learning	354							23	48	93	89	101				4
SIR JOHN FRANKLIN	Complex Learning Class(es)	49							10	11	9	11	8				0
THORNCLIFFE		166		20	29	30	21	22	26	18							33
THORNCLIFFE	Traditional Learning Centre	80		80													0
VARSITY ACRES	French Immersion	563		78	83	74	90	77	81	80							12
W O MITCHELL		61						17	27	17							16
W O MITCHELL	Spanish Bilingual	390		56	75	78	97	84									4
WILLIAM ABERHART		422												121	127	174	301

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
WILLIAM ABERHART	French Immersion	777												262	265	250	17
WILLIAM ABERHART	Spanish Bilingual	249												112	74	63	9
<b>AREA 2 TOTAL</b>		<b>16,768</b>	<b>47</b>	<b>1,439</b>	<b>1,422</b>	<b>1,427</b>	<b>1,343</b>	<b>1,402</b>	<b>1,188</b>	<b>1,181</b>	<b>1,263</b>	<b>1,236</b>	<b>1,144</b>	<b>1,172</b>	<b>1,121</b>	<b>1,383</b>	<b>1,562</b>
ABBEYDALE		294		45	40	59	44	63	43								8
BELFAST		251		36	36	33	47	39	26	34							187
CAPPY SMART		195		21	34	31	23	38	35	13							10
COLONEL MACLEOD		91									35	22	34				6
COLONEL MACLEOD	Traditional Learning Centre	394							84	94	77	69	70				30
COVENTRY HILLS		600	18	158	142	141	141										2
CRESCENT HEIGHTS		1,450												409	454	587	443
DR GLADYS M EGBERT		417								113	114	90	100				41
ERIN WOODS		345		68	48	64	62	50	53								25
ERNEST MORROW		673								142	165	187	179				61
FOREST LAWN		1,385												429	401	555	136
G W SKENE		211				1	68	70	72								16
HIDDEN VALLEY		204		41	60	48	55										3
HIDDEN VALLEY	French Immersion	242		66	57	59	60										6
IAN BAZALGETTE		423								109	104	102	108				36
IAN BAZALGETTE	Science	47								27	20						0
JACK JAMES		362												94	102	166	7
JAMES SHORT MEMORIAL		270	30	72	83	85											11
KEELER		288	20	42	46	48	40	42	50								44
LANGEVIN	Complex Learning Class(es)	9										5	4				0
LANGEVIN	Science	631		43	51	50	51	54	79	53	85	82	83				74
MOUNT VIEW		196		26	30	31	24	27	37	21							48
NOSE CREEK		919						164	152	143	154	162	144				29
PATRICK AIRLIE		227		40	40	44	33	45	25								28
PENBROOKE MEADOWS		185		20	24	36	23	32	47	3							27
PIITOAYIS FAMILY SCHOOL	Colonel Walker	211		18	34	26	36	42	24	31							1
RADISSON PARK		266		44	43	51	38	41	49								9
ROLAND MICHENER		221		33	19	56	35	34	44								35
ROSEDALE		251		25	27	25	25	21	27	27	23	21	30				59
ROSEMONT		222		17	34	31	37	38	32	33							42
STANLEY JONES		239		39	46	44	37	24	25	24							23
STANLEY JONES	Alice Jamieson	274						30	30	51	58	50	55				0
SUNNYSIDE		153		26	21	23	22	23	20	18							56
VALLEY CREEK		508						67	74	73	87	92	115				28
VALLEY CREEK	French Immersion	216						44	45	41	30	33	23				15
VALLEY VIEW		217		38	30	41	36	30	42								31



SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
VALLEY VIEW	Medicine Wheel	12		12													0
VALLEY VIEW	Science	217		30	38	38	38	43	30								1
VISTA HEIGHTS		141		27	24	22	21	19	15	13							2
WEST DOVER		260		39	42	54	42	47	35	1							42
<b>AREA 3 TOTAL</b>		<b>13,717</b>	<b>68</b>	<b>1,026</b>	<b>1,049</b>	<b>1,141</b>	<b>1,038</b>	<b>1,127</b>	<b>1,195</b>	<b>1,064</b>	<b>952</b>	<b>915</b>	<b>945</b>	<b>932</b>	<b>957</b>	<b>1,308</b>	<b>1,622</b>
ANNIE FOOTE		523		94	84	73	99	63	56	54							28
ANNIE GALE		349									105	121	123				41
ANNIE GALE	Traditional Learning Centre	228								51	60	62	55				12
BOB EDWARDS		164								31	46	43	44				22
BOB EDWARDS	French Immersion	175								53	43	38	41				2
CECIL SWANSON		412		60	70	58	61	59	45	59							57
CHIEF JUSTICE MILVAIN		215		29	22	30	42	40	28	24							5
CHIEF JUSTICE MILVAIN	Traditional Learning Centre	293		49	51	49	46	49	49								1
CHRIS AKKERMAN	Traditional Learning Centre	633		104	105	106	109	103	106								10
CLARENCE SANSOM		518									195	174	149				80
COLONEL J F SCOTT		465		66	67	71	67	69	67	58							26
CROSSING PARK		1,234		101	91	92	108	108	125	158	168	155	128				31
DOUGLAS HARKNESS		297	19	47	37	29	40	44	43	38							5
DR GORDON HIGGINS		501									167	166	168				14
FALCONRIDGE		452	17	61	70	76	65	72	53	38							57
GRANT MACEWAN		307		43	55	49	46	48	28	38							21
GUY WEADICK		432		74	84	70	75	67	29	33							6
HUGH A. BENNETT		479		109	101	91	98	80									16
LESTER B PEARSON		1,523												484	437	602	181
LESTER B PEARSON	French Immersion	69												15	32	22	1
LOUISE DEAN		123											1	14	39	69	6
MANMEET SINGH BHULLAR		428		90	76	74	69	72	47								7
MARLBOROUGH		230		44	40	46	34	37	29								8
MAYLAND HEIGHTS		160		25	22	23	31	25	16	18							45
MAYLAND HEIGHTS	French Immersion	297		49	59	49	48	52	40								6
MONTEREY PARK		511		72	72	87	64	77	71	68							33
NELSON MANDELA		1,811												628	671	512	86
O S GEIGER		394	20	52	59	49	56	53	49	56							50
PETER LOUGHEED		706							161	176	139	136	94				9
PINERIDGE		235		33	37	27	31	46	31	30							33
RUNDLE		502		56	79	71	66	85	78	67							11
SADDLE RIDGE		602		125	125	133	104	115									17
SIR WILFRID LAURIER	Traditional Learning Centre	437								115	113	111	98				13
TARADALE		660		134	138	143	124	121									0

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
TED HARRISON		714						138	144		152	151	129				28
TERRY FOX		388									129	116	143				33
<b>AREA 4 TOTAL</b>		<b>17,467</b>	<b>56</b>	<b>1,517</b>	<b>1,544</b>	<b>1,496</b>	<b>1,483</b>	<b>1,485</b>	<b>1,289</b>	<b>1,309</b>	<b>1,317</b>	<b>1,273</b>	<b>1,173</b>	<b>1,141</b>	<b>1,179</b>	<b>1,205</b>	<b>1,001</b>
ACADIA		262		45	53	43	41	49	31								16
AUBURN BAY		647		161	154	136	110	82	2	2							3
BRIDLEWOOD		537		63	79	85	84	83	66	77							9
CENTENNIAL		1,831												611	626	594	371
CHAPARRAL		484		70	72	57	71	82	79	53							18
COPPERFIELD		489		123	101	90	106	69									0
CRANSTON		562		135	143	142	142										3
DEER RUN		353		57	47	53	48	53	53	42							15
DOUGLASDALE		396		74	83	78	102	56	3								28
DR GEORGE STANLEY		661						148	146	112	95	83	77				22
DR MARTHA COHEN		642							165	138	116	118	105				7
FAIRVIEW	Traditional Learning Centre	727						146	145	116	117	105	98				3
FISH CREEK		631		70	87	89	92	107	107	79							4
HAULTAIN MEMORIAL		210		35	36	35	26	25	20	33							37
LAKE BONAVISTA	Montessori	346		58	67	67	48	54	31	21							2
LE ROI DANIELS	Traditional Learning Centre	519		120	130	134	135										1
LORD BEAVERBROOK		1,626												530	523	573	122
LORD BEAVERBROOK	Arts Centered Learning	88												54	22	12	1
MAPLE RIDGE		58		11	14	8	13	12									9
MAPLE RIDGE	Science	228		53	55	48	38	34									2
MCKENZIE HIGHLANDS		548						60	144	113	88	85	58				21
MCKENZIE LAKE		469	15	72	98	84	119	81									5
MCKENZIE TOWNE		587		130	133	119	135	70									30
MIDNAPORE		258		30	39	44	39	37	38	31							50
MIDNAPORE	Chinese (Mandarin) Bilingual	222		33	46	46	30	31	17	19							0
MIDSUN		805									278	250	277				27
MOUNTAIN PARK		790							152	134	168	153	183				48
NEW BRIGHTON		559		116	154	106	98	85									4
PRINCE OF WALES		370		45	59	54	72	53	38	49							125
R T ALDERMAN		129							14	13	17	28	57				58
R T ALDERMAN	Science	167							57	46	40	24					9
SAMUEL W SHAW		851							119	133	216	188	195				33
SOMERSET		260		45	42	57	61	54	1								15
WILLOW PARK	Arts Centered Learning	638							90	110	147	146	145				1
WILMA HANSEN		337							17	9	118	97	96				20

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
<b>AREA 5 TOTAL</b>	<b>18,287</b>	<b>15</b>	<b>1,546</b>	<b>1,692</b>	<b>1,575</b>	<b>1,610</b>	<b>1,471</b>	<b>1,535</b>	<b>1,330</b>	<b>1,400</b>	<b>1,277</b>	<b>1,291</b>	<b>1,195</b>	<b>1,171</b>	<b>1,179</b>	<b>1,119</b>
A E CROSS	473									150	141	182				41
A E CROSS	34		Spanish Bilingual							34						1
ALTADORE	383		66	59	66	53	49	42	48							42
ALTERNATIVE HIGH	122											1	11	34	76	3
ANDREW SIBBALD	201		36	35	34	44	37	15								28
BANTING AND BEST	205		45	54	54	52										22
BRAESIDE	232		36	31	35	35	35	34	26							26
CANYON MEADOWS	417		74	75	68	66	58	76								54
CEDARBRAE	244		27	31	39	40	47	29	31							52
CENTRAL MEMORIAL	1,108												337	343	428	278
CHINOOK PARK	190		20	13	33	34	36	26	28							25
CHINOOK PARK	280		35	39	51	40	41	46	28							15
DAVID THOMPSON	172								41	49	30	52				19
DAVID THOMPSON	405		French Immersion					63	82	91	85	84				4
DR E P SCARLETT	1,351												402	491	458	275
DR E P SCARLETT	273		French Immersion										111	84	78	2
DR E P SCARLETT	92		Spanish Bilingual										39	21	32	2
ETHEL M JOHNSON	319		35	44	34	38	58	51	59							30
EUGENE COSTE	301		60	61	88	51	41									46
EVERGREEN	462		98	110	139	115										11
GLENBROOK	241		27	37	39	32	35	36	35							27
HAROLD PANABAKER	236									114	54	68				18
HAYSBORO	189		30	26	24	32	26	30	21							10
HENRY WISE WOOD	1,297												448	391	458	170
JANET JOHNSTONE	288		56	62	50	58	62									4
JANET JOHNSTONE	200		38	38	49	42	33									5
JOHN WARE	444									159	162	123				46
LOUIS RIEL	502		45	52	70	50	50	50	46	51	38	50				22
LOUIS RIEL	325		Complex Learning Class(es)				44	58	56	61	48	58				2
MARSHALL SPRINGS	563						139	120	95	120	89					14
NELLIE McCLUNG	402		58	60	61	55	60	53	55							32
NICKLE	532							81	86	115	120	130				51
RIVERBEND	429		55	76	54	78	69	58	39							27
ROBERT WARREN	214		Spanish Bilingual						73	55	35	51				8
RON SOUTHERN	149		30	39	23	26	13	18								0
SAM LIVINGSTON	508		114	99	96	102	97									27
SHERWOOD	411						44	43	42	82	93	107				18
SUNDANCE	58					8	8	21	21							9

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
SUNDANCE	French Immersion	395		54	62	86	69	59	51	14							32
WOODBINE		387	13	40	61	57	52	63	49	52							27
WOODLANDS		257		31	35	44	50	33	43	21							27
WOODMAN		262									46	59	157				40
WOODMAN	French Immersion	277							27	15	81	84	70				2
<b>AREA 6 TOTAL</b>		<b>15,830</b>	<b>13</b>	<b>1,110</b>	<b>1,199</b>	<b>1,294</b>	<b>1,222</b>	<b>1,237</b>	<b>1,120</b>	<b>1,014</b>	<b>1,208</b>	<b>1,038</b>	<b>1,133</b>	<b>1,348</b>	<b>1,364</b>	<b>1,530</b>	<b>1,594</b>
ALEXANDER FERGUSON		234		25	32	37	43	41	31	25							27
ALL BOYS	Sir James Lougheed	112		9	11	16	21	19	25	11							2
BATTALION PARK		440		53	58	68	72	72	50	67							5
BISHOP PINKHAM		100								2	18	21	59				12
BISHOP PINKHAM	French Immersion	428								53	143	107	125				14
BISHOP PINKHAM	Spanish Bilingual	73										33	40				0
BRIAR HILL		253		32	46	35	44	28	36	32							119
COLONEL WALKER		109		22	26	15	18	11	11	6							7
CONNAUGHT		345		58	75	58	50	45	27	32							24
DR ROBERTA BONDAR		407		94	62	71	66	64	50								28
EARL GREY		215		22	24	29	40	33	35	32							90
ELBOW PARK		186		26	26	27	39	18	36	14							15
ELBOYA		381		30	47	40	46	50	44	47	30	21	26				41
ELBOYA	French Immersion	286							42	44	64	76	60				22
ERNEST MANNING		1,792												611	585	596	121
GLAMORGAN	Traditional Learning Centre	718		84	87	77	75	94	84	85	54	52	26				8
GLENDALE		239		33	35	37	34	36	34	30							94
GRIFFITH WOODS		717		85	86	73	117	80	87	79	66	44					10
HILLHURST		304		15	21	28	25	61	74	80							40
JENNIE ELLIOTT		447		69	73	77	88	50	47	43							23
KILLARNEY	Montessori	334		51	66	62	57	41	34	23							11
MOUNT ROYAL		259									78	84	97				29
OLYMPIC HEIGHTS		655		85	73	94	91	98	88	126							69
QUEEN ELIZABETH		330		34	50	50	53	52	42	49							22
QUEEN ELIZABETH JR/SR		913									149	185	156	127	150	146	172
RAMSAY		128		19	24	29	16	17	13	10							33
RICHMOND		182		24	32	31	20	34	20	21							38
RIDEAU PARK		411		18	23	26	24	22	31	30	79	65	93				84
ROSSCARROCK		178		20	33	16	31	32	23	23							22
ROSSCARROCK	Spanish Bilingual	153		47	49	57											1
SIMONS VALLEY		681		78	98	104	106	94	109	92							53
SUNALTA		317		40	39	55	44	52	44	43							138
UNIVERSITY		401		53	85	58	55	62	50	38							130

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
VINCENT MASSEY		675									217	239	219				78
WEST RIDGE		586							150	131	144	84	77				8
WEST SPRINGS		497		81	81	95	116	124									10
WESTERN CANADA		1,714												598	555	561	431
WESTERN CANADA	French Immersion	525												207	163	155	39
WESTGATE	French Immersion	457		65	86	85	84	82	55								5
WESTGATE	Spanish Bilingual	216					61	57	50	48							0
WILDWOOD		380		41	67	45	59	70	43	55							50
WILLIAM REID	French Immersion	314		63	49	74	53	75									9
AREA 7 TOTAL		18,092	-	1,376	1,564	1,569	1,648	1,614	1,465	1,371	1,042	1,011	978	1,543	1,453	1,458	2,134
TOTAL		116,846	228	9,053	9,690	9,739	9,651	9,560	9,052	8,571	8,385	7,919	7,963	8,770	8,622	9,643	

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
<b>OUTREACH PROGRAMS</b>																
DISCOVERING CHOICES	Downtown - Area 1	506											4	44	458	
DISCOVERING CHOICES II	Marlborough - Area 1	351											12	31	308	
START OUTREACH - BOWNESS	Bowness - Area 1	178											3	19	156	
WESTBROOK OUTREACH	Westbrook - Area 1	253											7	27	219	
<b>TOTAL OUTREACH PROGRAMS</b>		<b>1,288</b>	-	-	-	-	-	-	-	-	-	-	26	121	1,141	
<b>UNIQUE SETTINGS</b>																
AADAC	Area 4	-														
CHILDREN'S VILLAGE	Area 2	59		3	5	8	13	7	12	11						
CHRISTINE MEIKLE	Area 1	102								2	22	14	15	21	13	15
DR GORDON TOWNSEND	Area 1	27			2	2	3	4	2	3	4	2	2	1	1	1
DR OAKLEY	Area 7	153					4	36	46	35	20	9	3			
EMILY FOLLENSBEE	Area 6	89		8	16	10	12	16	6	14	5	1	1			
NEXUS/TRUST TREATMENT/PROJECT TRU	Area 1	19												1	4	14
NIITSITAPI LEARNING CENTRE	Area 3	130	39	40	29	22										
WEST VIEW SECONDARY	Area 1	44												7	9	28
WILLIAM ROPER HULL	Area 6	113			1	3	3	5	7	6	12	12	19	20	19	6
WOOD'S HOMES	Area 1	71						1	1		8	8	10	12	17	14
YOUNG ADULT PROGRAM	Area 1	46										5	8	9	16	8
<b>TOTAL UNIQUE SETTINGS</b>		<b>853</b>	<b>39</b>	<b>51</b>	<b>53</b>	<b>45</b>	<b>35</b>	<b>69</b>	<b>74</b>	<b>71</b>	<b>71</b>	<b>51</b>	<b>58</b>	<b>71</b>	<b>79</b>	<b>86</b>
<b>HOME EDUCATION</b>																
HOME EDUCATION	Windsor Park - Area 5	267			29	25	22	33	40	34	32	25	21		3	3
CBe-LEARN*	Area 5	463									9	22	46	48	70	268
CHINOOK LEARNING SERVICES*		1,974												2	1	1971
<b>SUB-TOTAL</b> *includes students 20 years old and older		<b>2,704</b>	-	-	29	25	22	33	40	34	41	47	67	50	74	2,242
<b>TOTAL ENROLMENT</b>																
<b>TOTAL ENROLMENT</b>		<b>121,691</b>	<b>267</b>	<b>9,104</b>	<b>9,772</b>	<b>9,809</b>	<b>9,708</b>	<b>9,662</b>	<b>9,166</b>	<b>8,676</b>	<b>8,497</b>	<b>8,017</b>	<b>8,088</b>	<b>8,917</b>	<b>8,896</b>	<b>13,112</b>

## Alternative Programs and Schools

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Alice Jamieson Girls' Academy</b>					<b>30</b>	<b>30</b>	<b>51</b>	<b>58</b>	<b>50</b>	<b>55</b>				<b>274</b>
Stanley Jones School					30	30	51	58	50	55				274
<b>All - Boys School</b>	<b>9</b>	<b>11</b>	<b>16</b>	<b>21</b>	<b>19</b>	<b>25</b>	<b>11</b>							<b>112</b>
All Boys Program	9	11	16	21	19	25	11							112
<b>Arts-Centred Learning</b>						<b>113</b>	<b>158</b>	<b>240</b>	<b>235</b>	<b>246</b>	<b>140</b>	<b>119</b>	<b>174</b>	<b>1,425</b>
James Fowler High School											86	97	162	345
Lord Beaverbrook High School											54	22	12	88
Sir John Franklin School						23	48	93	89	101				354
Willow Park School						90	110	147	146	145				638
<b>Chinese (Mandarin) Bilingual</b>	<b>154</b>	<b>170</b>	<b>165</b>	<b>140</b>	<b>136</b>	<b>88</b>	<b>84</b>	<b>38</b>	<b>47</b>	<b>32</b>				<b>1,054</b>
Colonel Irvine School						71	65	38	47	32				253
Highwood School	73	74	71	65	75									358
Marion Carson School	48	50	48	45	30									221
Midnapore School	33	46	46	30	31	17	19							222
<b>French Immersion</b>	<b>752</b>	<b>750</b>	<b>781</b>	<b>736</b>	<b>690</b>	<b>579</b>	<b>538</b>	<b>780</b>	<b>733</b>	<b>703</b>	<b>595</b>	<b>544</b>	<b>505</b>	<b>8,686</b>
Banff Trail School	76	67	66	65	57	61	62							454
Bishop Pinkham School							53	143	107	125				428
Bob Edwards School							53	43	38	41				175
Branton School								237	247	234				718
Chinook Park School	35	39	51	40	41	46	28							280
David Thompson School						63	82	91	85	84				405
Dr. E.P. Scarlett High School											111	84	78	273
Elboya School						42	44	64	76	60				286
Georges P. Vanier School								91	63	66				220
Hidden Valley School	66	57	59	60										242
Janet Johnstone School	38	38	49	42	33									200
King George School	114	111	92	83	73	68	66							607
Lester B. Pearson High School											15	32	22	69
Mayland Heights School	49	59	49	48	52	40								297
Sam Livingston School	114	99	96	102	97									508
Sundance School	54	62	86	69	59	51	14							395
Valley Creek School					44	45	41	30	33	23				216
Varsity Acres School	78	83	74	90	77	81	80							563
Western Canada High School											207	163	155	525
Westgate School	65	86	85	84	82	55								457
William Aberhart High School											262	265	250	777
William Reid School	63	49	74	53	75									314
Woodman School						27	15	81	84	70				277
<b>German Bilingual</b>	<b>22</b>	<b>26</b>	<b>23</b>	<b>22</b>	<b>20</b>	<b>16</b>	<b>8</b>							<b>137</b>
Bowcroft School	22	26	23	22	20	16	8							137
<b>Medicine Wheel</b>	<b>12</b>													<b>12</b>
Valley View School	12													12
<b>Montessori</b>	<b>156</b>	<b>180</b>	<b>183</b>	<b>160</b>	<b>135</b>	<b>103</b>	<b>61</b>							<b>978</b>
Captain John Palliser School	47	47	54	55	40	38	17							298
Killarney School	51	66	62	57	41	34	23							334

## Alternative Programs and Schools

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Lake Bonavista School	58	67	67	48	54	31	21							346
<b>Piitoayis Family School</b>	<b>18</b>	<b>34</b>	<b>26</b>	<b>36</b>	<b>42</b>	<b>24</b>	<b>31</b>							<b>211</b>
Piitoayis Family School	18	34	26	36	42	24	31							211
<b>Science School</b>	<b>171</b>	<b>196</b>	<b>206</b>	<b>177</b>	<b>181</b>	<b>216</b>	<b>172</b>	<b>196</b>	<b>144</b>	<b>133</b>				<b>1,792</b>
Ian Bazalgette School							27	20						47
Langevin School	43	51	50	51	54	79	53	85	82	83				631
Louis Riel School	45	52	70	50	50	50	46	51	38	50				502
Maple Ridge School	53	55	48	38	34									228
R.T. Alderman School						57	46	40	24					167
Valley View School	30	38	38	38	43	30								217
<b>Spanish Bilingual</b>	<b>397</b>	<b>417</b>	<b>453</b>	<b>418</b>	<b>395</b>	<b>303</b>	<b>264</b>	<b>232</b>	<b>197</b>	<b>202</b>	<b>151</b>	<b>95</b>	<b>95</b>	<b>3,619</b>
A. E. Cross School								34						34
Bishop Pinkham School									33	40				73
Canyon Meadows School	74	75	68	66	58	76								417
Collingwood School	85	87	89	79	82	78								500
Dalhousie School	75	70	73	64	73	99								454
Dr. E.P. Scarlett High School											39	21	32	92
Eugene Coste School	60	61	88	51	41									301
Robert Warren School							73	55	35	51				214
Rosscarrock School	47	49	57											153
Senator Patrick Burns School							143	143	129	111				526
W.O. Mitchell School	56	75	78	97	84									390
Westgate School				61	57	50	48							216
William Aberhart High School											112	74	63	249
<b>Traditional Learning Centre</b>	<b>636</b>	<b>664</b>	<b>688</b>	<b>694</b>	<b>704</b>	<b>702</b>	<b>693</b>	<b>649</b>	<b>626</b>	<b>532</b>				<b>6,588</b>
Annie Gale School							51	60	62	55				228
Balmoral School						118	133	128	148	106				633
Brentwood School	100	97	121	141	119	116								694
Chief Justice Milvain School	49	51	49	46	49	49								293
Chris Akkerman School	104	105	106	109	103	106								633
Colonel Macleod School						84	94	77	69	70				394
Colonel Sanders-TLC		95	100	100	100									395
Dr. J.K. Mulloy School	99	99	101	88	93									480
Fairview School					146	145	116	117	105	98				727
Glamorgan School	84	87	77	75	94	84	85	54	52	26				718
Le Roi Daniels School	120	130	134	135										519
Sir Wilfrid Laurier School							115	113	111	98				437
Thomas B. Riley School							99	100	79	79				357
Thorncliffe School	80													80
<b>Grand Total</b>	<b>2,327</b>	<b>2,448</b>	<b>2,541</b>	<b>2,404</b>	<b>2,352</b>	<b>2,199</b>	<b>2,071</b>	<b>2,193</b>	<b>2,032</b>	<b>1,903</b>	<b>886</b>	<b>758</b>	<b>774</b>	<b>24,888</b>



**CALGARY BOARD OF EDUCATION**  
**COMPLEX LEARNING CLASSES 2017-2018 (excludes Unique Settings)**

Area	School	PROGRAM	# of Classes
1	Arbour Lake	Learning & Literacy (L&L)	2
1	Bowness	Paced Learning Program (PLP)	1
1	Brentwood	Communication, Sensory and Social Interaction (CSSI)	1
1	Captain John Palliser	Learning & Literacy (L&L II)	1
1	F E Osborne	Paced Learning Program (PLP)	1
1	F.E. Osborne	The Class	2
1	H.D. Cartwright	(ACCESS)	1
1	H.D. Cartwright	Learning & Literacy (L&L)	2
1	Hawkwood	Bridges II	1
1	Ranchlands	Paced Learning Program (PLP)	1
1	Robert Thirsk	Adapted Learning Program (ALP)	1
1	Robert Thirsk	Paced Learning Program (PLP)	1
1	Sir Winston Churchill	The Class	1
1	Terrace Road	Early Development Centre	4
1	Terrace Road	Paced Learning Program (PLP)	1
1	Thomas B. Riley	Adapted Learning Program (ALP)	1
1	Thomas B. Riley	Paced Learning Program (PLP)	1
1	West Dalhousie	Social Knowledge, Independent Living and Language (SKILL)	2
2	Alex Munro	Early Development Centre	2
2	Alex Munro	Social Knowledge, Independent Living and Language (SKILL)	1
2	Banff Trail	Learning & Literacy (L&L II)	1
2	Buchanan	Social Knowledge, Independent Living and Language (SKILL)	2
2	Buchanan	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Buffalo Rubbing Stone	Social Knowledge, Independent Living and Language (SKILL)	1
2	Buffalo Rubbing Stone	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Cambrian Heights	Paced Learning Program (PLP)	1
2	Capitol Hill	Bridges I	1
2	Capitol Hill	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Colonel Irvine	Bridges III	1
2	Georges P. Vanier	Learning & Literacy (L&L)	1
2	Huntington Hills	Learning & Literacy (L&L II)	2
2	James Fowler High	Literacy, English & Academic Development (LEAD)	3
2	James Fowler High	Paced Learning Program (PLP)	2
2	James Fowler High	The Class	1
2	Kenneth D Taylor	Communication, Sensory and Social Interaction (CSSI)	2
2	North Haven	Bridges II	1
2	North Haven	Early Development Centre	4
2	North Haven	Paced Learning Program (PLP)	1
2	Sir John A. Macdonald	Learning & Literacy (L&L)	2
2	Sir John A. Macdonald	Paced Learning Program (PLP)	1
2	Sir John A. Macdonald	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Sir John Franklin	Communication, Sensory and Social Interaction (CSSI)	1
2	Sir John Franklin	Literacy, English & Academic Development (LEAD)	4
2	William Aberhart High	Adapted Learning Program (ALP)	1
2	William Aberhart High	(ACCESS)	1
3	Cappy Smart	Literacy, English & Academic Development (LEAD)	2
3	Cappy Smart	Social Knowledge, Independent Living and Language (SKILL)	2
3	Colonel Macleod	Bridges III	1
3	Colonel Macleod	Literacy, English & Academic Development (LEAD)	1
3	Coventry Hills	Early Development Centre	2
3	Crescent Heights High	Bridges IV	1
3	Crescent Heights High	Literacy, English & Academic Development (LEAD)	1
3	Dr. Gladys M. Egbert	Paced Learning Program (PLP)	2
3	Erin Woods	Bridges I	2
3	Ernest Morrow	Literacy, English & Academic Development (LEAD)	2
3	Ernest Morrow	Paced Learning Program (PLP)	3
3	Forest Lawn High	Literacy, English & Academic Development (LEAD)	4
3	Forest Lawn High	Paced Learning Program (PLP)	3
3	Forest Lawn High	The Class	2
3	G. W. Skene	Social Knowledge, Independent Living and Language (SKILL)	1
3	Ian Bazalgette	Bridges III	1
3	James Short Memorial	Early Development Centre	4
3	Keeler	Communication, Sensory and Social Interaction (CSSI)	1

**CALGARY BOARD OF EDUCATION**  
**COMPLEX LEARNING CLASSES 2017-2018 (excludes Unique Settings)**

Area	School	PROGRAM	# of Classes
3	Keeler	Early Development Centre	2
3	Langevin	(ACCESS)	1
3	Mount View	Literacy, English & Academic Development (LEAD)	1
3	Nose Creek	Autism Spectrum Disorder (ASD) cluster	1
3	Nose Creek	Paced Learning Program (PLP)	2
3	Penbrooke Meadows	Literacy, English & Academic Development (LEAD)	3
3	Radisson Park	Autism Spectrum Disorder (ASD) cluster	1
3	Roland Michener	Paced Learning Program (PLP)	1
3	Stanley Jones	Deaf and Hard of Hearing (Aural)	6
3	West Dover	Social Knowledge, Independent Living and Language (SKILL)	1
3	West Dover	Teaching of Attitude, Social Skills and Communication (TASC)	1
4	Annie Gale	Learning & Literacy (L&L)	2
4	Bob Edwards	The Class	1
4	Cecil Swanson	Social Knowledge, Independent Living and Language (SKILL)	2
4	Clarence Sansom	Adapted Learning Program (ALP)	1
4	Clarence Sansom	(ACCESS)	1
4	Clarence Sansom	Literacy, English & Academic Development (LEAD)	2
4	Crossing Park	Learning & Literacy (L&L)	4
4	Douglas Harkness	Early Development Centre	2
4	Dr. Gordon Higgins	Paced Learning Program (PLP)	2
4	Falconridge	Early Development Centre	2
4	Hugh A. Bennett	Teaching of Attitude, Social Skills and Communication (TASC)	1
4	Lester B. Pearson High	Adapted Learning Program (ALP)	1
4	Lester B. Pearson High	(ACCESS)	1
4	Mayland Heights	Communication, Sensory and Social Interaction (CSSI)	1
4	Monterey Park	Communication, Sensory and Social Interaction (CSSI)	2
4	Nelson Mandela High	Paced Learning Program (PLP)	2
4	O.S. Geiger	Early Development Centre	2
4	O.S. Geiger	Paced Learning Program (PLP)	1
4	Pineridge	Communication, Sensory and Social Interaction (CSSI)	2
4	Rundle	Bridges I	2
4	Ted Harrison	Communication, Sensory and Social Interaction (CSSI)	1
4	Terry Fox	Bridges III	1
4	Terry Fox	Literacy, English & Academic Development (LEAD)	2
5	Auburn Bay	Social Knowledge, Independent Living and Language (SKILL)	1
5	Centennial High	Paced Learning Program (PLP)	1
5	Centennial High	The Class	1
5	Copperfield	Autism Spectrum Disorder (ASD) cluster	1
5	Douglasdale	Communication, Sensory and Social Interaction (CSSI)	2
5	Douglasdale	Social Knowledge, Independent Living and Language (SKILL)	1
5	Dr. Marthan Cohen	Autism Spectrum Disorder (ASD) cluster	2
5	Lord Beaverbrook High	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High	The Class	1
5	McKenzie Highland	Learning & Literacy (L&L)	2
5	McKenzie Lake	Early Development Centre	2
5	McKenzie Lake	Social Knowledge, Independent Living and Language (SKILL)	1
5	Midsun	Adapted Learning Program (ALP)	1
5	Midsun	(ACCESS)	1
5	Mountain Park	The Class	1
5	New Brighton	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Prince of Wales	Bridges I	1
5	Samuel W. Shaw	Paced Learning Program (PLP)	2
5	Somerset	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Wilma Hansen	Paced Learning Program (PLP)	2
6	AE Cross	Paced Learning Program (PLP)	2
6	Alternative High	HERA	1
6	Andrew Sibbald	The Class	1

**CALGARY BOARD OF EDUCATION**  
**COMPLEX LEARNING CLASSES 2017-2018 (excludes Unique Settings)**

Area	School	PROGRAM	# of Classes
6	Bishop Pinkham	Communication, Sensory and Social Interaction (CSSI)	1
6	Braeside	Bridges II	1
6	Braeside	Communication, Sensory and Social Interaction (CSSI)	1
6	Cedarbrae	Bridges	1
6	Central Memorial High	Bridges IV	1
6	Central Memorial High	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High	Teaching of Attitude, Social Skills and Communication (TASC)	2
6	Chinook Park	Communication, Sensory and Social Interaction (CSSI)	2
6	Chinook Park	STA Program	1
6	Ethel M. Johnson	Learning & Literacy (L&L II)	2
6	Ethel M. Johnson	Paced Learning Program (PLP)	2
6	Ethel M. Johnson	Social Knowledge, Independent Living and Language (SKILL)	2
6	Harold Panabaker	Adapted Learning Program (ALP)	1
6	Harold Panabaker	Learning & Literacy (L&L)	2
6	Henry Wise Wood	Autism Spectrum Disorder (ASD) cluster	1
6	Henry Wise Wood High	(ACCESS)	2
6	Henry Wise Wood High	Gifted and Talented Education (GATE)	6
6	Henry Wise Wood High	Literacy, English & Academic Development (LEAD)	2
6	Henry Wise Wood High	Paced Learning Program (PLP)	1
6	Jennie Elliott	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	John Ware	The Class	1
6	Louis Riel	Gifted and Talented Education (GATE II)	9
6	Louis Riel	Gifted and Talented Education (GATE III)	11
6	Nellie McClung	Social Knowledge, Independent Living and Language (SKILL)	1
6	Nickle	Bridges III	2
6	Nickle	Learning & Literacy (L&L)	2
6	Riverbend	Transitions	1
6	Sherwood	Bridges III	1
6	Woodbine	Early Development Centre	2
6	Woodman	Communication, Sensory and Social Interaction (CSSI)	1
7	Briar Hill	The Class	1
7	Earl Grey	Learning & Literacy (L&L II)	1
7	Ernest Manning High	Paced Learning Program (PLP)	2
7	Hillhurst	Gifted and Talented Education (GATE)	8
7	Mount Royal	(ACCESS)	1
7	Mount Royal	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Queen Elizabeth	Deaf and Hard of Hearing (Total Communication)	2
7	Queen Elizabeth High	Deaf and Hard of Hearing (III/IV)	4
7	Queen Elizabeth High	Gifted and Talented Education (GATE III)	11
7	Queen Elizabeth High	Gifted and Talented Education (GATE IV)	3
7	Queen Elizabeth High	Transitions	1
7	Richmond	Bridges II	1
7	Rosscarrock	Paced Learning Program (PLP)	1
7	Simons Valley	Social Knowledge, Independent Living and Language (SKILL)	1
7	Sunalta	Autism Spectrum Disorder (ASD) cluster	1
7	Sunalta	Bridges I	1
7	University	Communication, Sensory and Social Interaction (CSSI)	2
7	Vincent Massey	Learning & Literacy (L&L)	2
7	Vincent Massey	Literacy, English & Academic Development (LEAD)	1
7	Western Canada	The Class	1
7	Wildwood	Literacy, English & Academic Development (LEAD)	1
7	Wildwood	Social Knowledge, Independent Living and Language (SKILL)	2

Total 303

## Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>ACCESS</b>									15	17	13	15	10	16	86
Clarence Sansom School									4	5	2				11
H.D. Cartwright School									3	3	4				10
Henry Wise Wood High School												7	7	5	19
Langevin School										5	4				9
Lester B. Pearson High School												6	2	3	11
MidSun School									6	3	1				10
Mount Royal School									2	1	2				5
William Aberhart High School												2	1	8	11
<b>ALP - Adapted Learning Program</b>									14	9	14	21	15	23	96
Clarence Sansom School									3	3	4				10
Harold Panabaker School									8						8
Lester B. Pearson High School												4	4	6	14
Lord Beaverbrook High School												6	8	7	21
MidSun School									1	4	5				10
Robert Thirsk High School												6	1	6	13
Thomas B. Riley School									2	2	5				9
William Aberhart High School												5	2	4	11
<b>ASD Cluster</b>			2	2	9	4	6	7	1	7	7	2	2	5	54
Copperfield School				1	5	2									8
Dr. Martha Cohen School							3	5	1	5	3				17
Henry Wise Wood High School												2	2	5	9
Nose Creek School								2		2	4				8
Radisson Park School				1	2		2								5
Sunalta School			2		2	2	1								7
<b>Bridges</b>			4	14	16	24	15	16	6	10	15	2	10	4	136
Braeside School					1	2	4	1							8
Capitol Hill School				2	4	1	1								8
Cedarbrae School				4											4
Central Memorial High School													6	1	7
Colonel Irvine School								3		1					4
Colonel Macleod School									2	2	3				7
Crescent Heights High School												2	4	3	9
Erin Woods School			2		2	5	4								13
Hawkwood School						3	3	3							9
Ian Bazalgette School											6				6
Nickle School									2	2	3				7
North Haven School						1		4							5
Prince Of Wales School				3	4	1		1							9
Richmond School						5	2	2							9
Rundle School			2	1	3	5	1								12
Sherwood School								2		2	1				5
Sunalta School				4	2	1									7
Terry Fox School									2	3	2				7

## Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>CSSI</b>			<b>27</b>	<b>23</b>	<b>14</b>	<b>14</b>	<b>10</b>	<b>12</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>125</b>
Bishop Pinkham School								2	1	2	1				6
Braeside School			5			1									6
Brentwood School			2	1	1	1	2	1							8
Central Memorial High School												2	2	2	6
Chinook Park School				4	3		2	2							11
Douglasdale School			3	3	1	1	1								9
Keeler School			1		4		1								6
Kenneth D. Taylor School			6	5	1	2									14
Mayland Heights School			2	1				3							6
Monterey Park School			2	7		2	1								12
Pineridge School			4	1	2	4		1							12
Sir John Franklin School								1	2	3					6
Ted Harrison School								1		2	3				6
University School			2	1	2	3	3	1							12
Woodman School										3	2				5
<b>DHH (Deaf and Hard of Hearing)</b>			<b>8</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>94</b>
Queen Elizabeth School			3		1	3	3	2							12
Queen Elizabeth High School									5	12	4	3	8	10	42
Stanley Jones School			5	5	8	4	8	10							40
<b>Early Development Centre</b>	<b>228</b>														<b>228</b>
Alex Munro School	20														20
Coventry Hills School	18														18
Douglas Harkness School	19														19
Falconridge School	17														17
James Short Memorial School	30														30
Keeler School	20														20
McKenzie Lake School	15														15
North Haven School	27														27
O.S. Geiger School	20														20
Terrace Road School	29														29
Woodbine School	13														13
<b>GATE</b>						<b>79</b>	<b>96</b>	<b>105</b>	<b>114</b>	<b>113</b>	<b>109</b>	<b>64</b>	<b>38</b>	<b>37</b>	<b>755</b>
Henry Wise Wood High School												42	23	33	98
Hillhurst School						35	38	49							122
Louis Riel School						44	58	56	61	48	58				325
Queen Elizabeth High School									53	65	51	22	15	4	210
<b>Hera</b>												<b>3</b>	<b>4</b>	<b>5</b>	<b>12</b>
Alternative High School												3	4	5	12

**Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)**

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>L&amp;L</b>						<b>26</b>	<b>49</b>	<b>56</b>	<b>81</b>	<b>93</b>	<b>86</b>				<b>391</b>
Annie Gale School									4	7	8				19
Arbour Lake School									10	9	10				29
Banff Trail School						2	6	7							15
Captain John Palliser School						3	6	7							16
Crossing Park School						2	4	12	15	11	9				53
Earl Grey School						2	5	4							11
Ethel M. Johnson School						9	10	9							28
Georges P. Vanier School									6	9	11				26
H.D. Cartwright School									3	10	10				23
Harold Panabaker School									7	10	10				27
Huntington Hills School						8	9	9							26
McKenzie Highlands School							9	8	8	8					33
Nickle School									10	7	9				26
Sir John A. Macdonald School									8	12	9				29
Vincent Massey School									10	10	10				30
<b>LEAD</b>				<b>1</b>	<b>16</b>	<b>49</b>	<b>31</b>	<b>36</b>	<b>46</b>	<b>37</b>	<b>42</b>	<b>37</b>	<b>64</b>		<b>359</b>
Cappy Smart School						5	9	8							22
Clarence Sansom School									9	13	1				23
Colonel Macleod School									6	5	3				14
Crescent Heights High School												2	1	3	6
Ernest Morrow School								4	14	6	10				34
Forest Lawn High School												15	15	20	50
Henry Wise Wood High School												3	10	27	40
James Fowler High School												22	11	14	47
Mount View School						4	8	2							14
Penbrooke Meadows School					1	3	20	3							27
Sir John Franklin School							10	10	7	8	8				43
Terry Fox School										7	9				16
Vincent Massey School										7	6				13
Wildwood School						4	2	4							10
<b>MH Transitions</b>				<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>			<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>20</b>
Queen Elizabeth High School										2	3	3	2	4	14
Riverbend School				1	1	2	2								6

**Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)**

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>PLP</b>						<b>26</b>	<b>52</b>	<b>63</b>	<b>69</b>	<b>74</b>	<b>71</b>	<b>69</b>	<b>60</b>	<b>68</b>	<b>552</b>
A. E. Cross School									6	9	9				24
Bowness High School												1	3	5	9
Cambrian Heights School						1	7	6							14
Centennial High School												7	4	6	17
Dr. Gladys McKelvie Egbert School								8	7	5	8				28
Dr. Gordon Higgins School									11	7	9				27
Ernest Manning High School												6	7	9	22
Ernest Morrow School								9	10	14	5				38
Ethel M. Johnson School						6	14	6							26
F.E. Osborne School									4	6	4				14
Forest Lawn High School												27	10	17	54
Henry Wise Wood High School												8	6	7	21
James Fowler High School												5	10	11	26
Nelson Mandela High School												15	15	6	36
North Haven School						2	7	5							14
Nose Creek School						3	4	7	4	4	7				29
O.S. Geiger School						5	4	3							12
Ranchlands School						2	3	3							8
Robert Thirsk High School													5	7	12
Roland Michener School						4	7								11
Rosscarrock School						2	4	5							11
Samuel W. Shaw School								4	6	9	10				29
Sir John A. Macdonald School									5	7	3				15
Terrace Road School						1	2	7							10
Thomas B. Riley School									1	6	7				14
Wilma Hansen School									15	7	9				31
<b>SKILL</b>			<b>24</b>	<b>29</b>	<b>15</b>	<b>35</b>	<b>27</b>	<b>27</b>							<b>157</b>
Alex Munro School			4	1	1	1		1							8
Auburn Bay School			1	1	2	1	2	2							9
Buchanan School				5		5	4	4							18
Buffalo Rubbing Stone School			1	4			4								9
Cappy Smart School			4	1		3	2	5							15
Cecil Swanson School				4	1	3	2	5							15
Douglasdale School			2	1	3	1	2								9
Ethel M. Johnson School			1		3	3	2	5							14
G.W. Skene School				1		6	1								8
McKenzie Lake School			5	1											6
Nellie McClung School				3		3	1	1							8
Simons Valley School				3		2	3	1							9
West Dalhousie School			1	1	2	3	3								10
West Dover School			1		2	3									6
Wildwood School			4	3	1	1	1	3							13

## Enrolment in classes for students with Complex Learning Needs (excludes Unique Settings)

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>STA</b>					2	2	1								5
Chinook Park School					2	2	1								5
<b>TASC</b>		8	19	8	2	1	6	5	1	3	2	4	3		62
Buchanan School				4	1										5
Buffalo Rubbing Stone School			3	3											6
Capitol Hill School			1	2				1	1						5
Central Memorial High School												2	4	3	9
Hugh A. Bennett School			2	3		1									6
Jennie Elliott School			1		3			2							6
Mount Royal School									2		3				5
New Brighton School				5											5
Sir John A. Macdonald School								2	2	1					5
Somerset School			1		2	1	1								5
West Dover School				2	2			1							5
<b>The Class</b>		1	2	4	4	4	3	7	14	20	15	33	28	33	164
Andrew Sibbald School				2	2	4									8
Bob Edwards School									6	3	3				12
Briar Hill School			1		2		2	6							11
Centennial High School												6	3	8	17
F.E. Osborne School									6	8	6				20
Forest Lawn High School												6	6	11	23
James Fowler High School												7	6		13
John Ware School										5	2				7
Lord Beaverbrook High School												4	4	4	12
Mountain Park School							1	1	2	4	4				12
Sir Winston Churchill High School												4	5	4	13
Western Canada High School												6	4	6	16
<b>Grand Total</b>	<b>228</b>	<b>74</b>	<b>95</b>	<b>79</b>	<b>241</b>	<b>322</b>	<b>342</b>	<b>363</b>	<b>414</b>	<b>383</b>	<b>261</b>	<b>220</b>	<b>274</b>	<b>3296</b>	



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						# OF CLASSRM	2017 RATED RM CAPACITY	2017 RATED ROOM % UTILIZ.	
<b>AREA 1</b>									
ARBOUR LAKE	929	877	847	8	104%	37	915	96%	68
BELVEDERE-PARKWAY	281	299	467	0	64%	28	700	43%	233
BOWCROFT	259	305	455	0	67%	21	525	58%	70
BOWNESS	821	899	1647	0	55%	56	1350	67%	-297
BRENTWOOD	673	690	771	0	89%	30	750	92%	-21
CAPTAIN JOHN PALLISER	618	577	597	0	97%	24	600	96%	3
CITADEL PARK	438	431	456	8	94%	20	500	86%	44
DR. E. W. COFFIN	178	177	218	1	81%	8	200	88%	-18
EDGEMONT	697	646	650	14	99%	28	700	92%	50
ERIC HARVIE	320	471	603	6	78%	24	600	78%	-3
F. E. OSBORNE	513	494	792	0	62%	30	735	67%	-57
H. D. CARTWRIGHT	424	456	571	2	80%	23	565	81%	-6
HAMPTONS, THE	194	185	240	4	77%	11	275	67%	35
HAWKWOOD	612	631	641	0	98%	27	675	93%	34
MARION CARSON	513	545	571	2	95%	23	575	95%	4
RANCHLANDS	444	523	499	8	105%	20	500	105%	1
ROBERT THIRSK	1,378	1422	1527	0	93%	53	1305	109%	-222
ROYAL OAK	457	461	537	10	86%	22	550	84%	13
SCENIC ACRES	136	139	183	8	76%	8	200	70%	17
SILVER SPRINGS	221	221	277	1	80%	12	300	74%	23
SIMON FRASER	399	467	760	6	61%	28	690	68%	-70
SIR WINSTON CHURCHILL	2,311	2358	2007	6	117%	79	1905	124%	-102
TERRACE ROAD	166	181	286	0	63%	14	350	52%	64
THOMAS B. RILEY	560	562	628	0	89%	22	540	104%	-88
TOM BAINES	691	843	755	1	112%	30	740	114%	-15
TUSCANY	466	332	647	14	51%	28	700	47%	53
TWELVE MILE COULEE	839	880	895	16	98%	36	885	99%	-10
WEST DALHOUSIE	353	365	328	6	111%	15	375	97%	47
WILLIAM D. PRATT	622	848	957	8	89%	38	935	91%	-22
<b>AREA 1 - TOTAL</b>	<b>16,510</b>	<b>17,280</b>	<b>19,812</b>	<b>129</b>	<b>87%</b>	<b>795</b>	<b>19,640</b>	<b>88%</b>	<b>-172</b>

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						# OF CLASSRM	2017 RATED RM CAPACITY	2017 RATED ROOM % UTILIZ.	
<b>AREA 2</b>									
ALEX MUNRO	269	303	451	0	67%	20	500	61%	49
BALMORAL	615	635	547	0	116%	23	575	110%	28
BANFF TRAIL	403	426	456	0	93%	18	450	95%	-6
BEDDINGTON HEIGHTS	435	453	507	8	89%	19	475	95%	-32
BRANTON	744	748	831	6	90%	34	835	90%	4
BUCHANAN	226	224	243	0	92%	10	250	90%	7
BUFFALO RUBBING STONE	433	517	601	6	86%	24	600	86%	-1
CAMBRIAN HEIGHTS	256	173	429	0	40%	16	400	43%	-29
CAPITOL HILL	353	353	341	0	104%	15	375	94%	34
CAPTAIN NICHOLA GODDARD	856	943	895	16	105%	36	885	107%	-10
CATHERINE N. GUNN	381	440	458	0	96%	20	500	88%	42
COLLINGWOOD	479	472	562	0	84%	22	550	86%	-12
COLONEL IRVINE	761	430	757	0	57%	32	780	55%	23
COLONEL SANDERS	399	395	363	0	109%	15	375	105%	12
DALHOUSIE	484	423	625	4	68%	25	625	68%	0
DR. J. K. MULLOY	436	435	496	0	88%	20	500	87%	4
GEORGES P. VANIER	540	398	653	0	61%	24	590	67%	-63
HIGHWOOD	339	324	364	0	89%	16	400	81%	36
HUNTINGTON HILLS	241	245	365	0	67%	15	375	65%	10
JAMES FOWLER	1,056	911	1953	0	47%	77	1835	50%	-118
JOHN G. DIFENBAKER	1,515	1533	1480	4	104%	54	1330	115%	-150
KENNETH D. TAYLOR	329	504	589	12	85%	24	600	84%	11
KING GEORGE	518	560	647	0	87%	26	650	86%	3
NORTH HAVEN	355	286	452	0	63%	19	475	60%	23
PANORAMA HILLS	544	458	572	10	80%	24	600	76%	28
SENATOR PATRICK BURNS	627	646	862	0	75%	34	830	78%	-32
SIR JOHN A. MACDONALD	643	722	921	4	78%	36	880	82%	-41
SIR JOHN FRANKLIN	535	497	570	0	87%	25	615	81%	45
THORNCLIFFE	196	210	231	0	91%	10	250	84%	19
VARSITY ACRES	521	538	628	3	86%	25	625	86%	-3
W. O. MITCHELL	425	447	452	8	99%	19	475	94%	23
WILLIAM ABERHART	1,563	1530	1753	4	87%	63	1545	99%	-208
<b>AREA 2 - TOTAL</b>	<b>17,473</b>	<b>17,176</b>	<b>21,054</b>	<b>85</b>	<b>82%</b>	<b>840</b>	<b>20,750</b>	<b>83%</b>	<b>-304</b>

2017 - 2018 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

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<b>AREA 3</b>									
ABBEYDALE	321	292	403	6	72%	18	450	65%	47
BELFAST	245	243	285	1	85%	11	275	88%	-10
CAPPY SMART	229	219	380	4	58%	16	400	55%	20
COLONEL MACLEOD	181	513	670	4	77%	28	690	74%	20
COVENTRY HILLS	553	542	621	13	87%	27	675	80%	54
CRESCENT HEIGHTS	1,752	1560	2345	0	67%	85	2025	77%	-320
DR. GLADYS M. EGBERT	462	467	538	4	87%	22	530	88%	-8
ERIN WOODS	413	363	482	8	75%	20	500	73%	18
ERNEST MORROW	800	779	870	0	90%	35	860	91%	-10
FOREST LAWN	1,509	1591	1965	0	81%	87	2095	76%	130
G. W. SKENE	220	249	328	2	76%	14	350	71%	22
HIDDEN VALLEY	426	407	523	10	78%	22	550	74%	27
IAN BAZALGETTE	539	542	652	0	83%	26	635	85%	-17
JACK JAMES	676	602	906	0	66%	38	875	69%	-31
JAMES SHORT MEMORIAL	295	285	471	1	61%	21	525	54%	54
KEELER	337	318	609	0	52%	24	600	53%	-9
LANGEVIN	655	647	648	0	100%	26	640	101%	-8
MOUNT VIEW	183	195	188	0	104%	8	200	98%	12
NOSE CREEK	961	1045	895	16	117%	36	885	118%	-10
PATRICK AIRLIE	238	269	252	0	107%	11	275	98%	23
PENBROOKE MEADOWS	232	201	378	0	53%	16	400	50%	22
RADISSON PARK	301	286	388	2	74%	16	400	72%	12
ROLAND MICHENER	226	223	263	0	85%	11	275	81%	12
ROSEDALE	260	251	259	2	97%	11	275	91%	16
ROSEMONT	219	222	242	0	92%	10	250	89%	8
STANLEY JONES	585	564	581	0	97%	24	600	94%	19
SUNNYSIDE	146	148	165	0	90%	7	175	85%	10
VALLEY CREEK	756	768	856	12	90%	34	840	91%	-16
VALLEY VIEW	278	445	588	0	76%	25	625	71%	37
VISTA HEIGHTS	169	163	224	0	73%	10	250	65%	26
WEST DOVER	314	308	448	0	69%	20	500	62%	52
<b>AREA 3 - TOTAL</b>	<b>14,479</b>	<b>14,703</b>	<b>18,423</b>	<b>85</b>	<b>80%</b>	<b>759</b>	<b>18,625</b>	<b>79%</b>	<b>202</b>

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<b>AREA 4</b>									
ANNIE FOOTE	541	506	510	9	99%	21	525	96%	15
ANNIE GALE	634	593	617	8	96%	26	640	93%	23
BOB EDWARDS	386	375	598	0	63%	26	640	59%	42
CECIL SWANSON	474	468	443	6	106%	18	450	104%	7
CHIEF JUSTICE MILVAIN	496	475	535	10	89%	22	550	86%	15
CHRIS AKKERMAN	576	587	533	6	110%	23	575	102%	42
CLARENCE SANSOM	516	590	768	8	77%	28	690	86%	-78
COLONEL J. FRED SCOTT	499	472	474	8	100%	20	500	94%	26
CROSSING PARK	1,129	1232	990	15	124%	43	1065	116%	75
DOUGLAS HARKNESS	274	282	335	2	84%	14	350	81%	15
DR. GORDON HIGGINS	533	547	686	8	80%	24	590	93%	-96
FALCONRIDGE	491	472	576	12	82%	24	600	79%	24
GRANT MACEWAN	597	296	578	12	51%	24	600	49%	22
GUY WEADICK	462	425	430	6	99%	18	450	94%	20
HUGH A. BENNETT	380	445	576	0	77%	25	625	71%	49
LESTER B. PEARSON	1,712	1688	1732	0	97%	63	1540	110%	-192
LOUISE DEAN	201	217	206	0	105%	12	290	75%	84
MANMEET SINGH BHULLAR	-	393	533	6	74%	24	600	66%	67
MARLBOROUGH	216	244	297	2	82%	20	300	81%	3
MAYLAND HEIGHTS	457	454	527	0	86%	21	525	86%	-2
MONTEREY PARK	549	521	644	17	81%	27	675	77%	31
NELSON MANDELA	1,240	1913	1788	0	107%	68	1650	116%	-138
O. S. GEIGER	437	386	511	9	76%	21	525	74%	14
PETER LOUGHEED	490	734	958	8	77%	38	935	79%	-23
PINERIDGE	306	267	457	6	58%	18	450	59%	-7
RUNDLE	534	516	536	10	96%	21	525	98%	-11
SADDLERIDGE	537	550	585	12	94%	24	600	92%	15
SIR WILFRID LAURIER	438	437	522	0	84%	21	515	85%	-7
TARADALE	628	609	627	10	97%	26	650	94%	23
TED HARRISON	794	772	895	16	86%	36	885	87%	-10
TERRY FOX	517	444	762	0	58%	29	725	61%	-37
<b>AREA 4 - TOTAL</b>	<b>17,040</b>	<b>17,907</b>	<b>20,229</b>	<b>206</b>	<b>89%</b>	<b>825</b>	<b>20,240</b>	<b>88%</b>	<b>11</b>

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<b>AREA 5</b>									
ACADIA	220	254	546	0	46%	21	525	48%	-21
AUBURN BAY	491	595	604	6	98%	24	600	99%	-4
BRIDLEWOOD	586	542	591	12	92%	24	600	90%	9
CENTENNIAL	1,962	1985	1526	0	130%	68	1660	120%	134
CHAPARRAL	512	467	473	8	99%	20	500	93%	27
COPPERFIELD	399	460	580	12	79%	24	600	77%	20
CRANSTON	529	519	587	12	88%	24	600	86%	13
DEER RUN	361	357	434	6	82%	18	450	79%	16
DOUGLASDALE	417	419	481	11	87%	21	525	80%	44
DR. GEORGE STANLEY	521	723	916	8	79%	37	910	79%	-6
DR. MARTHA COHEN	432	726	947	0	77%	38	930	78%	-17
FAIRVIEW	948	729	964	0	76%	41	940	78%	-24
FISH CREEK	714	624	626	0	100%	27	650	96%	24
HAULTAIN MEMORIAL	232	213	293	0	73%	12	300	71%	7
LAKE BONAVIDA	338	339	398	2	85%	16	400	85%	2
LE ROI DANIELS	486	461	563	2	82%	23	575	80%	12
LORD BEAVERBROOK	2,032	2034	2630	0	77%	98	2345	87%	-285
MAPLE RIDGE	151	276	423	0	65%	18	450	61%	27
MCKENZIE HIGHLANDS	289	594	947	0	63%	38	930	64%	-17
MCKENZIE LAKE	464	460	617	2	74%	25	625	74%	8
MCKENZIE TOWNE	628	552	644	8	86%	27	675	82%	31
MIDNAPORE	481	465	543	12	86%	23	575	81%	32
MIDSUN	902	897	952	2	94%	35	865	104%	-87
MOUNTAIN PARK	880	862	813	16	106%	36	890	97%	77
NEW BRIGHTON	438	525	580	12	91%	24	600	88%	20
PRINCE OF WALES	361	380	372	4	102%	17	425	89%	53
R. T. ALDERMAN	244	322	826	1	39%	33	815	40%	-11
SAMUEL W. SHAW	889	937	918	16	102%	39	960	98%	42
SOMERSET	295	266	355	4	75%	15	375	71%	20
WILLOW PARK	694	666	723	0	92%	30	745	89%	22
WILMA HANSEN	344	391	611	8	64%	26	640	61%	29
<b>AREA 5 - TOTAL</b>	<b>18,236</b>	<b>19,035</b>	<b>22,483</b>	<b>164</b>	<b>85%</b>	<b>922</b>	<b>22,680</b>	<b>84%</b>	<b>197</b>

2017 - 2018 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. New schools provincial capacity needs to be confirmed by Alberta Infrastructure
- ii. Capacity of the school, including the number of modulars
- iii. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year (Assumes approval of exemptions by Alberta Infrastructure)
- iv. 2017 provincial capacity is based on the new formula for calculating school capacity
- v. Rated Room Capacity = (# of regular classrooms x 25 student spaces) + (CTS classrooms x 20 student spaces)
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

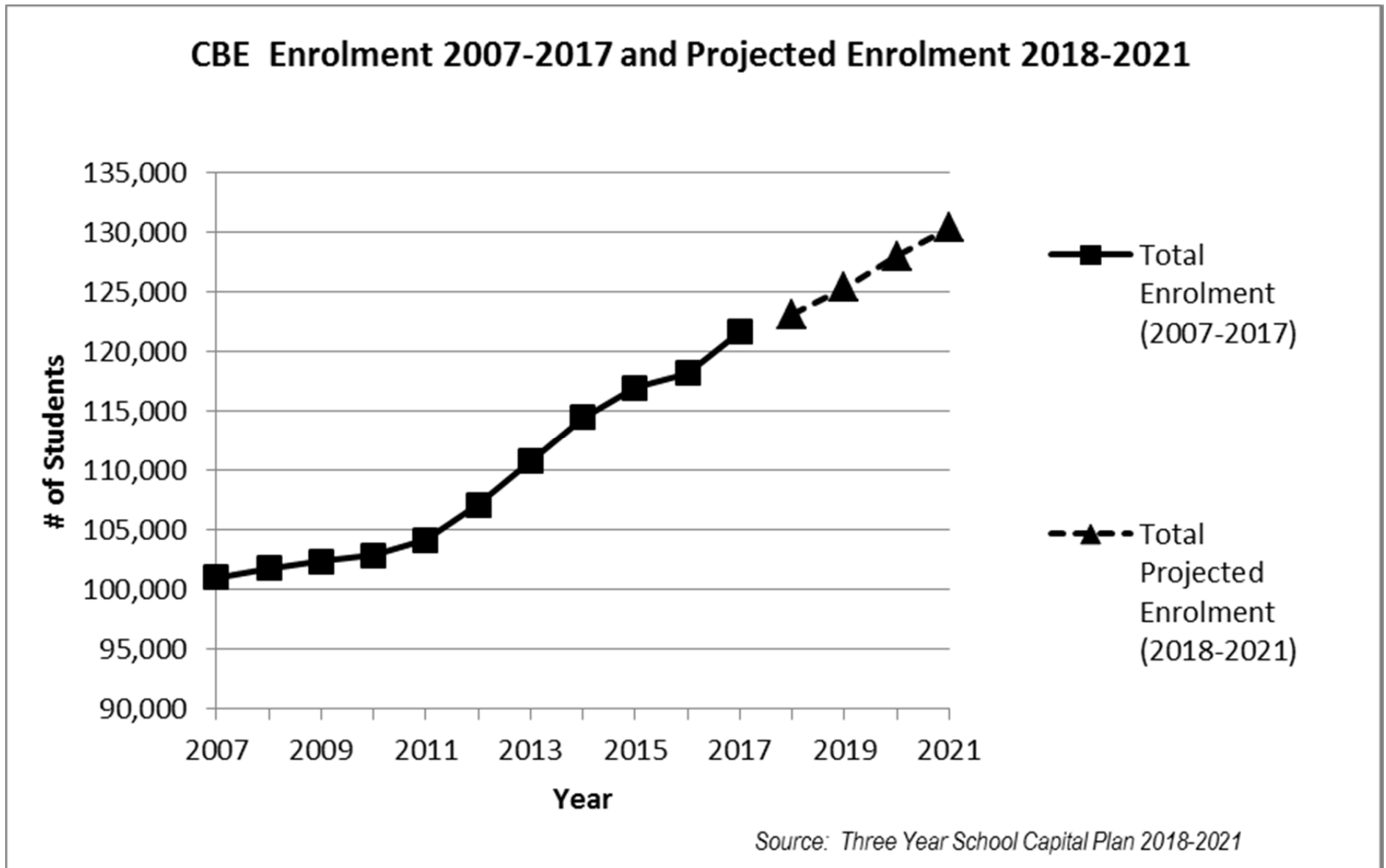
SCHOOL	2016 WEIGHTED ENROLMENT	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2017 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2017 RATED RM CAPACITY	2017 RATED ROOM % UTILIZ.	
<b>AREA 6</b>									
A. E. CROSS	579	599	878	0	68%	38	930	64%	52
ALTADORE	415	378	370	0	102%	14	350	108%	-20
ALTERNATIVE HIGH	283	298	270	0	110%	13	325	92%	55
ANDREW SIBBALD	145	205	418	0	49%	20	500	41%	82
BANTING AND BEST	217	233	248	2	94%	11	275	85%	27
BRAESIDE	254	266	548	0	49%	22	550	48%	2
CANYON MEADOWS	375	394	546	0	72%	21	525	75%	-21
CEDARBRAE	257	271	272	0	99%	12	300	90%	28
CENTRAL MEMORIAL	1,224	1314	2012	0	65%	75	1820	72%	-192
CHINOOK PARK	530	493	731	0	67%	29	725	68%	-6
DAVID THOMPSON	354	619	680	0	91%	28	680	91%	0
DR. E. P. SCARLETT	1,768	1784	1669	0	107%	65	1560	114%	-109
ETHEL M. JOHNSON	515	362	527	0	69%	20	500	72%	-27
EUGENE COSTE	239	281	579	0	49%	24	600	47%	21
EVERGREEN	596	433	584	12	74%	24	600	72%	16
GLENBROOK	314	256	395	0	65%	16	400	64%	5
HAROLD PANABAKER	502	290	630	4	46%	25	615	47%	-15
HAYSBORO	182	188	299	0	63%	12	300	63%	1
HENRY WISE WOOD	1,387	1465	2144	0	68%	75	1845	79%	-299
JANET JOHNSTONE	505	465	508	8	92%	21	500	93%	-8
JOHN WARE	418	498	603	1	83%	23	565	88%	-38
LOUIS RIEL	910	867	867	4	100%	37	915	95%	48
MARSHALL SPRINGS	-	587	886	0	66%	37	910	65%	24
NELLIE MCCLUNG	424	425	516	0	82%	20	500	85%	-16
NICKLE	669	578	720	3	80%	31	755	77%	35
RIVERBEND	431	450	486	6	92%	21	525	86%	39
ROBERT WARREN	353	222	555	4	40%	25	615	36%	60
RON SOUTHERN	-	142	600	-	24%	-	600	24%	0
SAM LIVINGSTON	446	457	558	7	82%	24	600	76%	42
SHERWOOD	499	497	722	0	69%	32	780	64%	58
SUNDANCE	466	436	500	8	87%	21	500	87%	0
WOODBINE	368	381	432	7	88%	19	475	80%	43
WOODLANDS	291	264	402	4	66%	16	400	66%	-2
WOODMAN	719	579	839	0	69%	35	855	68%	16
<b>AREA 6 - TOTAL</b>	<b>16,629</b>	<b>16,973</b>	<b>22,994</b>	<b>70</b>	<b>74%</b>	<b>906</b>	<b>22,895</b>	<b>74%</b>	<b>-99</b>

2017 - 2018 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

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- v. Rated Room Capacity = (# of regular classrooms x 25 student spaces) + (CTS classrooms x 20 student spaces)
- vi. Weighted Enrolment = (Total Kindergarten divided by 2) + (Grades 1-12 enrolment) + (Special Education at 3:1)
- vii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2016 WEIGHTED ENROLMENT	2017 WEIGHTED ENROLMENT	2017 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2017 PROVINCIAL % UTILIZ.	Rated Room			Capacity Difference Rated Rm vs. Prov. Capacity
						# OF CLASSRM	2017 RATED RM CAPACITY	2017 RATED ROOM % UTILIZ.	
<b>AREA 7</b>									
ALEXANDER FERGUSON	266	244	255	0	95%	10	250	97%	-5
ALL BOYS SCHOOL @ Sir James Lougheed	230	150	232	0	64%	9	225	66%	-7
BATTALION PARK	679	426	678	13	63%	29	725	59%	47
BISHOP PINKHAM	631	631	713	0	88%	30	740	85%	27
BRIAR HILL	261	267	278	0	96%	14	350	76%	72
COLONEL WALKER (includes Piitoayis)	319	341	589	1	58%	23	575	59%	-14
CONNAUGHT	334	338	399	0	85%	16	400	85%	1
DR. ROBERTA BONDAR	254	384	544	0	71%	25	625	61%	81
EARL GREY	212	218	330	0	66%	14	350	62%	20
ELBOW PARK	183	177	277	0	64%	10	250	71%	-27
ELBOYA	648	670	639	0	105%	30	740	91%	101
ERNEST MANNING	1,845	1866	1652	0	113%	72	1780	105%	128
GLAMORGAN	668	680	697	2	98%	29	725	94%	28
GLENDALE	239	235	304	0	77%	13	325	72%	21
GRIFFITH WOODS	-	703	900	-	78%	-	900	78%	0
HILLHURST	298	311	336	0	92%	12	300	104%	-36
JENNIE ELLIOTT	593	449	701	0	64%	27	675	66%	-26
KILLARNEY	350	325	373	0	87%	15	375	87%	2
MOUNT ROYAL	286	295	435	0	68%	16	390	76%	-45
OLYMPIC HEIGHTS	629	633	671	14	94%	28	700	90%	29
QUEEN ELIZABETH	336	341	405	2	84%	15	375	91%	-30
QUEEN ELIZABETH JR/SR	1,142	1075	1375	0	78%	55	1345	80%	-30
RAMSAY	110	127	160	0	79%	13	150	84%	-10
RICHMOND	208	202	257	0	79%	14	350	58%	93
RIDEAU PARK	409	414	473	0	88%	20	490	84%	17
ROSSCARROCK	335	316	416	0	76%	18	450	70%	34
SIMONS VALLEY	704	682	694	12	98%	28	700	97%	6
SUNALTA	320	337	390	0	86%	17	425	79%	35
UNIVERSITY	402	419	537	0	78%	20	500	84%	-37
VINCENT MASSEY	733	723	937	0	77%	35	855	85%	-82
WEST RIDGE	332	604	916	8	66%	37	910	66%	-6
WEST SPRINGS	480	469	584	12	80%	24	600	78%	16
WESTERN CANADA	2,159	2309	2128	0	109%	87	2080	111%	-48
WESTGATE	673	649	727	0	89%	29	725	89%	-2
WILDWOOD	466	416	557	0	75%	22	550	76%	-7
WILLIAM REID	277	283	273	4	103%	12	300	94%	27
<b>AREA 7 - TOTAL</b>	<b>18,004</b>	<b>18,701</b>	<b>21,832</b>	<b>68</b>	<b>86%</b>	<b>868</b>	<b>22,205</b>	<b>84%</b>	<b>373</b>
<b>GRAND TOTALS</b>	<b>118,369</b>	<b>121,775</b>	<b>146,827</b>	<b>807</b>	<b>83%</b>	<b>5,915</b>	<b>147,035</b>	<b>83%</b>	<b>208</b>





2017 - 2018 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway	Connect Society - Deafness, Education, & Advocacy	342.3
1	Belvedere Parkway	Kids Love Bowness Ltd.	198.0
1	Bowcroft	Ranchlands Children Come First Association <b>*NEW*</b>	364.0
1	Bowcroft	RIEL Institute for Education & Learning	87.3
1	Captain John Palliser	Captain John Palliser Out-of-School Care	83.7
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	224.4
1	Edgemont	STEM Learning Lab Incorporated <b>*NEW*</b>	432.9
1	Eric Harvie	STEM Learning Lab Incorporated <b>*NEW*</b>	339.7
1	F.E. Osborne	CBE Retired Employees Association	81.0
1	Hawkwood	Ranchlands Children Come First Association	387.2
1	Marion Carson	Pre-Kindergarten Educational Services	83.0
1	Marion Carson	Seeds of S.P.I.C.E Early Learning Centre Inc.	358.4
1	Terrace Road	1439723 Alberta Ltd O/a Summit Kids	74.9
1	Terrace Road	University Heights Nursery School Association	73.9
1	Tuscany	STEM Learning Lab Incorporated <b>*NEW*</b>	327.4
1	West Dalhousie	Dalhousie Community Association	348.5
2	Banff Trail	Ranchlands Children Come First Association	332.8
2	Beddington Heights	1677939 Alberta Inc. O/a Adventures Child Care	396.8
2	Buchanan	Ranchlands Children Come First Association	57.8
2	Buffalo Rubbing Stone	Thornhill Child Care Society	458.3
2	Cambrian Heights	Alberta Health Services	326.6
2	Cambrian Heights	Ranchlands Children Come First Association	105.5
2	Cambrian Heights	Renfrew Educational Services	85.4
2	Capitol Hill	Adventurers School Age Care Ltd.	344.1
2	Colonel Sanders	Student Care Inc. O/a Northmount Student Care	253.9
2	Highwood	Ranchlands Children Come First Association	357.2
2	Huntington Hills	1439723 Alberta Ltd O/a Summit Kids	224.1
2	Kenneth D. Taylor	Ranchlands Children Come First Association	341.9
2	King George	Pleasant Heights After School Care Association	333.1
2	North Haven	1439723 Alberta Ltd O/a Summit Kids	403.2
2	Panorama Hills	Pleasant Heights After School Care Association	387.6
2	W.O. Mitchell	1439723 Alberta Ltd O/a Summit Kids	374.0
3	Abbeydale	RIEL Institute for Education & Learning	107.1
3	Belfast	Student Care Inc. O/a Belfast Student Care	269.8
3	Coventry Hills	Topp Kids Child Care Centre	226.5
3	James Short Memorial	Early Minds Out of School Care <b>*NEW*</b>	94.3
3	Mount View	Churchill Park Family Care Society	226.5
3	Roland Michener	A Child's View Learning Centre Ltd. <b>*NEW*</b>	225.5
3	Rosemont	Rosemont Community Childcare	223.5
3	Stanley Jones	1677939 Alberta Inc. O/a Adventures Child Care	374.3
3	Sunnyside	Pre-Kindergarten Educational Services	104.2
3	Sunnyside	Sunnyside Out-of-School Care	109.6
3	Valley View	Metis Calgary Family Services	82.3
4	Colonel J. Fred Scott	Immigrant Services Calgary	75.6
4	Colonel J. Fred Scott	STEM Learning Lab Incorporated <b>*NEW*</b>	228.8
4	Hugh A. Bennett	Little Steps Before and After School Care <b>*NEW*</b>	226.5
4	Louise Dean (Kensington)	Catholic Family Service of Calgary	580.2
4	Manmeet Singh Bhullar	First Friends Out of School Care <b>*NEW*</b>	250.0
4	Marlborough	1677939 Alberta Inc. O/a Adventures Child Care <b>*NEW*</b>	357.3
4	Mayland Heights	Society of Briar Hill Children's Programs	120.7
4	Taradale	Student Care Inc. o/a Taradale Student Care	201.0

## 2017 - 2018 LEASED SPACE IN OPERATING CBE SCHOOLS

(includes both full-time and part-time leases)

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
5	Acadia	1677939 Alberta Inc. O/a Adventures Child Care	167.6
5	Auburn Bay	Seeds of S.P.I.C.E Early Learning Centre Inc.	457.8
5	Chaparral	Juvenescence Child Development Centre Ltd.	436.6
5	Copperfield	Topp Kids Child Care Centre	343.7
5	Cranston	Juvenescence Child Development Centre Ltd.	330.0
5	Douglasdale	A Step Ahead - Child Development Services	71.8
5	Dr. Norman Bethune	Boys and Girls Clubs of Calgary	74.5
5	Fish Creek	1st Class - After Class <b>*NEW*</b>	226.1
5	Lake Bonavista	1133491 Alberta Ltd. o/a The Adventures	226.2
5	Maple Ridge	Topp Kids Child Care Centre	232.6
5	McKenzie Towne	1133491 Alberta Ltd. o/a The Adventures	226.9
5	Midnapore	Mid-Sun Community Association o/a Mid-Sun Child Care	311.9
5	New Brighton	1st Class - After Class	343.7
5	Prince Of Wales	Topp Kids Child Care Centre	461.3
6	Altadore	Peter Pan Daycare Inc.	262.6
6	Andrew Sibbald	1133491 Alberta Ltd. o/a The Adventures	278.9
6	Braeside	Pre-Kindergarten Educational Services	79.3
6	Chinook Park	Adventurers School Age Care Ltd.	352.5
6	Ethel M. Johnson	1677939 Alberta Inc. O/a Adventures Child Care	268.8
6	Eugene Coste	Calgary Child's Play Inc.	157.0
6	Evergreen	Topp Kids Child Care Centre	338.0
6	Glenbrook	Glenbrook Community Preschool	72.7
6	Haysboro	Maple Roots Inc.	59.8
6	Janet Johnstone	Creations Child Care	243.8
6	Kingsland	G.R.I.T. Calgary Society	95.3
6	Nellie McClung	1439723 Alberta Ltd O/a Summit Kids	324.3
6	Sam Livingston	1133491 Alberta Ltd. o/a The Adventures	360.0
6	Sundance	Children Can Succeed Inc.	226.8
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255.0
7	Battalion Park	Kidzinc School Care Society of Alberta	201.0
7	Battalion Park	STEM Learning Lab Incorporated <b>*NEW*</b>	300.0
7	Briar Hill	Hounsfield Heights - Briar Hill Parent-Child Co-op Playschool	83.7
7	Briar Hill	Society of Briar Hill Children's Programs	363.1
7	Colonel Walker	Pre-Kindergarten Educational Services	77.0
7	Connaught	Churchill Park Family Care Society	222.1
7	Dr. Carl Safran Centre	EducationMatters	75.0
7	Dr. Roberta Bondar	1439723 Alberta Ltd O/a Summit Kids <b>*NEW*</b>	529.4
7	Earl Grey	Hillcrest School Care	337.7
7	Earl Grey	Thumbelina Nursery School Society	88.5
7	Glamorgan	Maple Roots Inc.	242.1
7	Glendale	Calgary Child's Play Inc. o/a Quality Care	140.7
7	Jennie Elliott	Student Care Inc. O/a Jennie Elliott Student Care	411.3
7	Killarney	Kidzinc School Care Society of Alberta	255.3
7	Olympic Heights	Kidzinc School Care Society of Alberta <b>*NEW*</b>	232.8
7	Queen Elizabeth	Adventurers School Age Care Ltd.	264.7
7	Queen Elizabeth High	Adventurers School Age Care Ltd.	46.7
7	Ramsay	Calgary Catholic Immigration Society	141.1
7	Ramsay	Janus Academy Society	483.8
7	Richmond	Richmond Child Care Association	240.6
7	Rideau Park	1439723 Alberta Ltd O/a Summit Kids	153.9
7	Rosscarrock	Calgary Child's Play Inc.	263.9

**2017 - 2018 LEASED SPACE IN OPERATING CBE SCHOOLS**

(includes both full-time and part-time leases)

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
7	Simons Valley	STEM Learning Lab Incorporated <b>*NEW*</b>	309.1
7	Sunalta	Scarboro Community Preschool	91.6
7	Sunalta	Student Care Inc. O/a Sunalta Student Care	181.8
7	University	1439723 Alberta Ltd O/a Summit Kids	546.3
7	University	Alberta Science Network	60.0
7	Viscount Bennett	Alberta Computers for Schools	204.1
7	West Ridge	STEM Learning Lab Incorporated <b>*NEW*</b>	159.0
7	West Springs	Maple Roots Inc. <b>*NEW*</b>	332.5
7	Wildwood	Kidzinc School Care Society of Alberta	275.3
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	254.8

AREA 1: 3,806.6  
 AREA 2: 4,782.3  
 AREA 3: 2,043.6  
 AREA 4: 2,040.1  
 AREA 5: 3,910.7  
 AREA 6: 3,119.8  
 AREA 7: 7,823.9

TOTAL SQUARE METRES LEASED: 27,527.0

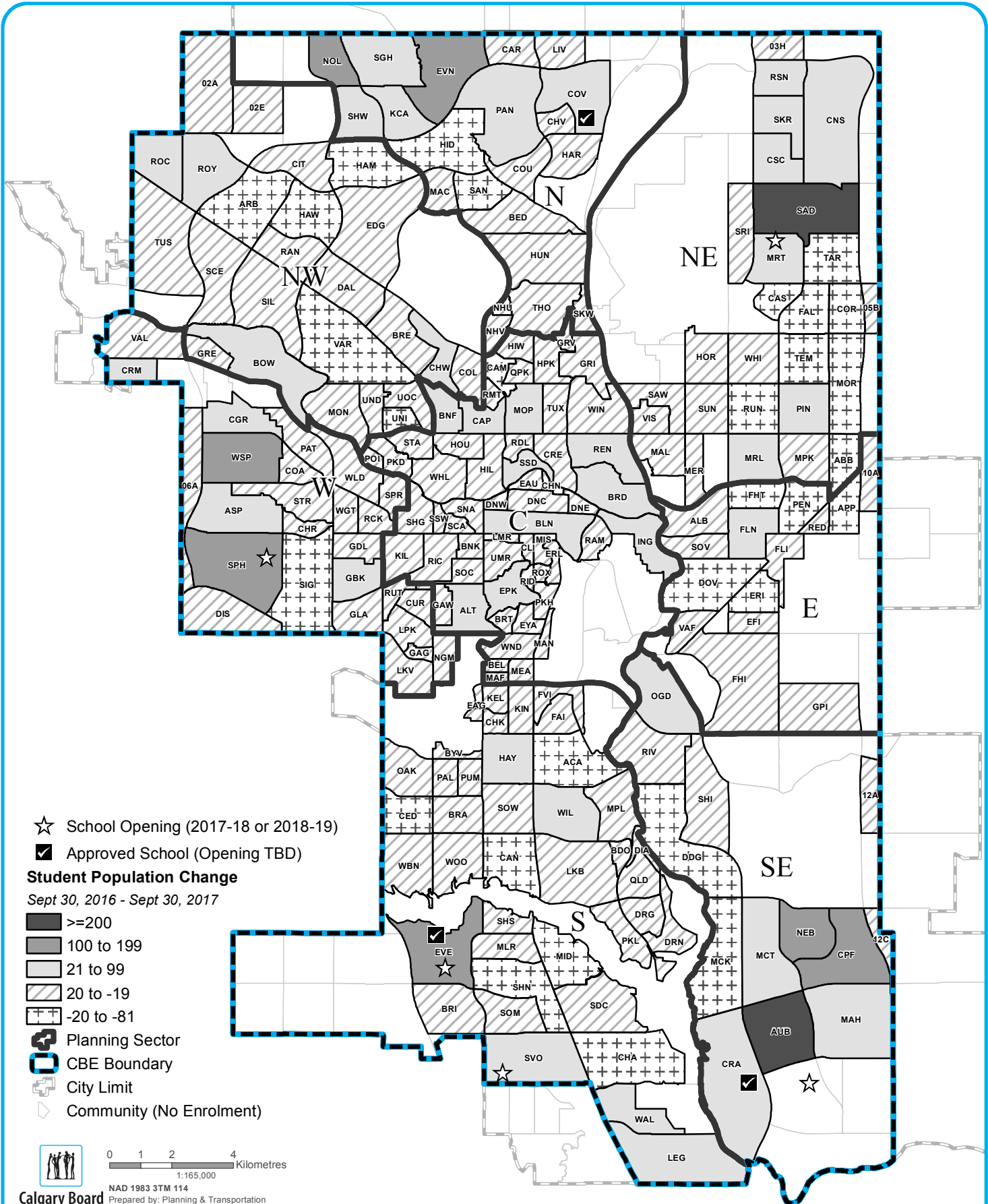
## 2017 - 2018 LEASE OF SURPLUS SCHOOL FACILITIES

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway Bungalow	Thornhill Child Care Society	373.2
1	Parkdale	Westmount Charter School	6,375.0
2	Montgomery - McKay Road	Foundations for the Future Charter Academy	6,441.8
3	Greenview	Foundations for the Future Charter Academy	4,669.4
4	Mountain View	Almadina School Society	3,853.2
5	Alice M. Curtis	Foundations for the Future Charter Academy	3,441.5
5	Andrew Davison	Foundations for the Future Charter Academy	4,309.0
6	Glenmeadows	Calgary Arts Academy Society	2,874.9
6	Lakeview	Calgary Girls' School Society	3,594.0
6	Ogden	Almadina School Society	4,887.8
6	Southwood	Foundations for the Future Charter Academy	4,192.0
6	Bel-Aire	Calgary Girls' School Society	1,252.0
7	Clem Gardner	Connect Charter School Society	7,107.0
7	Knob Hill	Calgary Arts Academy Society	2,270.6
7	Sir William Van Horne High	Westmount Charter School	9,670.0
7	Spruce Cliff	Calgary Quest Children's Society	2,387.7

AREA 1: 6,748.2  
 AREA 2: 6,441.8  
 AREA 3: 4,669.4  
 AREA 4: 3,853.2  
 AREA 5: 7,750.5  
 AREA 6: 16,800.7  
 AREA 7: 21,435.3

TOTAL SQUARE METRES LEASED: 67,699.1

# Student Population Change (By Community) September 30, 2016 to September 30, 2017



☆ School Opening (2017-18 or 2018-19)

■ Approved School (Opening TBD)

**Student Population Change**

Sept 30, 2016 - Sept 30, 2017

■ >=200

■ 100 to 199

■ 21 to 99

▨ 20 to -19

▩ -20 to -81

🗺️ Planning Sector

🔵 CBE Boundary

🏠 City Limit

⋯ Community (No Enrolment)



0 1 2 4 Kilometres  
1:165,000

Calgary Board of Education  
NAD 1983 3TM 114  
Prepared by: Planning & Transportation  
Map: 16-17 Student Population Change.mxd  
Date: November 13, 2017

## | appendix | Complex Learning Definitions

**ACCESS** - Attitude, Community Competence, Elements of Academic Curriculum, Social Skills

**Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)** classes offer intensive supports and services to students in grades 7-12 who are diagnosed with moderate cognitive (intellectual) or developmental disabilities. The goal of the ACCESS program is to prepare students for transition to adult life in the community. ACCESS teachers recognize students' unique sensory and learning needs. They work with their students on functional academic and living skills. These include communication, community awareness and appropriate social interaction, pre-vocational (work) skills, and assisting students to be as independent as possible in their home, school, and community environment. A modified curriculum is implemented based on the individual needs of each student. Instruction may be individual or in small groups and includes the use of assistive technology and augmentative communication systems. Inclusion within community school classes and activities occurs as appropriate. Class size may range from 9-11 students in each class along with program staff.

**ALP** - Adapted Learning Program

The **Adapted Learning Program (ALP)** is for students in grades 7-12 who have moderate cognitive (intellectual) disabilities. The goal is to enable each student to function as independently as possible in home, school, and community settings. ALP teachers work with their students to develop communication, social, functional living, literacy, and numeracy skills. Pre-vocational and vocational opportunities (work experience) are also supported. A modified curriculum is implemented based on the individual needs of each student. Instruction includes individual and small group activities and the use of assistive technologies. ALP provides opportunities to be included in the community school through complementary courses (options), clubs, sports, and special events. Class size may range from 11 - 13 students in each class along with program staff. Vecova is a society providing services to individuals with disabilities. They are contracted to support students in ALP classes at the high school level with Supported Work Study as part of the vocational programming.

**ASD Cluster** – Autism Spectrum Disorder Cluster Program

### **Programming for students with Autism Spectrum Disorder**

The ASD Cluster offers inclusive learning environments for students with a diagnosis of high functioning Autism Spectrum Disorder (ASD). Students are fully integrated into typical classrooms with same age peers. The purpose of the ASD Cluster is to address academic, social, communication, behavior, emotional regulation, organizational, and self-management learning needs. The goal is to teach students the skills they need to be able to function as independently as possible and to enable them to succeed within their community school. The ASD Cluster has a Program Teacher that teams with students' classroom teachers. Together they plan and implement curriculum modifications and instructional accommodations, individualized and personalized for each student. The Program Teacher may work directly with small groups or individual students to address specific learning needs.

## Bridges – Elementary and Junior High Students

Bridges offers a specialized setting for students from elementary to high school. Students are identified with diagnoses that present as severe externalizing behaviours which severely impact their success in a traditional program. The purpose of the Bridges Class is to assist each student to achieve academic success, self-regulation skills, and personalized lifelong health and wellness skills and strategies through flexible programming. The emphasis of specialized instruction is on establishing safety, building relationships, teaching self-regulation strategies, problem solving strategies, social skills development and academic engagement. Curriculum modifications and instructional accommodations are implemented based on the individual needs of each student. Solid communication between the school, parents and other service providers is a cornerstone for success. Supported transitions progressing toward partial or full integration into their school's regular community program and/or the workplace are additional goals. Students in the Bridges Class are part of the school community and participate in school events and larger class settings as they develop and practice new skills. Each class is typically staffed with a teacher and support worker. A CBE psychologist and a school/family liaison are assigned to support the Bridges Class. Each class typically ranges from 8 to 12 students, depending on grade level and complexity.

## CSSI - Communication, Sensory, Social Interaction

**Communication, Sensory and Social Interaction (CSSI)** classes offer unique learning environments which provide intensive supports and services to students in grades 1 – 12 who have been diagnosed with Autism Spectrum Disorders (ASD) and who have moderate to severe cognitive (intellectual) developmental disabilities. The purpose of CSSI is to develop students' abilities to be as independent as possible in their home, school, and community environments. CSSI teachers recognize students' unique sensory and learning needs. They work with their students on functional academic and living skills, communication skills and appropriate social interactions. A modified curriculum is used. Teachers base their instruction on the individual needs of each student, with a specific focus on sensory regulation. Instructional techniques may include individual and small group instruction and the use of assistive technology and augmentative communication systems. Inclusion in activities and events within the school community is provided where appropriate. CSSI classes typically have six students. Program staff includes one full time teacher and two full time education assistants, depending upon the complexity of the needs of the individual students.

## DHH - Deaf & Hard of Hearing

The Calgary Board of Education provides a continuum of services for students who are Deaf of Hard of Hearing (DHH).

The Deaf and Hard of Hearing Program supports students who are DHH in their community schools, or in congregated settings through a Bilingual (American Sign Language and English) Approach, Aural/Oral Approach, or sign supported speech.

### **DHH Congregated Programs**

Each DHH classroom is directly supported by a Teacher of the Deaf and Hard of Hearing, or Special Education Teacher, and has access to an education assistant or educational interpreter, as needed. Typical class size ranges from 6 to 10 students. The ratio of students to staff varies depending on grade level and complexity of student needs. Integration opportunities in other classrooms, curriculum modifications, instructional accommodations, and learning technologies are personalized based on the needs of each student. Outside agency service providers may also be utilized where necessary and appropriate. The programs are supported by a multidisciplinary



team that may include: an Educational Audiologist, Speech Language Pathologist, Psychologist, Occupational Therapist and Physical Therapist.

#### **Stanley Jones, Aural/Oral Approach, Grades 1-6**

This program emphasizes the use of speech, residual hearing, visual English in the form of sign supported speech, speech reading and the use of written English. The primary program goal is developing skills in listening and spoken language, reading and writing, and self-advocacy. Language is taught directly and intentionally throughout all subject areas, using a variety of techniques, including assistive technology. Students in this program have hearing aids or cochlear implants and/or use personal FM sound systems. Students have access to the mandated Alberta Education curriculum that is personalized to their learning needs and have the opportunity for integration into other classrooms where appropriate. This program is recommended for families who have expressed a preference for their children to learn through aural methods of input (listening to English) and oral expression (speaking).

#### **Queen Elizabeth Elementary School, Bi-lingual Approach – ASL and English, Grades 1-6**

This program emphasizes the use of American Sign Language (ASL) for language learning. The primary program goal is to optimize students' communication abilities in ASL in conjunction with literacy and numeracy skills. These students benefit from direct support in developing expressive/receptive language skills, including English language instruction through reading and writing. Personal FM systems are available for those students who have hearing aids or cochlear implants. Depending on the personalized learning needs of individual students, strategies for developing spoken English and listening skills are both determined and directed by an Alberta Health Services' Speech Language Pathologist. Students are exposed to Deaf culture and participate with their hearing peers in select educational opportunities and social activities within the school. This program is recommended for families whose children require ASL to communicate or have expressed a preference for their children to learn through direct instruction in ASL.

#### **Queen Elizabeth Junior/Senior High School, Grades 7-12**

Communication and instruction is through American Sign Language, spoken/written English, or sign supported speech based on student needs. The primary program goal is to optimize students' academic achievement, communication abilities, and personal development. Students in this program may have hearing aids and/or cochlear implants and have the option to use personal FM systems. A combination of congregated DHH, co-enrolment, and/or integrated environments is available. Students may participate in bi-cultural learning experiences through educational opportunities and activities in the congregated classrooms and throughout the school. The students who have attended the DHH Programs at Queen Elizabeth Elementary or Stanley Jones Elementary typically feed into the junior high DHH Program.

#### **DHH in Community Schools**

Strategists for the DHH support the school learning team in relation to the use of assistive technology, IPP development, accommodations and teaching strategies. Strategists also work directly with DHH students to support independence with amplification and technology, and to address auditory skill development, literacy and language development, self-advocacy, social/emotional development and transitions.

#### **Educational Audiologist**

##### **Community Schools and Congregated Settings**

FM and DM (Digital Modulation) systems are provided and/or supported by the Educational Audiologist. Support includes: 1) monitoring, troubleshooting and repair 2) verifying FM/DM characteristics to ensure that the FM/DM systems and hearing aids/cochlear implants work properly together 3) building capacity of teachers through in-services about hearing loss, using assistive technology, and classroom acoustics and 4) building capacity of strategists, teachers, education assistants, and students to develop monitoring and troubleshooting skills.



## EDC - Early Development Centre

Calgary Board of Education Early Development Centres (EDC) – Early Intervention Preschool Programs for Children Identified With Special Needs Aged 2 Years 8 Months to 4 Years 5 Months Old.

The Calgary Board of Education (CBE) Early Development Centres (EDC) provides a multitude of supports within the classroom environment. Funding from Alberta Education, combined with services provided by the CBE, enhance the opportunities to access support, personnel, and resources for children identified with a moderate or severe diagnosis of a disability or delay.

The classroom teacher is the centre of the child's Learning Team and works collaboratively with a Multidisciplinary Team to support the learning experiences. The Multidisciplinary Team consists of an Education Assistant or Early Childhood Practitioner, Early Learning Strategist, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Music Therapist and Family Orientated Programming Facilitators. Additional Supports may include Psychologists, Behaviour Analysts/Behaviour Consultants and School Family Liaison.

In the EDC classroom, children interact and learn through a personalized play-based program in a responsive learning environment. Each child's strengths are built upon to support their development and successful participation in preschool.

The CBE recognizes the importance of early intervention. This belief is reflected in the level of supports and services provided to our youngest learners in their EDC programs.

## GATE – Gifted and Talented Education

In GATE, the goal is to support academic and personal development, encouraging self-understanding and the achievement of individual potential. GATE programming allows gifted learners to work collaboratively in classes of like-minded peers for their academic studies. Students may progress at a faster pace through the regular curriculum (Alberta Education Programs of Study). They are provided with frequent opportunities to apply higher level thinking skills and diverse problem solving strategies to real world topics. There are opportunities to explore areas of particular interest through independent research. GATE students in junior high and high school have the same choices of complementary courses (options) as other students of the school. They are typically active in school wide activities and extracurricular programs. At the high school level GATE programming may also include courses selected from the Advanced Placement (AP) and International Baccalaureate (IB) programs. Class sizes are typically between 16 and 27 depending upon the grade level and the complexity of the needs of the individual students.

## Hera

Hera is a partnership between the Calgary Board of Education and the Boys and Girls Club of Calgary. It provides school and community based support to at-risk girls ages 13-17 who are vulnerable to sexual exploitation. Students attend Hera voluntarily. There may be substance abuse with associated risks. The goal of Hera is to help each young woman to move forward in a positive direction. Staff members teach skills, knowledge, and competencies so each student can remove herself from risk. Hera provides supported transition to community school and/or work experience settings. All aspects of the program are grounded in trauma-informed practice. Instruction focuses on core academics and experiential learning. Customized services from the Boys and Girls Club may include in-home family support, therapy, mentoring, Youthwork and/or Community Resource Connections. These may be offered outside of school hours. The class is

staffed with a teacher and a behaviour support worker. A psychologist also supports the team in addressing the students' current academic and emotional needs. Typically, the class size is 8- 10 students depending upon the complexity of the needs of the individual students.

### **L&L** – Learning and Literacy

The L&L class is for students identified with learning disabilities in Division II and III. The goal of L&L class is to assist each student in gaining skills, knowledge, and competencies to reach their academic, social, and emotional potential. The service delivery model within the L&L class is a fully blended classroom model with an emphasis on developing literacy skills (reading and writing) within classroom instruction. The model of service delivery allows for team teaching using Universal Design for Learning as the basis of curriculum planning and delivery. Inclusive learning technologies, curriculum design, accommodations, and all key components for students with learning disabilities are implemented based on the individual needs of each student.

### **LEAD** – Literacy, English and Academic Development

The LEAD class provides intensive supports and services for students and families who have been identified as English Language Learners with backgrounds of Limited Formal Schooling. The ultimate programming goal of the LEAD class is to provide sheltered, trauma-sensitive, short-term language, academic and cultural instruction to enable students to transition into community classes. Instructional programming focusses on intensive oral English language development, basic literacy, numeracy, and cultural and social adjustment.

LEAD is offered for students in Grades 4-12. Students remain in LEAD classes for a maximum of twenty months after which they are assessed for their readiness to transition to ESL programming in their community school. Students are expected to progress three to five grade levels in that time-frame.

### **MH Transitions**

Transitions is offered in collaboration with Wood's Homes (Wood's) and Alberta Health Services (AHS). It is for students in grades 1-12 who are not able to attend or to benefit from other programs due to significant internalizing mental health disorders which severely impact their ability to access school engagement and/or programming. Students may or may not have identified diagnoses. Transitions students need significant support to 'bridge' into a school setting. The goal is to identify and address barriers to mental wellness, school engagement and success. AHS and Wood's staff plays important roles in providing therapeutic programming and connecting students and families to medical, mental health, and community supports. Mental health curriculum, numeracy, and literacy, are starting points for personalizing learning, practicing re-engagement and school readiness skills. Academic programming is personalized based on individual student needs and readiness. Program staff use a strength based, trauma-informed framework to guide programming, starting from where the student and family begin. Connection to, and integration with, other students in the school is planned based on the individual needs of each student. Calgary Board of Education staff includes one full-time teacher and one full-time behaviour support worker. AHS provides a mental health therapist and Wood's provides a family support worker. There are typically 6 to 10 students in a Transitions class depending on the grade levels and complexity of the students

## PLP - Paced Learning Program

**Paced Learning Program (PLP)** classes are for students in grades 4 – 12 who have been identified with mild or moderate cognitive (intellectual) developmental disabilities. PLP teachers provide instruction and learning opportunities that help students function as independently as possible at home, in the community, and in the workplace. Curriculum modifications and instructional accommodations are implemented based on each student's strengths and needs. At the elementary level, the modified curriculum includes an emphasis on basic literacy, numeracy, daily living, communication, and problem solving skills. At the secondary level programming includes a focus on functional life and work skills such as time-management, self-advocacy, citizenship, community involvement and recreation. PLP programming also provides pre-vocational and vocational (work) opportunities. As well, it provides students with opportunities for inclusion in complementary courses (options), clubs, sports, and special events within the community school. Class size may range from 11-13 students in each class along with program staff.

## SKILL - Social Knowledge, Independent Living and Language

**Social Knowledge, Independent Living and Language (SKILL)** classes offer intensive supports and services to students in Grades 1-6 who have been diagnosed with moderate cognitive (intellectual) developmental disabilities. The goal of the SKILL class is to teach students to be able to function as independently as possible in their home and community. SKILL teachers recognize their students' unique sensory and learning needs. They work with them on functional living skills, including communication, appropriate social interactions, and being as independent as possible in their home, school, and community environments. A modified curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems, and individual and small group instruction. Opportunities for inclusion with the rest of the school community are provided wherever appropriate. Class size may range from 9-11 students in each class along with program staff.

## TASC - Teaching of Attitude, Social Skills and Communication

**Teaching of Attitude, Social Skills, and Communication (TASC)** classes are designed to provide intensive supports and services for students in Grades 1-12 who have moderate to severe cognitive (intellectual) and developmental disabilities. The goal of the TASC class is to support students to be able to function as independently as possible in their home, school and community environments. TASC programming teaches students functional academic and living skills, communication skills, appropriate social interactions, and addresses the students' unique sensory needs. . A modified curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems, individual and small group instruction. Opportunities for inclusion both within the school and the community are provided as appropriate. A TASC class typically has up to 6 students and is staffed with one teacher and two full time educational assistants.

## The Class

The Class offers a specialized setting for students from elementary to high school. Students are identified with diagnoses that present as severe internalizing behaviours which severely impact their success in a traditional program. All students are receiving therapeutic and/or medical treatment outside of school or have recently completed treatment and their service provider remains involved. Solid communication between the school, parent and other service providers is a cornerstone for success. The purpose of The Class is to assist each student to achieve

academic success and to develop personalized lifelong health and wellness skills and strategies through flexible programming. The emphasis of specialized instruction is on understanding the continuum of mental health, establishing safety, building relationships, teaching self-regulation strategies, problem solving strategies, and mental health literacy. Supported transitions progressing toward partial or full integration into their school's regular community program and/or the workplace are additional goals. The Class is staffed with a teacher and a behaviour support worker. A CBE psychologist and a school/family liaison are assigned to support The Class. There are typically 8 to 14 students in The Class, depending on grade level and complexity.

**report to  
Board of Trustees**

**EducationMatters Financial Statements as at October 31, 2017**

Date	December 5, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly-Ann Fenney Office of the Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

**1 | Recommendation**

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- The financial report for EducationMatters is provided for Board information.

**2 | Background**

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

Appendix I: Education Matters Financial Statements as at October 31, 2017

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its Oct 31, 2017 unaudited internal financial report (the “Report”) with you.

During the report period, EducationMatters provided more than \$200,000 in enhancement grants to 30 different recipients including schools, departments and partners. Examples of the initiatives funded include:

- an English Language Learner Support enhancement program;
- the Entrepreneurial Trades program through Junior Achievement of Southern Alberta;
- programs to help enhance student “self-regulation” learning;
- arts presentations through the multi-school performances at the Pride in the Properties event;
- a Studio Artists in Schools program;
- a Movement for Learning program;
- off-site outdoor school opportunities; and
- multiple student athletic team fees.

In addition to the distributed grants, EducationMatters distributed 287 student award payments totalling \$425,077, which help students experience success in their further educational pursuits.

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

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

- Unaudited Statement of Financial Position as at Oct 31, 2017 and audited December 31, 2016
- Unaudited Statement of Operations for the period ended Oct 31, 2017 and audited comparative for the year ended December 31, 2016
- Unaudited Operating Budget Comparison to Oct 31, 2017
- Statement of EducationMatters Funds Established as at Oct 31, 2017
- Statement of Grants Awarded for the year to date Oct 31, 2017
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters

Marilyn Field - Executive Director, EducationMatters

Mark Saar - Treasurer, Board of Governors, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at October 31, 2017

\$'000

(unaudited)

	<b>As At Oct 31/17</b>	<b>As At Dec 31/16</b>
<b>ASSETS</b>	<u>(unaudited)</u>	<u>(audited)</u>
Cash and cash equivalents	235	200
Investments	7,170	6,449
Accounts receivable	-	-
Prepaid expenses	-	-
Capital assets	21	29
Total assets	<u>7,426</u>	<u>6,678</u>
<b>LIABILITIES</b>		
Accounts payable	45	36
Deferred Contributions	440	441
Total liabilities	<u>485</u>	<u>477</u>
<b>FUND BALANCES</b>		
Endowment funds	4,994	4,833
Flow through funds	1,030	639
Operating funds	917	729
Total fund balances	<u>6,941</u>	<u>6,201</u>
Total liabilities and fund balances	<u>7,426</u>	<u>6,678</u>

**EducationMatters**  
**Statement of Operations**  
Year to Date to October 31, 2017  
\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/16</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	70	875	66	1,011	1,662
CBE grants			660	660	660
Gains/losses on investments	291		43	334	222
Interest & fees			59	59	67
Total revenue	361	875	828	2,064	2,611
<b>GRANTS</b>					
Grants issued	141	484		625	2,001
<b>EXPENSES</b>					
Salaries & benefits			442	442	504
Consulting & professional fees			23	23	40
Administrative expenses	59		168	227	241
Advertising & communications			7	7	4
Total expenses	59		640	699	789
<b>FUND BALANCES</b>					
Change during the period	161	391	188	740	(179)
Beginning balance	4,834	638	729	6,201	6,380
Balance, end of period	4,995	1,029	917	6,941	6,201

Total contributions since inception (\$'000):

2017 YTD	1,011
2016	1,662
2015	1,266
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	16,705



**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date Oct 31, 2017**  
**\$'000**

	<b>2017 BUDGET</b>	<b>31 Oct Actual</b> <small>(unaudited)</small>
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	562	442
Events	75	26
Fund Development & Communications	49	17
Organizational Administration	223	155
 Total Expenses	<u>909</u>	<u>640</u>

**EducationMatters  
Funds Established  
as at Oct 31, 2017**

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Grants):</b>	
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Career Pathways Flow Thru Projects Fund	2,040
Civil Society & Citizenship Flow Thru Fund	142
Dr. Brendan Croskery Aboriginal Culture Fund	570
Family Literacy Program Flow Thru Fund	95
Integro Legacy Fund	221,464
Mawer Investment Management Literacy Flow Thru Fund	9,331
Public Education Enhancement Flow Thru Fund (Designated)	56,931
Public Education Enhancement Flow Thru Fund	58,110
Schools Helping Schools Fund	1,425
Willow Park School Program Enhancement Flow Thru Fund	33
<b>Total Flow Through Funds (Grants)</b>	<b>\$350,151</b>

	<b>Fund Balance \$</b>
<b>Endowment Funds (Grants):</b>	
Athletics Endowment Fund, Helping Students in Need	44,672
Bob Bannerman Memorial Fund	15,290
Beverly Hubert Global Citizenship Fund	22,346
Beyond Your Backyard Opportunities Fund	10,428
Career Pathways Field of Interest Endowment Fund	79,690
Christine M. Fielding Memorial Endowment Fund	43,314
Civil Society & Citizenship Education Endowment Fund	21,793
ConocoPhillips World Schools Debate Development Endowment Fund	46,226
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	71,407
Creagh Family Fund	29,186
Dr. Brendan Croskery Aboriginal Culture Fund	39,073
EducationMatters Admin Endowment Fund	41,469
Enhancing Education for Students with Special Needs Endowment Fund	35,456
Enhancing ESL Education Endowment Fund	53,786
Future Leaders Endowment Fund	42,841
Georgie C Higgins Junior High Memorial School Fund	13,272
Georgie C Higgins Investment Fund for Lester B Pearson High School	13,615
Governors' Endowment Fund	8,890
Jason and Jane Louie Memorial Fund	8,102
Kaiti Perras Love of Dance Memorial Fund	109,294
Lehew-Wyman Family Endowment Fund	47,857
M.P. Hess Fund	10,062
Margaret and Bill Whelan Endowment Fund	71,326
Mary Nelson Memorial Fund	63,216
Mawer Investment Management Literacy Fund	47,542
McGill University Faculty of Agricultural and Environmental Sciences Fund	7,693
Public Education Enhancement Endowment Fund	313,052
Public Education Enhancement Endowment Fund (Designated)	43
Schools Helping Schools Fund	39,296
Southland Transportation Career Pathways Endowment Fund	7,571
Sunnyside School Endowment Fund	27,609
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	38,429
TEAM Leadership Lord Beaverbrook HS Endowment Fund	7,493
Terry Wright Endowment Fund	7,693
Tiberious Publishing Program Fund	16,137
Tyler Zeer Endowment Fund	36,331
William Reid School Endowment Fund	18,911
Youth Mentorship Endowment Fund	9,758
<b>Total Endowment Funds (grant availability capped @ 4.5% per annum)</b>	<b>\$1,520,169</b>

**EducationMatters  
Funds Established  
as at Oct 31, 2017**

	<b>Fund Balance</b>
<b>Flow Thru Funds (Student Awards)</b>	<b>\$</b>
Aboriginal Students Award Fund	1,986
Adrienne Goudie Memorial Bursary	56
Calgary Bridge Foundation for Youth Student Awards Fund	4,955
Calgary Entrepreneur Organization (CEO)	625
City of Calgary Degree Granting Scholarship Fund	28,902
City of Calgary Post Secondary Scholarships	39,100
ConocoPhillips Canada Awards	10,695
EducationMatters Scholarship Flow Thru Fund	82,881
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	50,469
Everett and Mitchell Code Scholarship	11,888
Fogolar Furlan di Calgary Italian Award	19,215
Future Leaders Flow Thru Scholarship Fund	958
Green & Gold Flow Thru Scholarship Fund	319
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	5,198
Henry Wise Wood Warriors Legacy Flow Thru Fund	3,781
Henry Wise Wood Class of 1970 Scholarship Fund	1,495
Hopewell Scholarship Fund	9,159
Integro Legacy Scholarship Fund	16,822
Jennifer Ellen Shepherd Memorial Award Fund	5,000
Jim Hoepfner Award	20
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at the Cgy Found	81,758
Lauber Student Award	8,180
Laurie Sommerville Scholarship Award Fund	4,788
Louise Dean High School Awards	8,668
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	221,893
Maureen Langston Memorial Fund	4,950
Nickolas Paswisty Memorial Bursary	3,406
Pay It Forward Fund	3,085
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	14,176
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard Dunn Music Scholarship Fund	805
Southland Transportation Scholarship Flow Thru Fund	19,156
Tenaris Merit Awards	3,000
Thorner/Johnston/DiMarzo Family Bursary	4,500
Tom Inkster Memorial Scholarship Fund	2,424
Verna Hart Toole Legacy Award Fund	435
<b>Total Flow Thru Funds (Student Awards)</b>	<b>\$682,254</b>

	<b>Fund Balance</b>
	<b>\$</b>
<b>Endowment Funds (Student Awards):</b>	
Aaron, Harben Vocal Music Prize Fund	11,762
Aaron Family Scholarship Fund	13,592
Aberhart Alumni Scholarship Fund	79,648
Accomplished Angels Student Award Fund	934,121
Ann Strand Memorial Awards Fund	7,527
Anthony Ward Memorial Fund	3,766
Archie McKillop Student Award Endowment Fund	34,684
Arrata Family Award for New Canadians	45,313
Avis Hibbard Bursary	2,111
Benjamin (Ben) Albert Legacy Fund	262,994
Bennett Jones Scholarship Fund	9,636
Bob Clarke Memorial Scholarship	2,132
Bruce Leidl Composition Award Fund	13,905
Carolyn Baxter Memorial Award Fund	8,484
CNIB Memorial Scholarship Fund	3,950
Claire Poppit Award	7,504
Colonel Walker Community School 1950 to 1965 Alumni Award	13,549
David E. Mitchell Award	52,452
David James Anderson Memorial Award Fund	13,761
Doris Donald Memorial Bursary in Fine Arts	1,261
Douglas Norton Scholarship	2,226
Dr. Gordon Higgins Student Award Fund	24,767
Drs. Harry & Martha Cohen Prize Fund	10,126
Dustin Peers Memorial Visual Arts Award	210,216
Edith Berger Memorial Scholarship Fund	20,298
EducationMatters Endowed Scholarship Fund	2,522
EF Coste Scholarship	4,537
E George Brigden Memorial Scholarship	4,107
Ena Paul Memorial Award	3,805
Everett and Mitchell Code Scholarship	12,638
F Margaret Milligan Scholarship	663
Frank L Woodman Scholarship	1,975
Frank Whipple Memorial Bursary	6,124
Future Leaders Scholarship Endowment Fund	26,185
Gary Weimann Award for Community Service	23,881
George Morley Memorial Scholarship	11,463
Green & Gold Endowment Scholarship Fund	182,113
Hal Winlaw Health & Nutrition Legacy Award Fund	7,782
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	34,469
H.D. Cartwright Memorial Award	10,298
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	54,097
Hugh Robertson Science Award Fund	20,004
Ivy & Len Freeston Student Award Endowment Fund	18,686
James Fowler School Award Fund	15,575
Jennifer Ellen Shepherd Memorial Award Endowment Fund	76,843
Jennifer Eyton Memorial Trust Fund	2,661
Joan Ethier Women in Science Scholarship	400,024
Joanne Mugford Memorial Art Award	7,954
John Bancroft Memorial Award	12,453
Keith Carswell Memorial Scholarship	10,074
Keith Yu Memorial Scholarship Fund	30,522

	<b>Fund Balance</b>
	<b>\$</b>
<b>Endowment Funds (Student Awards) cont'd:</b>	
Laine McLeod Memorial Scholarship	7,045
Langevin School Bursary	26,636
Lawrence Parker Memorial Scholarship	7,757
Marjorie Taylor Memorial Scholarship Fund	68,390
Marnie Whitehead Memorial Scholarship	2,211
Marofke Family Aberhart Music Scholarship	53,499
Mary Belkin Memorial Scholarship Fund	28,160
Maurice A Spring (Vocational) Scholarship	4,582
MW & JR Tebo Memorial Journalism Fund	18,888
Pamela Jane Hardy Memorial Award Fund	57,134
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	69,679
Richard D. Tingle Student Award Fund	32,672
Rick Theriault Outstanding Athletic Contribution Award Fund	19,632
Ross Glen Scholarship Fund	25,130
Ruth Ursula Leipziger Scholarship Fund	33,574
Shawn Whitney Memorial Award Fund	13,740
Sir Winston Churchill Enterprise & Innovation Scholarship	6,774
Southland Transportation Scholarship Endowment Fund	7,406
Steven Irving Memorial Music Scholarship	37,000
Susy Devlin Memorial Award Fund	30,622
Teens Against Drunk Drivers (TADD) Scholarship	6,756
Thomas Moore Memorial Bursary Fund	16,001
Thomas Walter Morrish Memorial Scholarship	8,624
Trades Related Career Pathways Student Award	82,200
Viscount Bennett Band Parents Association Award Fund	11,098
William Keir MacGougan Memorial Bursary	27,593
<b>Total Endowment Funds (scholarship availability capped @ 4.5% per annum)</b>	<b>\$3,474,043</b>

**EducationMatters**  
**Statement of Grants & Scholarships Awarded**  
**Year-to-Date Oct 31, 2017**

	\$
Balmoral Middle School - Debate Program	880
Belvedere Parkway School - Movement for Learning	10,000
CBE - Cinderella Project	475
CBE - Fuel for School Program	2,684
Connaught School - Connaught Community Learning Sanctuary (CCLS)	2,345
Douglas Harkness School - Outdoor School at Camp Chief Hector (YMCA)	5,455
Dr. Gordon Higgins School - Financial Literacy	594
Earl Grey School - Spark Bike	760
Ernest Manning High School - Alberta Skills Competition	300
Father Lacombe High School - East Side Dance Festival	4,470
F.E. Osborne School - Debate Program	220
Henry Wise Wood High School - Debate Program	150
Jack James High School - Alberta Skills Competition	1,650
James Fowler High School - Alberta Skills Competition	550
James Fowler High School - Athletics Program	450
John G. Diefenbaker High School - Debate Program	660
Junior Achievement of Southern Alberta - Entrepreneurial Trades	47,500
Lester B. Pearson High School - Athletic Fees	130
Lester B. Pearson High School - English Language Learner Support	48,332
Lester B. Pearson High School - Finance Club	5,359
Lester B. Pearson High School - Pride in the Properties Event	10,000
Lord Beaverbrook High School - Alberta Skills Competition	450
Lord Beaverbrook High School - Athletics Program	93
Lord Beaverbrook High School - LBHS Sport Development	3,800
Louis Riel School - Debate Program	1,100
Louis Riel School - Technology Learning Fund for Tomorrow's Leaders	43
Louise Dean School - Baby Tales	950
Nelson Mandela High School – Alberta Skills Competition	300
Nelson Mandela High School - Athletics Program	280
Niitsitapi (Aboriginal) Learning Centre - Milk Program	1,900
Pineridge School - Grandparent Program	788
Queen Elizabeth High School - Athletics Program	70
Queen Elizabeth High School - Summer School Interpreter	7,069
Robert Thirsk High School - Athletics Program	650
Robert Thirsk High School - Debate Program	500
Robert Thirsk High School - Maker Education	47
Rundle School - Water Coolers, Caves and Campfires	15,000
Ted Harrison School - Studio Artists in Schools Program	20,000
Western Canada High School - Athletics Program	600
Western Canada High School - Educational Technology	190
William Aberhart High School – Guest Clinicians for Band Program	2,000
William Reid School - Math Manipulatives	1,747
<b>Total 2017 YTD Program Grants</b>	<b>\$ 200,541</b>
<b>Total 2017 YTD Scholarships</b>	<b>\$ 425,077</b>
<b>Total 2017 YTD Grants &amp; Scholarships</b>	<b>\$ 625,618</b>
<b>Total Grants since Inception</b>	<b>\$ 8,690,000</b>
<b>Total Scholarships since Inception</b>	<b>\$ 3,000,000</b>

**EducationMatters**  
**Discussion of Financial Position and Results of Operations**

***Statement of Financial Position***

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

In September, 2017 we deferred \$440,000 of CBE operating contributions received in 2017 that relate to our fiscal year 2018. This amount is reflected in the financial statements at October 31, 2017, as provided in this report.

Capital assets consist primarily of office equipment.

***Statement of Operations***

Fundraising initiatives for 2017 are proceeding as planned and anticipated.

In accordance with best practices for not-for-profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to October 31, 2017 reflect both realized and unrealized gains on funds. For the long term EducationMatters expects steady growth of its investments.

Grants and scholarships at \$625,618 issued year-to-date, continue to provide a significant contribution supporting Calgary Board of Education students.