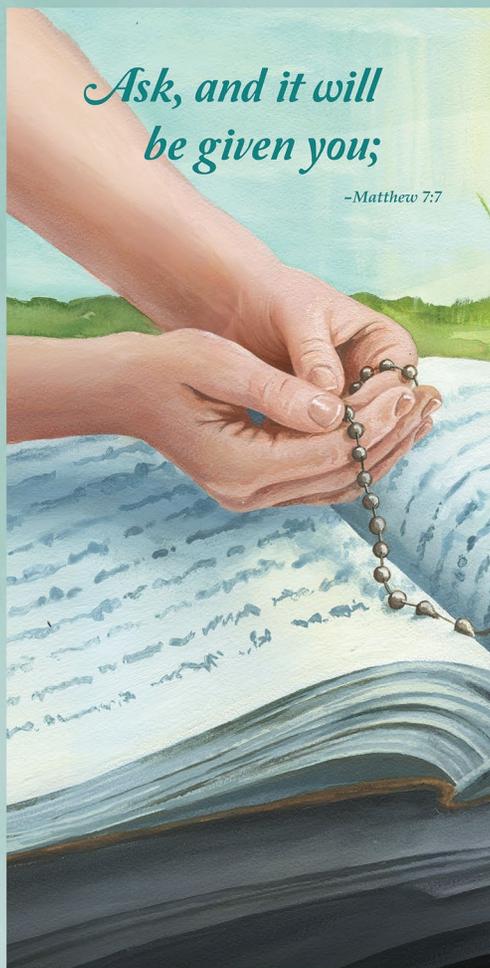


*Ask, and it will
be given you;*

-Matthew 7:7



CALGARY CATHOLIC SCHOOL DISTRICT

2017-2018 Annual Report



CALGARY CATHOLIC
SCHOOL DISTRICT

Chair's Message



*Together,
we ensure students
receive a quality faith-
based education that
helps them to succeed
academically, spiritually
and socially.*

During the 2017–2018 school year, the Board of Trustees continued to diligently collaborate with provincial and municipal governments to form creative community solutions; with parents and associations to understand and address students' needs; and with district leaders, teachers and staff to put ideas into practice. Together, we ensure students receive a quality faith-based education that helps them to succeed academically, spiritually and socially.

We began enhancing our positive, collaborative team by welcoming three new trustees: Myra D'Souza (Wards 1, 2 and Cochrane); Lory Iovinelli (Wards 6 and 8); and Pamela Rath (Wards 4 and 7). Joining myself (Wards 9, 10, and Chestermere) and returning trustees Mary Martin (Wards 13 and 14); Linda Wellman (Wards 3, 5, and Airdrie); and Cathie Williams (Wards 11 and 12), our board of seven elected trustees collectively employs more than 65 years of trusteeship to serve 55,000 students in 112 district schools. We take pride in ensuring the four board priorities—faith formation, student excellence, student wellness and success for our First Nations, Métis and Inuit (FNMI) students—are helping students reach their full potential in welcoming school communities.

This year has proven to be another successful year of productive partnerships as we opened three new schools in Aspen Woods, Silverado and Skyview Ranch. Our continued advocacy, on behalf the district and community, for funding, infrastructure and enabling legislation ensures support for Catholic schools in the neighbourhoods where

our families live. The board is excited to serve future Calgary Catholic students and families following the provincial government's recent funding announcement for a K–6 school in Evanston. We remain committed to make learning spaces a reality and safe places where students can feel, think, move and act in ways that enhance their lives and develop the ability to deal with challenges.

Building resiliency and reconnecting is part of student wellness and success. Between November and March, five School Council/Parent and Trustee Forum sessions were held to receive stakeholder input and address student needs. The information gained and discussions had at these forums were extremely valuable to decision-making throughout the year. The board welcomed more than 500 attendees at two of the events and warmly witnessed the power of meaningful connections as parents learned how to be better champions for their kids. We know from research that stable, supportive relationships with adults, at home and school, can influence a child's lifelong health and success. We are grateful for the ongoing conversations

we have with our partners and parents. As trustees, we can govern with inclusion, understand community needs and serve all stakeholders when we connect and collaborate.

Our work continues to connect us with community initiatives that are as passionate about kids and the values of care, respect and responsibility as we are. One example is the Integrated School Support Program (ISSP), funded by the Calgary Police Foundation. Now in its fifth year of service at Holy Trinity School, ISSP works with 18 partners to provide targeted services to address various needs within a diverse school and community. The objective of the prevention-based program is to provide students and families with a supportive environment. Its approach incorporates nutrition, fitness, academic success and mental well-being to build a safe and vibrant community.

From parents and guardians to communities and government, our board will continue to foster relationships with a wide range of partners to ensure students have every opportunity to succeed in our Catholic school

communities. We enthusiastically look ahead to the fall of 2018 and the fruits of positive, collaborative relationships when new schools in the communities of Legacy (All Saints High School), Mahogany (Divine Mercy School) and Sherwood (Blessed Marie-Rose School) welcome students.

On behalf of the Board of Trustees, I would like to recognize the accomplishments of our students and the contributions of our school administrators, teachers, support staff and parents who make it possible for our district to achieve the positive results and successes detailed within the 2017–2018 Annual Report. Together, we celebrate the gift of Catholic education.

Sincerely,

Cheryl Low
Chair, Board of Trustees



Board of Trustees

(l to r)

Lory Iovinelli - Wards 6 & 8

Cathie Williams - Wards 11 & 12

Pamela Rath, Vice-Chair - Wards 4 & 7

Cheryl Low, Chair - Wards 9, 10 & Chestermere

Mary Martin - Wards 13 & 14

Linda Wellman - Wards 3, 5 & Airdrie

Myra D'Souza - Wards 1, 2 & Cochrane

Chief Superintendent's Message



*Calgary Catholic
is one of the most
successful districts
provincially and
nationally.*

Our journey together has been one of meaningful relationships, faith, kindness and success. We look back on the 2017–2018 school year with immense pride in how we served our 55,000 students, supported our Catholic community and came together to inspire change. At Calgary Catholic, we provide an excellent faith-based education that helps our students grow into loving and kind contributors to the world.

We saw our welcoming and caring schools continue to influence students' wellness, one of the four board priorities. Our Champions initiative, for every student to have an adult that can act as an advocate, continues to grow. More than 90 per cent of our grade 4–12 students feel they have a meaningful relationship with an adult that they can turn to for guidance and support. Research shows that children do well in life when they have a stable and committed relationship with at least one adult—a champion. And our administrators, teachers, caretakers and support staff are incredible champions.

Calgary Catholic was once again recognized as one of Alberta's Top 70 Employers, an accomplishment we are proud to receive for the eighth time in the last 10 years. Three CCSD principals were nationally recognized by the Canada's Outstanding Principals program and 12 first-year teachers were nominated for an Edwin Parr Teacher Award for outstanding skill and performance.

Our district believes every student can succeed, and our strong Accountability Pillar results show how we continue to support student excellence. Our students performed above the provincial standard in Diploma Exams and Provincial Achievement Tests, and our First Nations, Métis and Inuit (FNMI) students exceeded all provincial FNMI measures.

Students scored 2.4 per cent higher than the provincial average on their Diploma Examinations, and 0.5 per cent higher than the standard of excellence. More than 66 per cent of our students are eligible to receive an Alexander Rutherford Scholarship, nearly four per cent higher than the provincial average. Our drop-out rate for all students is 1.7 per cent lower than rest of the province and 3.2 per cent lower than the provincial rate for all FNMI learners. Close to 81 per cent of our FNMI students graduate in three years; this exceeds the province's FNMI high school completion rate of 53.6 per cent by 27.2 per cent. And after graduation, we see nearly 70 per cent of students transition to a post-secondary education—11 per cent more than the rest of Alberta.

Calgary Catholic is one of the most successful districts provincially and nationally. It is not only our academic achievements that make us successful. It's also how our district faith theme, *Ask, and it will be given you*, teaches us how to pray and listen for the reply of how we can serve others. Schools participated in 771 service-learning projects that supported organizations such as the St. Vincent de Paul Society, Canadian Cancer Society and WE Charity. In April, students and staff also raised \$72,000 to support the Humboldt District Hospital Foundation and virtual medical conferencing equipment. Through service and acts of giving, we see how Catholic education goes beyond the curriculum children study in their classrooms. They learn to be a part of something bigger than themselves and see the beauty and worth in every person.

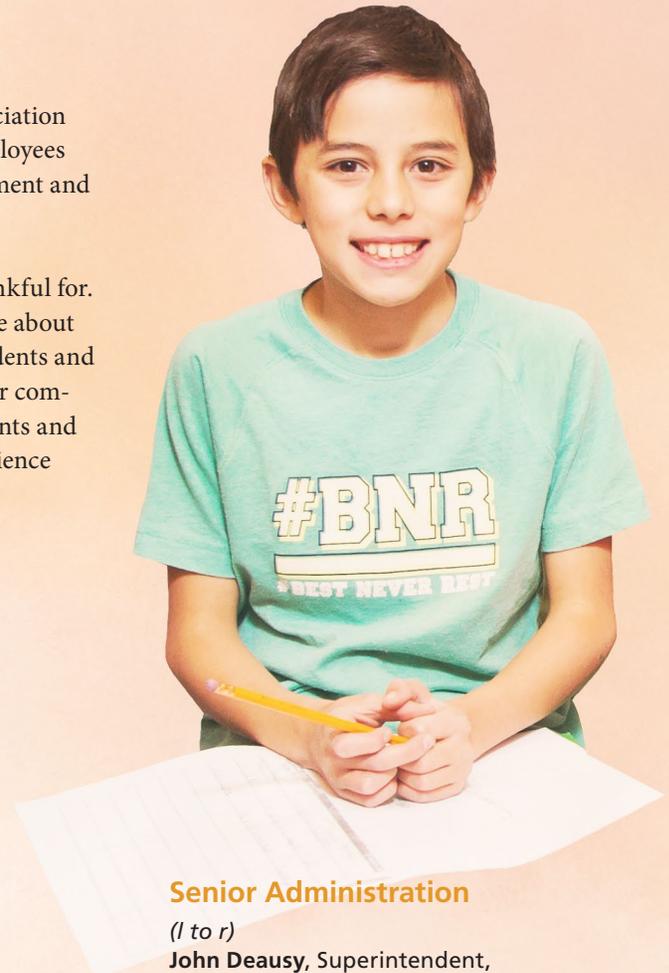
We wish to recognize the continued support of our trustees, staff, parents and community partners; we are grateful for your collective commitment to Catholic education. Our faith is central to all that we do, and we are thankful to have the spiritual guidance and support of Bishop McGrattan.

We also acknowledge the Alberta Teachers' Association (ATA), UNIFOR, Canadian Union of Public Employees (CUPE) and exempt employees for their commitment and leadership.

Calgary Catholic has a lot to be proud of and thankful for. Our schools continue to be communities that care about the physical, mental and spiritual wellness of students and staff. As we look ahead to another school year, our commitment to excellence remains: provide the students and families we serve with the best educational experience in caring and safe, faith-filled learning spaces.

Sincerely,

Gary Strother
Chief Superintendent



Senior Administration

(l to r)

- John Deausy**, Superintendent, Finance & Business, Information Technology/Secretary-Treasurer
- Richard Svoboda**, Superintendent, Human Resources
- Andrea Holowka**, Superintendent, Specialized Program Schools/ Instruction/Religious Education
- Mark Rawlek**, Superintendent, Support Services
- Gary Strother**, Chief Superintendent
- Michael Ross**, Superintendent, Area A Schools
- Luba Diduch**, Superintendent, Area B Schools
- Judy MacKay**, Superintendent, Area C Schools



Instructional Services

Faith Theme

Ask, and it will be given you looks to encourage prayer as a central part of Christian life. Students and staff had many opportunities to pray and deepen their relationship with God through:

- The Liturgy of the Hours
- Morning Prayer
- Celebrations, retreats, devotions and works of mercy.

Faith Formation

Developing staff and students' faith is one of our four board priorities. Several strategies were used to develop faith leadership, spirituality and create a greater understanding of the Church's teachings, including:

- Leadership Academy modules that focus on school's Catholic identity
- New-teacher orientation sessions that relate to foundational Catholic teachings and pastoral approaches to education and student support
- Faith development sessions for district leadership and staff
- Leadership and staff retreats
- #ScriptureMonday and #WhyWednesday social media initiatives
- School activities and curriculum
- A Social Justice Summit to help high school students build solidarity, capacity and deeper relationships with Jesus.

New Religion Program

Growing in Faith, Growing in Christ, the new Grade 1–8 religion program, continued its phased implementation. The curriculum follows the liturgical calendar and key aspects of our faith such as saints, symbols and practices. It also emphasizes the important connection between home, school and parish.

Inclusive Communities

The district continues to support inclusive communities that welcome, respect and care for students; create safe spaces for children to learn; and value and engage student leadership. Staff and students had access to resources to build inclusive communities and the district provided additional support to schools on a case-by-case basis.

French and International Languages Programs

The centralized Language Course Challenge process continues to do well. Nearly 250 high school students successfully challenged Filipino 35 Language and Culture, French 30, Italian 30, Japanese 30 and Spanish 30 courses.

French Immersion enrolment was the highest on record, with nearly 4,300 students from kindergarten to Grade 12. Initiatives this year included:

- Continuous collaboration between French Language Arts and Études Sociales teachers
- Emphasis on junior high oral communication



- and socio-affective-connection language learning; and academic achievement through analysis of Provincial Achievement Test results
- A district-wide junior high French improvisation tournament
- Français Alive, a French cultural day for all district Grade 9 students. St. Mary's Parish and Sainte-Famille Parish ensured the day was also infused with faith.

Spanish Bilingual enrolment was also the highest on record, with approximately 1,300 students from kindergarten to Grade 12. An additional 28 students will join the program in Grade 10 next year after levelling assessments are complete. Roughly 73 students will join the Filipino Language and Culture program at Father Lacombe High School after successful assessments. One of the Spanish program's primary focus was community-based learning. Initiatives this year included:

- High schools created informational videos for new immigrants in collaboration with Mary Mother of the Redeemer Parish
- Elementary and junior high schools attended Explorando el Español, a community event where students practiced their Spanish.

Campus Calgary and Open Minds

Students benefit from this innovative program's interdisciplinary and experiential learning format and become informed and engaged citizens; teachers benefit from hands-on professional development. The program is highly successful and oversubscribed every year.

Fifteen community sites become classrooms for experiential learning for one week a year. Five of those sites were piloted this year:

1. Seed School at The Mustard Seed
2. Strong Kids School at the Gray Family Eau Claire YMCA
3. Tinker School at STEM Learning Lab
4. Social Enterprise School at STEM Learning Lab
5. Library School at the Central Library.

Dual-Credit Opportunities

Alberta Education introduced the Alberta Dual-Credit Framework in November of 2017. The framework provides high-level direction for authorized dual-credit programs and a plan to support high school students to post-secondary education.

CCSD currently partners with Bow Valley College, Mount Royal University, Olds College, St. Mary's University and SAIT to provide coursework and career pathways in:

- Energy & Environment Engineering Technologies
- English Critical Reading and Writing
- Engineering Design & Geospatial Technologies
- Health Care Aide
- Indigenous Studies (new for spring 2018)
- Nutrition for Healthy Lifestyles
- Pharmacy Assistant
- Pre-Apprenticeship Cooking

- Pre-Employment Carpentry
- Pre-Employment Electrician
- Pre-Employment Plumbing
- Pre-Employment Welding
- Veterinary Technical Assistant.

Career and Technology Foundations (CTF)

A Grade 5 and 6 program was rolled out district-wide with three different models: integrated within the prescribed curriculum; stand-alone, time-tabled CTF option courses; or a Genius Hour format. Elementary schools received ongoing support through professional development and experiential working sessions. From September to February, a Professional Learning Community was created to:

- Provide a network for teachers to work collaboratively and gather resources for their school
- Create CTF challenges for a new ePD site expected this summer.

Career and Technology Studies (CTS)

Schools worked to increase CTS enrollment and make improvements in one of three ways:

1. Improve online presence and make course content more accessible through Brightspace or Google Classroom. Instructional videos and English Language Learners materials were created and made available to diverse learners.
2. Create more meaningful connections between CTS occupational skills and real-world scenarios. Students participated in community events such as:
 - The Vivo Metal Art project to celebrate Canada 150
 - The Calgary Welding Rodeo hosted by the International Brotherhood of Boiler-makers Lodge 146
 - Preparation for the 2018 Provincial Skills Competitions.
3. Educate students and parents about CTS courses and career connections through career fairs and CTS promotional materials. Schools visited feeder schools to meet with Grade 9 students and provided CTS information at their respective open house events.





Diverse Learners Support (DLS)

Student Wellness: Mental Health and Resiliency Strategy

Student wellness is one of the district's four board priorities. District programs, resources and supports work together to enhance wellness. Initiatives in our strategy included:

- Ongoing training in 4th R, a resource that provides strategies for healthy relationships at the junior-high level

- PATHS programs that focus on social-emotional learning and healthy relationships
- The district-wide Champions initiative for every student to have a trusted adult who acts as an advocate
- The High School Student Advisory Committee's Championing Student Wellness Conference to share school-based wellness strategies and create plans for the coming year
- Targeted therapeutic support, district psychologists and family support workers for students who struggle with severe mental health issues

Academic Excellence Project

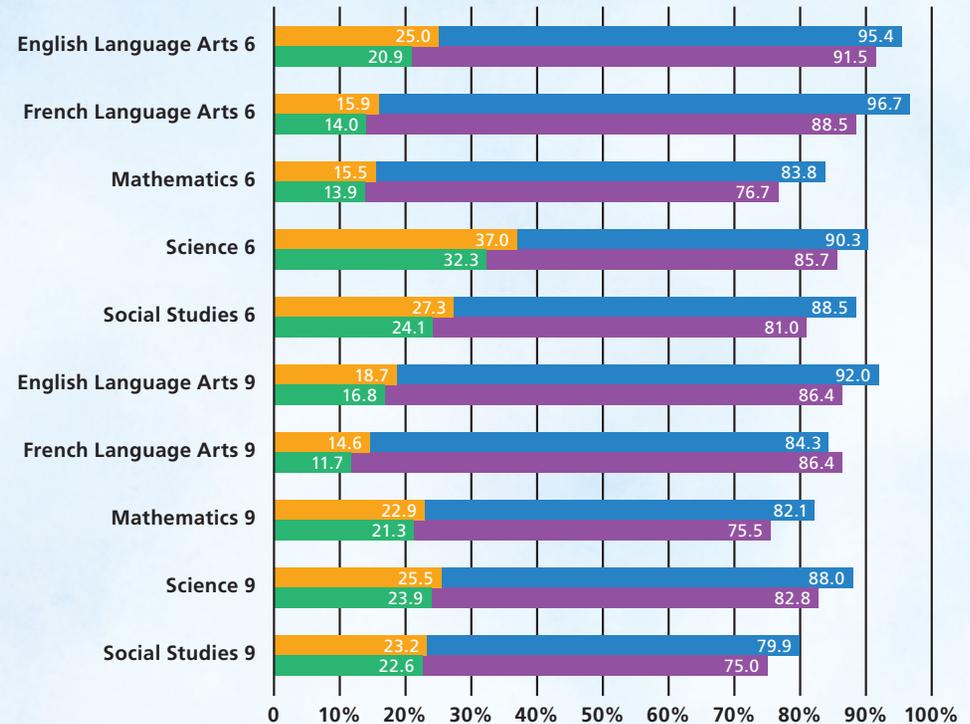
Improving Provincial Achievement Test and Diploma Exam results in English Language Arts, Mathematics, Social Studies and Science is one of Instructional Services' (IS) core goals. IS implemented several initiatives, including:

- Opportunities for subject teachers to share assessment resources and create instructional and assessment tools
- Formative assessment with high school teachers' participation in a Calgary Regional Consortium session on Interpreting Diploma Results as a Formative Tool
- An extension of Outcomes Based Assessment professional development to multiple schools and at a district Instructional Leaders' Network meeting
- Use of Google Forms as a survey tool to collect and analyze student data to inform teacher planning
- A day to share and collaboratively analyze data to create diploma goals
- High school visits with consultants to review diploma goals with school administration and coordinate teachers and follow ups throughout the school year.

ACHIEVEMENT TEST RESULTS 2016-2017

Course by Course Results by Number Writing

% Standard of Excellence
 CCSD
 Province
 % Acceptable Standard
 CCSD
 Province



- Go-To-Educator training to help staff recognize students' mental health needs and implement the Mental Health Go-To-Curriculum Resource at the junior-high level
- Neuroscience and childhood brain development training to help leaders and educators understand how brain development influences learning and inform best practices
- Understanding and building resiliency sessions at School Council/Parent and Trustee Forums to help build awareness of resilient and accountable children.

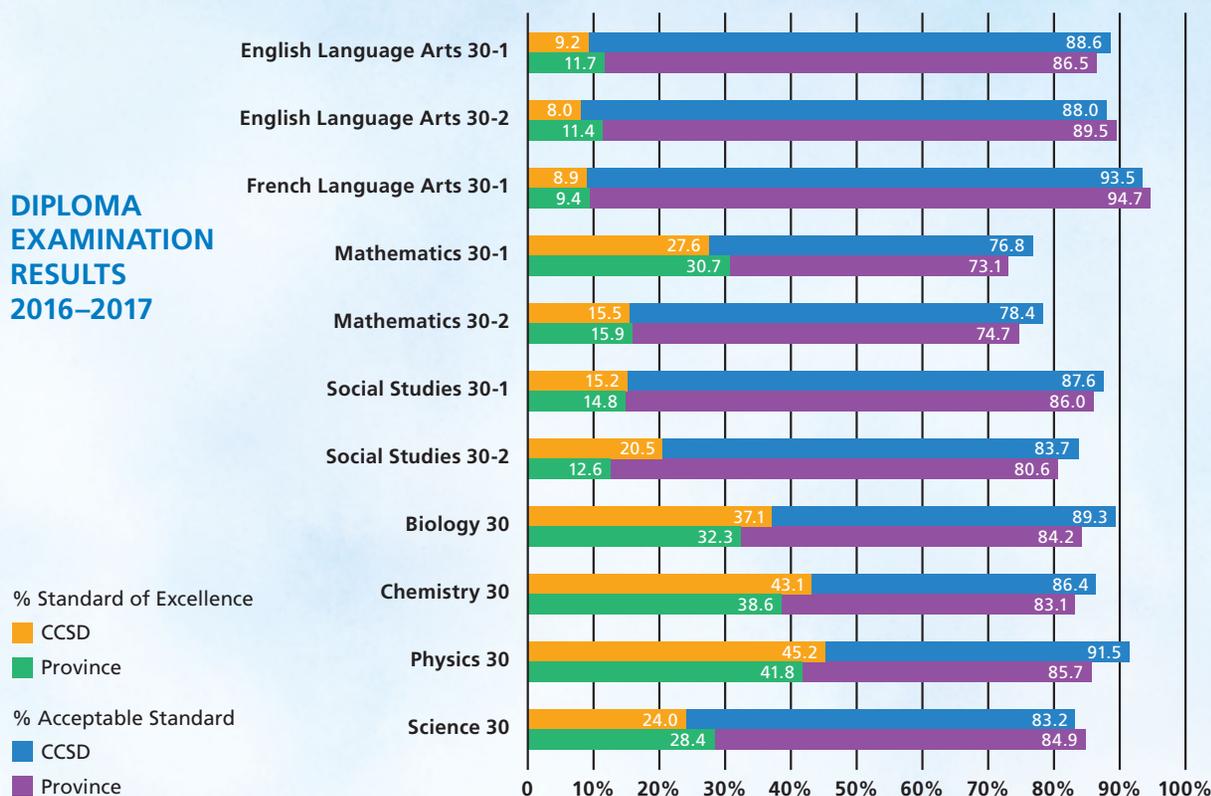
First Nations, Métis and Inuit (FNMI)

The primary focus was to provide FNMI professional development for staff and education for students. The district aims to implement the recommendations of the Truth and Reconciliation Council and work towards understanding Indigenous history, culture and experience.

To help teachers feel confident in their goals to address new Teacher Quality Standards and Leadership Quality Standards expectations, and achieve our primary focus, we:

- Developed Aboriginal Studies 30 course materials using provincially-designed curriculum
 - Taught Aboriginal Studies 30 in three high schools, with at least three more scheduled to provide the course next year
 - Partnered with St. Mary's University in a dual-credit effort to offer an Aboriginal Studies 30 contingent with St. Mary's Indigenous Studies 201
- Introduced the Native Ambassador Post-Secondary Initiative Program in all high schools
- Finalized a Grade 9 unit on Treaties and Collective Rights which will be introduced on ePD and through the Social Studies consultant
- Worked collaboratively with the Careers Next Generation Team to get more Indigenous students interested in the trades and the Registered Apprenticeship Program
- Hired a designated teacher to bring Indigenous content and lessons to classrooms; help teachers address curricular outcomes specific to Indigenous knowledge; and Indigenize all other curricular areas when a teacher expressed interest
- Facilitated treaty seminars, blanket exercises, sweat and smudge ceremonies and more
- Hosted Foundational Knowledge sessions
- Engaged Indigenous families and community through dinners with our trustees and a parent event at Holy Trinity School with families and community agencies
- Supported students' social and emotional needs
- Proactively supported specific schools' attendance needs
- Offered cultural field trips and exposure to post-secondary institutions.

DIPLOMA EXAMINATION RESULTS 2016–2017



English Language Learning (ELL)

There are nearly 17,000 ELL students in the district—more than 30 per cent of our total student population. This year, the ELL department continued to offer:

- Targeted professional development workshops for new teachers and content-area teachers
- ELL consultants to help teachers adapt units to include additional supports such as visuals and embedded links
- Professional development on data-informed practices, critical thinking skills, academic language, oral-language development and literacy for high school teachers
- District-wide instruction on how to use Alberta Education's benchmarks as a tool for instructional planning and assessment.

Immigrant and refugee family support expanded with numerous workshops and collaborative partnerships, including:

- A six-day Filipino re-unification workshop
- Sessions to teach families about the Canadian school system, parenting skills and healthy food choices to bridge home and school life
- A four-week summer course for students new to Canada
- Mental health support from our Intercultural Wellness Team for students and families with emotional, settlement and trauma-related issues.

District Diverse Learning Teacher (DDLT)

After initial positive response, the DDLT team was expanded. Four teachers were hired to work with consultants and develop programs for students who had difficulty following expectations or engaging in learning.

DDLTs were assigned to a dedicated class for up to three weeks to mentor and coach the teacher as they established a positive work setting for students. DDLTs collaborated with consultants, school administration and diverse learning coordinating teachers to implement strategies during this intensive in-class professional development opportunity.

Family Support Workers—Alberta Education's Classroom Improvement Fund

Eight additional family support workers were hired to support students' emotional concerns at 16 schools. Professional development to further care for students and their families was well received and has positively increased requests for other instructional services.

Technology: Supporting Teaching and Learning

The Educational Technology team worked with two high schools to develop a more interactive and engaging framework for online and blended-learning courses. Other technology initiatives that supported schools, included:

- Google Classroom which helps teachers create, distribute and grade assignments and serves as a communication tool between home and school
- Coding Quest, in collaboration with The Learning Partnership, which helps students in grades 4–6 learn fundamental coding skills to create video arcade games around curricular areas
- Google Leadership Series, Brightspace Leadership Series and Digital Tools for Formative Assessment Leadership Series held in the spring and fall for participants to become trainers for their school and share expertise on Alberta Teacher's Association and district PD days. ●



Facilities

Fourteen major capital projects were in varying stages of design, construction and warranty from 2016–2018. Each project helped to accommodate enrolment growth, meet requirements for facility modernization and preservation, and contribute to safe and resilient learning spaces.

The district celebrated the opening of three schools this year:

- Apostles of Jesus (K–9, Skyview Ranch community)
- Guardian Angel (K–6, Aspen Woods community)
- Holy Child (K–9, Silverado community).

Three new Calgary Catholic schools are scheduled to open in September of 2018. The schools will help to accommodate current and anticipated growth in the communities of:

- Legacy (All Saints High School, Grade 10–12)
- Mahogany (Divine Mercy School, K–6)
- Sherwood (Blessed Marie-Rose School, K–9).

Construction of two additional K–6 schools in Airdrie and Auburn Bay will begin this year. The district is also keen to begin work on a K–6 school in Evanston, announced in the provincial government’s 2018 budget.

St. Francis High School will remain under construction throughout the summer. The modernization project will ensure St. Francis meets students’ needs for many years to come. ●



Information Technology

The Information Technology department continues to provide a positive technology experience for students, families and staff. Its priorities include student and staff autonomy; continuous learning; effective collaboration; and excellent service and support.

Several new projects this year support these priorities, including the:

- Data centre modernization project and successful transfer of all district server data from central office to a secure, off-site service
- Addition of cloud-ready technologies that improve reliability, lower costs and focus on core capabilities
- Major renovation of the department's office space to adapt to increases in technology demands
- Significant investment in data and cyber security, including external audits, professional development and user-authorization security systems to access internal resources
- Extensive bandwidth upgrade to support the increasing number of devices on wireless networks to ensure students and staff can efficiently and easily access online resources.

Major upgrades to the accounting, financial and human resources platforms were also completed, including a streamlined user interface, to ensure:

- The systems continue to meet demand and regulatory requirements
- Information is secure
- Users have a positive and reliable experience. ●





Transportation

Transportation Eligibility and Fees

The Government of Alberta passed Bill 1: An Act to Reduce School Fees in the spring of 2017. The legislation mandates that district students who live more than 2.4 kilometres from their designated school do not pay a transportation fee. Students who live between 1.2 and 2.39 kilometres from their designated school pay the same transportation fee as last year—\$270 per child.

Each CCSD school has a boundary attendance area that includes several communities. Students who access programs of choice and do not attend their communities' designated school pay a transportation fee and are ineligible for a fee exemption. Programs of choice include Fine Arts, French Immersion, Spanish Bilingual, Hockey, International Baccalaureate and Career & Technology Studies.

Student Transportation

Calgary Catholic manages the annual transportation registration of all district students and resourcefully develops bus routes and stops. The district then contracts yellow bus and cab companies to provide vehicles and mechanical services; and hire and train drivers and office staff.

This year, more than 6,500 elementary students travelled to 70 regular and program of choice schools on 170 bus routes. Nearly 700 students travelled to Diverse Learning programs on more than 90 bus routes and in cab services.

Calgary Transit is a valued district partner. Through our partnership, eligible junior and senior high school students can receive a Transit Pass Rebate. Under Bill 1, rebate eligibility is determined by the distance between a student's residence and their designated school.

Future Changes and Growth

Transportation planning is complete for three new district schools set to open in September of 2018.

CCSD plans and analyzes transportation every year to ensure cost-conscious transportation and efficient bus routes. Strategic transportation planning can include pairing schools to share bus route costs and modifying bell times, as one of many examples.

Recent statistics show the number of students who require transportation to school declines as the number of schools within walking distance increase. As Calgary expands, there will be an on-going need to transport students to schools outside of their community. ●

Human Resources

Calgary Catholic employees 5,395 people, including: 3,461 certificated staff; 1,411 support staff; 341 caretaking staff; 174 exempt employees; and eight senior officers.

Human Resources recently completed a significant upgrade to its management system. Staff can now:

- Navigate HR self-services through a homepage
- Update personal information
- View current benefit plans including dependents and beneficiaries
- Access HR Self-Service through five web browsers
- Apply for jobs, view paychecks and request absences on a mobile device.

The Employee and Family Assistance Program offered a six-week program last fall to help staff develop positive mental health. Staff took away strategies to manage negative thoughts and interpersonal relationships, and for self-care. A follow-up session

in the spring provided staff with additional ways to improve self-esteem through healthy communication, boundaries and positive self-talk.

Occupational health and safety remains a priority. The Alberta Association for Safety Partnerships completed an external safety audit and renewed our Certificate of Recognition. The audit identified areas of excellence and improvement to ensure we maintain provincial workplace health and safety standards.

Emergency medical training is now done internally by district employees. Four employees became first-aid instructors, which allows the district to efficiently customize course scenarios that simulate Calgary Catholic school settings, programs and safety policies and procedures. This year successfully marked the first full year of internal first-aid instruction. ●



Finance and Business

The district continued to be excellent stewards of public funds and allocated funds to best meet students' needs.

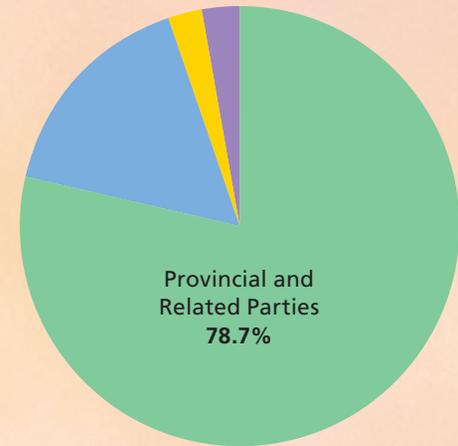
The Board of Trustees approved the 2017–2018 operating budget on June 14, 2017. The budget detailed \$610.7 million in revenues and \$615 million in expenditures. Operational expenses from implementing Bill 1: An Act to Reduce School Fees and opening three new schools, including a high school, in September of 2018 resulted in the \$4.3 million deficit.

The budget balanced after capital transactions and transfers from savings. The district's savings balance is budgeted at 2.2 per cent of revenues—slightly less than the Auditor General of Alberta's recommended range of 2.5 per cent to four per cent.

The Board of Trustees approved the 2016–2017 Audited Financial Statements on November 29, 2017. Calgary Catholic posted an operating surplus of \$5.8 million—less than one per cent—on more than \$596 million in revenues. ●

REVENUES

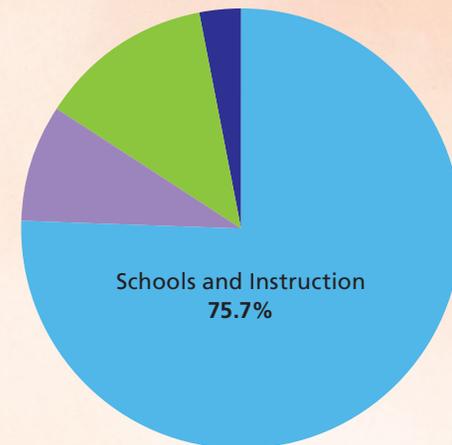
Year Ended August 31, 2017



- Local Property Taxes - 16.1%
- Student Fees - 2.6%
- Other Revenue - 2.6%

EXPENDITURES

Year Ended August 31, 2017



- Board, Administration and Instructional Support - 8.7%
- Plant Operations and Maintenance - 12.7%
- Transportation - 2.9%





CALGARY CATHOLIC
SCHOOL DISTRICT



2017-2018 ANNUAL REPORT

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Living and Learning in our Catholic Faith